Unit 3 · Requesting and Responding

HARDER PRACTICE QUESTIONS · ANSWER KEY

Full marks 26

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

1 One word, many jobs

ANSWER HA · 5

Tests: the same modal does different jobs, and the rest of the sentence tells which: the time it is about, who will do the action, and whether it is real or imagined.

a.

1. **ability in the past** (a question about what you were able to do at five)
2. **a request**
3. **something possible**
4. **an offer** (the speaker wants to do something for you)
5. **asking for permission** (the speaker wants to do something for himself or herself)
6. **the future seen from the past** (the winning came after *I knew*)
7. **something imagined** (the speaker has no boat)
8. **a quick decision** (*'ll = will*; the speaker decides at that moment)

b. Sentence 1 is about the past: ***when you were five***. It asks what you **were able** to do then; nobody can do it now for the speaker. Sentence 2 asks the person to do something **now** for the speaker (*hold my bag*), and *please* shows it is a request.

MARKING SCHEME

- ✓ a. 1 and 2: ability in the past, a request.
- ✓ a. 3 and 4: something possible, an offer.
- ✓ a. 5 and 6: asking for permission, the future seen from the past.
- ✓ a. 7 and 8: something imagined, a quick decision.
- ✓ b. 1 is about the past (*when you were five*: what you were able to do); 2 asks for something to be done now (*please*).

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2 Will or would?

ANSWER A · 5

Tests: *would* for something imagined and for the future seen from the past; *will* for the future, a promise; and that *if* doesn't always mean *would*: a real possibility takes *will*.

a.

1. We **will** leave at seven. (the future)
2. If I were the head teacher, I **would** have a picnic every month. (imagined)
3. Last year, my cousin said that he **would** come to our picnic. (the future seen from the past)
4. I **will** carry it. (a promise)
5. If it rains tomorrow, we **will** go next Saturday instead. (it may really rain)
6. If I had wings, I **would** fly. (imagined)

b. In 2, Jenisha is **not** the head teacher: it is only imagined, so **would**. In 5, rain is a **real possibility**: it may really happen tomorrow, and then they really will go next Saturday, so **will**.

c. He said it **last year**, and that picnic is over now. Seen from last year, his coming was in the future: the future seen from the past, so **would**. (His own words were *I will come.*)

MARKING SCHEME

- ✓ a. 1 and 4: *will, will*.
- ✓ a. 2 and 6: *would, would*.
- ✓ a. 3 and 5: *would, will*.
- ✓ b. 2 is only imagined (she is not the head teacher); 5 may really happen.
- ✓ c. Said last year, so the future seen from the past (he said *I will*).

3 A day of requests

ANSWER HA · 5

Tests: a request that fits the person (an order is rude to a shopkeeper, *Will you* sounds bossy to a teacher), the right response (*Here you are*; *I'm afraid I can't* with a reason), and that a request starting with *Please* is not a question, so it takes a full stop.

1 is fine: *Can you* is right with family, and *Sure, I will* says yes.

2. *Give me a notebook* is an order, not a request: ***Could I have a notebook, please?*** (or *Can you give me a notebook, please?*). The shopkeeper should say ***Here you are***: *Here I am* means "I have arrived".

3. *I'm afraid.* alone doesn't say no, and gives no reason (on its own it can mean "I am scared"). Utsab should say no politely, with a reason: ***I'm afraid I can't. I need it to go to my tuition class.***

4. *Will you* sounds bossy to a teacher: ***Could you check my homework, please?*** (or *Would you..., please?*)

5. *Please wait...* is not asked like a question, so it ends with a **full stop**: ***Please wait for me at the gate.*** (Or ask it as a question: *Will you please wait for me at the gate?*)

MARKING SCHEME

- ✓ 1 is fine, and 2: a polite request (*Could I have... please?*) and *Here you are*.
- ✓ 3: *I'm afraid.* alone doesn't say no or give a reason; *I'm afraid I can't*, with a reason.
- ✓ 4: not *Will you* to a teacher: *Could you (or Would you)..., please?*
- ✓ 5: a full stop after a *Please ...* request (or a real question with *Will you please...?*).
- ✓ All four faults named, not only corrected.

4 Promises in Beauty and the Beast

ANSWER

Tests: following causes through a story, reading conditions and promises, and seeing why a story's punishment fits the wrong.

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a. A model: *Beauty asked for roses,* ***so*** *the merchant stopped to pick one in the castle garden. The beast was angry* ***because*** *he came in without permission and picked his roses,* ***so*** *it let him go only if he sent the daughter who wanted the roses. Beauty went to the castle* ***because*** *she wanted to save her family.*

b. **The first condition:** the merchant could go home if he sent the daughter who wanted the roses by the next evening; if not, the beast would come for them all. It **was kept**, though not by the merchant (he refused): Beauty went herself, **so** her family was safe and she came to know the beast.

The second: Beauty could go home, but for **only a day.** She **didn't keep it:** she forgot and stayed for weeks, **so** the beast fell ill. But because she ran back and cried, her tears turned him back into a prince.

c. He killed **wild animals**, so he was made **one of them:** a wild beast that people fear. Now he knew what it was to be a beast, and only a true friend's tears could change him back.

MARKING SCHEME

✓ a. A chain from the roses to Beauty going to the castle (the rose picked, the beast's condition, Beauty goes), joined with *so* or *because*.
✓ b. First condition: send the daughter (or the beast comes for all); kept, by Beauty going herself.
✓ b. Second condition: go home for only a day.
✓ b. Not kept (she stayed for weeks), so the beast fell ill (and her tears then saved him).
✓ c. He killed wild animals, so he was turned into one.

5 An application that needs work

ANSWER

Tests: the parts of an application in their order (date, receiver, subject, salutation, body, closing), a subject that says what the letter is about, asking politely (*I request you to grant…*), saying exactly which days, and a closing that fits a head teacher.

a. Any four:

- There is **no date** and **no receiver** (*The Head Teacher*, the school's name and place).
- The **subject comes after** *Dear Sir*; it goes before the salutation, and *Leave* doesn't say what for.
- *so give me leave* is an **order**, not a polite request.
- The days don't agree: he needs **three days**, but writes *I will not come tomorrow*, as if only one; he should say from when to when.
- *Love,* is for family and friends; to a head teacher, ***Your obedient student,*** with his grade.

b. A model:

3 Phagun 2082
The Head Teacher,
Shree Bal Kalyan Secondary School,
Kathmandu
Subject: Application for leave to attend my sister's wedding
Dear Sir,
With due respect, I would like to inform you that my sister's wedding is in Solukhumbu from 4 to 6 Phagun. So I will not be able to come to school for three days, from 4 to 6 Phagun. Therefore, I request you to grant me leave for those three days. I shall be very grateful to you.
Your obedient student,
Mingma
Grade 6

MARKING SCHEME

✓ a. Two faults: any of no date or receiver, the subject in the wrong place or too vague.

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- ✓ a. Two more: any of the order *give me*, the days that don't agree, *Love* as the closing.
- ✓ b. Date, receiver, and a subject that says what for, before *Dear Sir*.
- ✓ b. The reason and the exact days (4 to 6 Phagun, three days).
- ✓ b. A polite request (*I request you to grant me leave…*).
- ✓ b. *Your obedient student,* with his name and grade.

Marks by level	Knowledge	Understanding	Application	Higher ability	Total
Marks	0	0	5	21	**26**

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