Unit 12 · Apologizing

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 Have: the main verb or a helping verb?

ANSWER HA · 6

Tests: a negative needs *not* after a helping verb, but *don't / doesn't / didn't* + the plain verb when there is none; *have* is the verb that can be either: a helping verb before another verb (*has fixed*, *had finished*), the main verb when it means *own* or *eat* (*has a bicycle*, *had lunch*), and the main verb in *has to* (Unit 10).

a.

1. Bishal **doesn't have** a new bicycle. (*hasn't got* is also right)
2. Bishal **hasn't fixed** its brakes.
3. Bishal **doesn't have to** ride it to school. (*hasn't got to* is also heard)
4. His parents **didn't have** lunch at the tea shop.
5. They **hadn't finished** their work before six.
6. His grandparents **don't have** two cows. (*haven't got* is also right)

b. **Sentences 1, 3, 4 and 6.** His rule gives *Bishal hasn't a new bicycle*, *Bishal hasn't to ride it to school*, *His parents hadn't lunch* and *His grandparents haven't two cows*. In all four, *have* is the **only** verb: it means *own*, *eat* or (with *to*) *must*, and isn't helping another verb, so it needs *don't / doesn't / didn't*. His rule works only for 2 and 5. (The tempting answer is only sentence 3, where *hasn't to* plainly sounds wrong; but *hasn't a new bicycle* and *hadn't lunch* are wrong too: the unit marks *We haven't a car* as a mistake.)

c. Look for **another verb after *have*** that it helps (*fixed*, *finished*, *seen*). If there is one, *have* is a helping verb: put *not* after it (*hasn't fixed*). If *have* is the only verb (it means own, eat, take, or comes before *to*), use *don't / doesn't / didn't* + *have*.

MARKING SCHEME

- ✓ a. 1, 2 and 3: *doesn't have* (or *hasn't got*), *hasn't fixed*, *doesn't have to*.
- ✓ a. 4, 5 and 6: *didn't have*, *hadn't finished*, *don't have* (or *haven't got*).
- ✓ b. Sentences 1, 3, 4 and 6 (all four).
- ✓ b. One wrong sentence the rule gives, such as *hasn't to ride* or *hadn't lunch*.
- ✓ c. A test about another verb after *have*: helping → *not*.
- ✓ c. *have* the only verb (own, eat, before *to*) → *don't / doesn't / didn't have*.

2 Is it really an apology?

ANSWER

Tests: *sorry* has other jobs besides apologizing: *I'm sorry, but…* starts a complaint or a refusal; *Sorry?* asks someone to say it again; a real apology is for something the speaker did, and a good one says what, then puts it right.

a.

1. Shreya has done nothing wrong: she is **complaining** (the shop sold her a bag with a hole).
2. Sagar has done nothing wrong: he is **saying no** to his friend.
3. Susmita has done nothing wrong: she is **asking her aunt to say it again** (she didn't hear).
4. Pratik **has** done something wrong (he stepped on the man's foot): he is **apologizing.**
5. The shopkeeper **has** done something wrong, if only a small one (he made the customer wait): he is **apologizing.** (An answer that calls it a polite apology for a small thing, not a real wrong, is right too.)

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The tempting answer calls all five apologies, because all five say *sorry*. HA · 5

b. **The shop** (or whoever made or sold the bag) did something wrong, not Shreya. *I'm sorry, but…* is a **polite** way to begin a complaint: it makes it softer, so the shopkeeper is more ready to help.

c. A model: *I'm really sorry, Shristi. I made a hole in your bag when I caught it on a nail. I'll get it mended this week, or buy you a new one.* (Sorry for what she did, what happened, and how she will put it right.)

MARKING SCHEME

- ✓ a. 1, 2 and 3: complaining, saying no, asking to hear it again (nothing wrong done).
- ✓ a. 4 and 5: real apologies (each speaker did something wrong, 5 only a small thing).
- ✓ b. The shop did wrong; *I'm sorry, but* makes the complaint polite.
- ✓ c. Sorry for exactly what she did (the hole in Shristi's bag).
- ✓ c. An offer to put it right (mend it, buy a new one).

3 A letter that says no politely

ANSWER HA · 6

Tests: reading a letter for what is really granted and refused; *I'm afraid* and *I'm sorry, but* soften a *no*, while *I'm sorry I…* apologizes for what the speaker did; writing a polite refusal with a reason and an offer.

a.

Request	Yes, No or Later?	What the warden offers or does
a ground-floor room	**Later** (not now)	a room in **Baisakh**, when two older students leave
a phone	**No**	he can call from the **office phone** any evening
vegetarian food	**Yes**	she has **told the cook**; it is made every day
visits	**Yes**	parents are welcome every **Saturday afternoon**

b. ***I'm sorry I wasn't here when you came last Saturday*** is the real apology: she wasn't there, so it is about something she did. *I'm afraid all the ground-floor rooms are full* and *I'm sorry, but I can't change that rule* don't say she did anything wrong: they **soften a no** (bad news given politely). (The tempting answer picks the phone sentence, because it starts *I'm sorry*.)

c. A model: *I'm sorry, but visitors can't stay in the hostel at night: the rooms are only for our students. Sonam's cousin is welcome to spend the whole of Saturday afternoon with Sonam, and the guest house next to the school has rooms for the night.* (Any polite no + the reason + an offer.)

MARKING SCHEME

- ✓ a. Room: later, in Baisakh.
- ✓ a. Phone: no, the office phone; food: yes, told the cook; visits: yes, Saturday afternoons.
- ✓ b. The real apology: *I'm sorry I wasn't here* (for what she did).
- ✓ b. The other two soften a no.
- ✓ c. A polite no (*I'm sorry, but… / I'm afraid…*) with a reason.
- ✓ c. Something offered instead.

4 Which apology would you send?

ANSWER

Tests: the three parts of a good apology (sorry for exactly what you did, the reason without blaming others, putting it right), used to judge messages, not only to write one.

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a. **B** is the best: it says exactly what he did, tells what happened and what he has tried, and offers to put it right. **A** doesn't say what he did (*Sorry about your calculator*), blames Nikita and the calculator, and offers nothing. **C** says sorry for exactly what he did and gives the reason, but doesn't **put it right** or promise anything. HA · 5

b. A's "reason" **blames Nikita** (she lent it at the wrong time) and says it wasn't his fault, so it takes the sorry back. C's reason is about **his own** mistake (talking, the open bag): it explains without blaming anyone else. (The tempting answer: "a reason is a reason, so both are fine".)

c. A model: add *I'll buy you a new one this week. I'll keep my bag closed from now on.* (One offer to put it right, and possibly a promise.)

MARKING SCHEME

- ✓ a. B is the best.
- ✓ a. A: doesn't say what he did, blames her, offers nothing (any two).
- ✓ a. C: no putting it right.
- ✓ b. A blames Nikita; C's reason is his own mistake.
- ✓ c. An offer to replace or pay for it (a promise may be added).

5 Does -ly make an adverb?

ANSWER HA · 5

Tests: an adjective describes a noun and an adverb describes a verb, whatever the ending; *-ly* is a clue, not a rule (*lonely*, *friendly*, *early*); and the job in the sentence decides a word's class, here with three classes for one word.

a. 1. *lonely*: **adjective** (describes the man) · 2. *kindly*: **adverb** (how he spoke) · 3. *friendly*: **adjective** (describes the neighbor) · 4. *early*: **adjective** (describes the bus) · 5. *early*: **adverb** (when she got up) · 6. *carefully*: **adverb** (how she closed it)

b. **Sentences 1, 3 and 4:** *lonely*, *friendly* and *early* end in *-ly* but describe a noun, so they are adjectives. A better way: ask **what the word describes.** If it describes a noun (*man*, *neighbor*, *bus*), it is an adjective; if it tells how, when or where something is done (it describes the verb), it is an adverb. (The tempting answer marks only 1 and 3 and misses *early* in 4, since *early* is an adverb in 5.)

c. 1. **verb** (an action: *light the lamp*) · 2. **noun** (a thing: *the light*) · 3. **adjective** (describes the bag: not heavy)

MARKING SCHEME

- ✓ a. 1 to 3: adjective, adverb, adjective.
- ✓ a. 4 to 6: adjective, adverb, adverb.
- ✓ b. Sentences 1, 3 and 4 (all three).
- ✓ b. The test: what it describes (a noun → adjective; a verb, how or when → adverb).
- ✓ c. Verb, noun, adjective.

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

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