Unit 2 · Asking for and Giving Permission

HARDER PRACTICE QUESTIONS · ANSWER KEY

Full marks 27

Give the marks for the points in the marking scheme; an answer in other words that says the same is right.

1 Questions about a rabbit

ANSWER HA · 6

Tests: a helping verb moves to the front, but a sentence with only a main verb needs *do, does* or *did*, and the main verb goes back to its plain form; *has* can be either; the short answer repeats the helper.

a.

1. **Does** Apekshya **have** a pet rabbit? — Yes, she **does.**
2. **Has** Apekshya fed her rabbit? — Yes, she **has.**
3. **Was** the rabbit in the garden? — Yes, it **was.**
4. **Did** the rabbit **eat** all the cabbage? — Yes, it **did.**
5. **Can** her brothers catch it? — Yes, they **can.**
6. **Do** her brothers **like** rabbits? — Yes, they **do.**

b. In 1, *has* is the **main verb:** it means *owns*. There is no helper to move, so we add **does,** and *has* goes back to its plain form, *have*. In 2, *has* is a **helper:** it helps *fed*. A helper moves to the front: *Has Apekshya fed…?* (*Has Apekshya got a pet rabbit?* is also heard in British English, but the sentence would then need *got*.)

c.

i. ***Did the rabbit eat all the cabbage? – Yes, it did.*** *Did* already carries the past, so the main verb is plain: *eat*, not *ate*. The short answer repeats the helper, *did*, not the main verb.

ii. ***Do her brothers like rabbits?*** *Like* is a main verb with no helper, so we add *do* (not *is*), and *do*, not *does*, because *her brothers* is more than one.

MARKING SCHEME

- ✓ a. 1 and 2: *Does … have …? Yes, she does.* and *Has … fed …? Yes, she has.*
- ✓ a. 3 and 4: *Was …? Yes, it was.* and *Did … eat …? Yes, it did.*
- ✓ a. 5 and 6: *Can …? Yes, they can.* and *Do … like …? Yes, they do.*
- ✓ b. In 1 *has* is the main verb (owns), so add *does*; in 2 it is a helper (with *fed*), so it moves.
- ✓ c. i. *eat* after *did*, and the short answer *Yes, it did*.
- ✓ c. ii. *Do her brothers like rabbits?* (*do*, not *is*, for a main verb; not *does*, for more than one).

2 Asking at the library

ANSWER

Tests: choosing *May I* for the librarian, *Is it okay if I* + present simple, *May I* + plain verb; a refusal that says sorry and gives the rule as its reason; the answer *you may*; and that *May I* is too formal for a little brother.

a. Models (*May I* is best with a librarian; *Could I* is polite too):

i. ***May I take these two books home, please?*** — *Yes, you may. Please bring them back next week.*

ii. ***May I read this poem aloud to my friends?*** — *I'm sorry, you can't. Please read and talk quietly in the library.*

iii. ***Is it okay if I sit by the window?*** — *Of course.*

iv. ***May I leave my books on the table?*** — *I'm afraid you can't. Please return them to their proper places.*

b.

i. ***May I borrow this atlas?*** After *may*, the plain verb, with no *to*.

ii. ***Is it okay if I use the dictionary?*** After *Is it okay if I*, the present simple, not *will*.

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iii. ***"Yes, you may."*** The librarian gives the permission to the other person: *you* may, not *I* may.

c. *May I* is very formal: we use it with teachers, the librarian, guests and older people. With a little brother, it sounds funny. Most people say ***Can I borrow your crayons?*** (or *Is it okay if I borrow them?*).

A · 6

MARKING SCHEME

- ✓ a. i and iii: polite questions (*May I / Is it okay if I*) and *yes* answers (*Yes, you may / Of course*).
- ✓ a. ii: refused with sorry and the reason *read and talk quietly*.
- ✓ a. iv: refused with sorry and the reason *return books to their proper places*.
- ✓ b. i and ii: *May I borrow* (no *to*); *if I use* (not *will use*).
- ✓ b. iii: *Yes, you may*.
- ✓ c. *May I* is too formal for a little brother; *Can I borrow your crayons?*

3 The bird's three rules

ANSWER

HA · 5

Tests: using the bird's rules as ideas in new cases, not as lines to recall; seeing that one action broke two rules at once; following a rule's effect through the story.

a.

i. **Rule 1.** The message may be a trick to get her money: she shouldn't believe it just because it says so.

ii. **Rule 2.** He is sad about something he doesn't have.

iii. **Rule 3.** The buffalo is something sure he has in his hand; he throws it away for a ticket that will probably win nothing. (Rule 1 fits too, with a reason: he believes the lottery's promise of riches.)

b. **Rule 1.** He let the bird go because he **believed what it said**: that the rules would profit him greatly, and that it would keep its word. He believed everything it said.

c. **No.** He let the bird go only because he believed its promise. If he hadn't believed everything it said, he would have kept the bird in his hands, and so he would have kept rule 3 too. (A student may add that the bird did keep its word: it really gave him the three rules. A student who says *yes, because the bird had turned black and was no use to sell* has missed that the bird only *said* a caged bird loses its beauty: believing that is believing it too.)

MARKING SCHEME

- ✓ a. i. Rule 1, with a reason (the message may be a trick).
- ✓ a. ii and iii. Rule 2 (sad about what he doesn't have) and rule 3 (selling the sure thing for a hope).
- ✓ b. Rule 1: he believed the bird's promise.
- ✓ b. From the story: he let it go because it said the rules would profit him, or because it gave its word.
- ✓ c. No: he let it go only because he believed it, so he would have kept it (and kept rule 3).

4 Seeing and imagining

ANSWER

Tests: telling what the child sees from what he imagines, from the words of the poem (a question, the future, a distance too far to see); finding which lines rhyme by their sound, not by looking; using the pattern in lines of one's own.

a. The **last line of the second stanza**, *Where will all come home?* It is a **question**: he doesn't know where his boats will go. Before it, he only describes the river, the sand, the leaves and the foam.

b. Any two: ***A hundred miles or more*** (far too far for him to see); ***Shall bring*** (the future: it hasn't happened); ***Other little children*** (children he has never met).

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c. Second stanza: **lines 1 and 3** (*floating, boating*) and **lines 2 and 4** (*foam, home*). Third stanza: only **lines 2 and 4** (*mill, hill*); *river* and *valley* don't rhyme. So the pattern is **not the same.** HA · 5

d. A model:

My kite climbs up the sky,
It tugs and pulls the string;
Perhaps it will reach the snow
Where only the eagles sing.

(*string, sing*). Any four lines about a kite going away, with lines 2 and 4 rhyming and the last two imagining where it ends up.

MARKING SCHEME

- ✓ a. The last line of the second stanza, a question (he doesn't know where the boats will go).
- ✓ b. Two signs of imagining: *a hundred miles or more*, *shall bring*, *other little children*.
- ✓ c. Stanza 2: lines 1 and 3, and 2 and 4; stanza 3: only lines 2 and 4; not the same.
- ✓ d. Four lines about a kite, lines 2 and 4 rhyming.
- ✓ d. The last two lines imagine where the kite will end up.

5 One dot, many jobs

ANSWER HA · 5

Tests: a dot marks a short form, a decimal, or the end of a statement, and one dot can do two jobs; cutting a run of words into sentences by their meaning, with a question mark where one asks.

a. i. There are **four** dots. The dot in *Mr.* marks a short form (of *Mister*). The dot in *2.5* comes between the whole number and the decimal. The two dots in *a.m.* mark a short form (each letter stands for a word), and the last of them is also the **end of the sentence.**

ii. The dot after *a.m.* does two jobs at once: it ends the short form and the sentence. We never write two dots in a row.

b. ***My uncle is a bus driver. He drives from Pokhara to Kathmandu every day. He leaves at 6 a.m. and gets there at 2 p.m. Do you know him?*** (*every day* can also begin the third sentence: *…from Pokhara to Kathmandu. Every day he leaves at 6 a.m.…* Both are right.)

MARKING SCHEME

- ✓ a. i. *Mr.* a short form, *2.5* a decimal.
- ✓ a. i. *a.m.* a short form, and the last dot also ends the sentence.
- ✓ a. ii. One dot does both jobs; we never write two dots.
- ✓ b. Cut into the four sentences at the right places, each with a capital.
- ✓ b. *a.m.* and *p.m.* with their dots, and a question mark after *Do you know him*.

Marks by level	Knowledge	Understanding	Application	Higher ability	Total
Marks	0	0	6	21	27

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