Unit 5 · Making Suggestions

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 Real, or only imagined?

ANSWER HA · 6

Tests: real or imagined depends on what the speaker believes, not on the event: *if* + present and *will* for something that may really happen, *if* + past and *would* for something the speaker thinks won't; the past verb doesn't mean the past time; some things can only be imagined.

a. **Aayusha.** She uses *if* + the present (*comes*) and *will*: a real possibility. Dipesh uses the past (*came*) and *would*: he is imagining it, because he thinks the bus probably won't come soon.

b. **No.** She is talking about **today** (*borrow the new book today*). *Found* is past only to show that it is **imagined**: she doesn't think she will find the card. (The tempting answer, "past verb, so the past", is wrong.)

c.

1. If I **were** the Moon, I **would shine** on every village at night. Only this way: a person can never be the Moon, so it can only be imagined. (*was* is also heard, but *were* is better.)
2. Both are possible:
   - If it **snows** in Kathmandu next week, our school **will close.** The speaker thinks it may really snow.
   - If it **snowed** in Kathmandu next week, our school **would close.** The speaker thinks it probably won't snow.

MARKING SCHEME

- ✓ a. Aayusha.
- ✓ a. Her *comes … will* is a real possibility; Dipesh's *came … would* shows he thinks it won't.
- ✓ b. No: it is about today; the past form shows that it is imagined (she thinks she won't find it).
- ✓ c. 1: *were, would shine*, only imagined, because a person can't be the Moon.
- ✓ c. 2: *snows, will close*: the speaker thinks it may really snow.
- ✓ c. 2: *snowed, would close*: the speaker thinks it won't.

2 Imagine the opposite

ANSWER

Tests: imagining the opposite when the true sentence is positive as well as negative; the *if* part in the past, irregular verbs included (*know* → *knew*, *have* → *had*, *is* → *were*); *can't* → *could*, *won't* → *would*, *doesn't* → *would*.

a.

1. If I **knew** Lhakpa's phone number, I **could call** him. (*knew*, not *knowed*: *know* is irregular.)
2. If we **didn't have** a test tomorrow, we **would** (or **could**) **go** to the football match.
3. If my little sister **weren't** (or **wasn't**) ill, she **could come** to the picnic.
4. If it **weren't** (or **wasn't**) so cold in our village, rice **would grow** there.
5. If Gaurav **didn't live** far from school, he **wouldn't get up** at five o'clock. (Also right: *he wouldn't have to get up at five*, *he could get up later*.)

Science Playground, Katunje, Bhaktapur
Book a class visit: https://science-playground.com/booking

b. The true sentence is **positive**, so the opposite is **negative:** *we didn't have*. And because it is imagined, it goes into the **past:** *didn't have*, not *don't have*. The tempting answer, *If we don't have a test*, would mean that we may really have no test, which is not what we know. A · 6

MARKING SCHEME

✓ 1. *knew … could call*.
✓ 2. *didn't have … would go* (or *could go*).
✓ 3. *weren't* (or *wasn't*) *ill … could come*.
✓ 4. *weren't* (or *wasn't*) *so cold … would grow*.
✓ 5. *didn't live far … wouldn't get up at five* (or a sentence with the same meaning).
✓ b. Made it negative (the true sentence is positive) and past (it is imagined): *didn't have*.

3 Who will fix the bicycle?

ANSWER A · 5

Tests: the plain verb after *should*, *why don't you* and *would*; *If I were you, I would*; who does the action in each way of suggesting (*myself* when the speaker imagines being the listener, *yourself* with *you should*, and *let's* only when the speaker takes part).

a.

1. You should **fix** it yourself. (No *to* after *should*.)
2. Why don't you **watch** a video on how to fix a chain? (The plain verb.)
3. If I **were** you, I **would** fix it myself.
4. You should fix it **yourself**.
5. *Let's* means "you and I", but Rishav can't come this afternoon. So: **Why don't you fix it this afternoon?** (or *You should fix it this afternoon*, or *If I were you, I would fix it this afternoon*).

b. In message 3, Rishav **imagines he is Anjila:** "I (in your place) would fix it myself", so the one fixing it is *I*, and *myself* goes with *I*. In message 4 the one who should fix it is *you*, Anjila, so it must be *yourself*.

MARKING SCHEME

✓ 1 and 2: *should fix*; *Why don't you watch*.
✓ 3: *If I were you, I would*.
✓ 4: *yourself*.
✓ 5: not *Let's* (Rishav can't take part); a suggestion for Anjila alone.
✓ b. In 3 he imagines being her, so *I … myself*; in 4 *you* should fix it, so *yourself*.

4 One small step at a time

ANSWER

Tests: the lesson of the story as an idea to use, not a line to recall: each step sounds sensible but brings the temptation closer, so the plan fails; suggestions that do the opposite, in two of the unit's forms.

a. **Holding the bananas in their mouths.** The little monkey said holding a banana isn't eating it; D says holding the phone isn't watching it. It is the last step: after it, using the thing takes no effort at all.
b. **Peeling the bananas.** A peeled banana is ready to eat, and a chosen video is ready to play: both get the thing ready to use the moment the wait is over.
c. Each one brought the phone **a little closer** than before (in the bag, on the desk, the app open, in her hand). No single step broke her plan, but together they made it almost impossible to keep.
d. She will probably watch videos, just as every banana slid down every throat in no time. The thing she wants to keep away from is right in front of her.

Science Playground, Katunje, Bhaktapur
Book a class visit: https://science-playground.com/booking

e. Model answers (any two that move the phone away, in the two forms): HA · 6

- **Why don't you give** your phone to your mother until the exams are over?
- **If I were you, I would switch** it **off** and **keep** it in another room while I studied.

MARKING SCHEME

✓ a. Holding the bananas in the mouth (holding isn't eating / watching).
✓ b. Peeling the bananas (ready to use at once).
✓ c. Each step brought the phone closer; together they made the plan fail.
✓ d. She will watch videos, like the monkeys eating the bananas, because it is right in front of her.
✓ e. A suggestion with *Why don't you* + the plain verb that moves the phone away (half a mark each: the form, the idea).
✓ e. A suggestion with *If I were you, I would* + the plain verb that moves the phone away (half a mark each: the form, the idea).

5 A plan nobody can carry out

ANSWER HA · 4

Tests: the moral of *Belling the Cat* used in a new case (a plan that sounds good but nobody can carry out), and *If I were …* for imagining being someone else, not only *you*.

a. **Suggestion 2.** It sounds like it would solve everything, but nobody can really catch **every** monkey in a forest, and the speaker isn't going to do it herself. Like tying the bell on the cat, the hard part is left for somebody else. (Suggestions 1 and 3 are things the children can really do.)
b. **Who is going to catch every monkey in the forest?** (or *How will anyone catch every monkey?*)
c. She **isn't** the head teacher, so it is only imagined: *if* + the past, *were*. She imagines being someone with the power to make a big plan happen, but even a head teacher couldn't carry this one out.

MARKING SCHEME

✓ a. Suggestion 2.
✓ a. Nobody can really catch every monkey; the speaker leaves the hard part to others (like the bell).
✓ b. A question asking who will do it (*Who is going to catch every monkey?*).
✓ c. She isn't the head teacher (imagined, so *were*); she imagines someone with the power to do it.

Marks by level	Knowledge	Understanding	Application	Higher ability	Total
Marks	0	0	11	16	**27**

Science Playground, Katunje, Bhaktapur
Book a class visit: https://science-playground.com/booking