Unit 16 · Narrating a Sequence of Events

HARDER PRACTICE QUESTIONS · ANSWER KEY

Full marks 25

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

1 When the lights went out

ANSWER HA · 6

Tests: the long action going on (the bar, past continuous) and the short one that cuts it (the dot, past simple), read from a table; *while* with an action that goes on, so two long actions both take *was / were* + -ing; questions about each: *What were … doing?* and *What did … do?* with the plain verb.

a. Models: *Dad **was cooking** dal when the lights **went** out, so he **turned** off the gas.* · *When the lights went out, Riya **was doing** her homework. She **lit** a candle.* (Either order, one sentence or two for the second action; the action going on in the past continuous, the one after in the past simple.)

b. *While Rohit and Nisha **were watching** TV, Grandma **was sleeping**.* (or *Grandma was sleeping while Rohit and Nisha were watching TV.*) Both actions were going on, so both are continuous, and *were* for two people.

c. 1. ***What were Rohit and Nisha doing** at seven?* 2. ***What did Riya do** after the lights went out?* (The tempting mistakes are *What did Riya lit?* and *What Riya did?*: after *did*, the plain verb, and *did* comes before the subject.)

d. *While* goes with the long action, not the short one: the lights went out in a moment. ***When** the lights went out, Riya was doing her homework.* (or *The lights went out while Riya was doing her homework.*)

MARKING SCHEME

- ✓ a. Dad: *was cooking* … *when the lights went out*, and *turned off* the gas.
- ✓ a. Riya: *was doing* her homework … and *lit* a candle.
- ✓ b. Both actions continuous with *while*, *were* for Rohit and Nisha.
- ✓ c. 1. *What were Rohit and Nisha doing (at seven)?*
- ✓ c. 2. *What did Riya do (after the lights went out)?*
- ✓ d. *While* needs a long action: *When the lights went out…* (or the same with *while Riya was doing…*).

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2 From instructions to a story

ANSWER A · 5

Tests: turning instructions (the imperative, no subject, no time) into a story (a subject, the past simple, order words); regular and irregular pasts with their spelling (*stirred* doubles the r; *put* stays *put*; *drink* → *drank*); *while* with the long action.

a. A model: ***First**, Shruti **squeezed** half a lemon into a glass. **Then** she **added** two spoons of sugar. **After that**, she **poured** in cold water **and stirred** until the sugar **disappeared**. **Next**, she **put** in a pinch of salt. **Finally**, she **drank** it at once.* (The tempting mistakes are *stired*, *putted* and *drinked*, and *disappears*: the whole story is in the past.)

b. **She** (or **Shruti**). An instruction has no subject: it speaks to *you*, who are told to do it. A story says **who** did it, so every sentence needs a subject.

c. Models: ***While she was stirring**, her little brother **was watching** her.* · *She **was stirring** the water **while** the kettle **was boiling**.* (Any sentence where *while* goes with an action going on.)

MARKING SCHEME

- ✓ a. *squeezed*, *added*, *poured*, *disappeared* in the past simple.
- ✓ a. *stirred*, *put*, *drank*, spelled right.
- ✓ a. The five order words, each once, in a sensible order.
- ✓ b. A subject (*she*): an instruction has none, a story says who did it.
- ✓ c. A sentence with *while* and an action going on.

3 Sounds, not letters

ANSWER HA · 5

Tests: letters are not sounds: one pair of letters can make two different sounds (*th*), two letters can make one sound (*ph*, *ch*, *th*, *ck*), a letter can make none (*k* in *knife*), and different letters can make the same sound (*g* and *j*, *k* and *c*, *ph* and *f*).

a. Like *thin* (/θ/): **breath, cloth, bath.** Like *this* (/ð/): **breathe, clothe, bathe.** The pattern: the word without *-e* is a thing (a noun); the word with *-e* is something you do (a verb), and its *th* sounds like the *th* of *this*. (The vowel sound changes too.)

b. *phone* **2** (/f/, /n/: *ph* is one sound) · *chips* **3** (/tʃ/, /p/, /s/: *ch* is one sound) · *knife* **2** (/n/, /f/: the *k* is silent) · *thick* **2** (/θ/, /k/: *th* is one sound, *ck* is one sound). (The tempting answers count letters: 3, 4, 3, 4. These words have no *r* and no *ng*, whose sounds change from accent to accent, so the counts are the same however you speak English.)

c. 1. **giant** and **jam** (/dʒ/) · 2. **kite** and **cat** (/k/) · 3. **phone** and **fan** (/f/)

d. A model: *Take a deep **breath**, and **breathe** out slowly.* (*breath* as a thing, *breathe* as an action.)

MARKING SCHEME

- ✓ a. The six words sorted right.
- ✓ a. The pattern: no *-e* a noun, with *-e* a verb with the *this* sound.
- ✓ b. 2, 3, 2, 2.
- ✓ c. giant and jam, kite and cat, phone and fan.
- ✓ d. *breath* used as a noun and *breathe* as a verb.

4 Mend the story

ANSWER

Tests: the rules of a past story, each in a different sentence: *while* with the long action, irregular pasts, *did* + the plain verb, a finished action in the past simple, and the past continuous to set the scene; and leaving right sentences alone.

a. Wrong: **3, 4, 5 and 6.**

3. ***While our kite was climbing higher**, the string suddenly broke.* (*While* goes with the action that was going on.)

4. *We **ran** down the stairs to look for it.*

5. *"Did you **see** a red kite?"*

6. *Then I **found** our kite in a tree behind his shop.* (Finding happens in a moment, so the past

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simple.) HA · 5

Sentences 1, 2 and 7 are right.

b. They set the scene: the wind blowing and the kites flying were **going on** when the story's events happened. *Blew* and *flew* would make them single events, one after another. (The tempting answer marks sentence 2 as wrong because the rest of the story is in the past simple.)

MARKING SCHEME

- ✓ a. 3: *was climbing* (while + the long action).
- ✓ a. 4 and 5: *ran*, *Did you see*.
- ✓ a. 6: *found*.
- ✓ a. 1, 2 and 7 left as they are.
- ✓ b. They were going on at the time: the background, not events.

5 What kind of person?

ANSWER HA · 4

Tests: building a character from what a person does, as the unit's map of Umar does, and proving each quality with an action; telling a story event in the past simple.

a. Models: **responsible:** he carried all thirty books, even though they were heavy and it took three trips · **kind** (or caring, generous): he gave half his lunch to the crying boy · **humble** (modest): he told nobody what he had done. (Any two, each with its own action.)

b. *He didn't tell anyone about it, and when his friends asked why he was late, he only said, "I was busy."*

c. Models: *The next day, Nima **found** a wallet on the playground and **took** it to the office.* (honest) · *Nima **helped** a classmate who **didn't understand** the homework.* (helpful) (Any event in the past simple that fits the quality named.)

MARKING SCHEME

- ✓ a. One quality with an action that shows it.
- ✓ a. A second quality with its own action.
- ✓ b. The sentence about telling nobody and saying "I was busy."
- ✓ c. A new event in the past simple, with a fitting quality named.

Marks by level	Knowledge	Understanding	Application	Higher ability	Total
Marks	0	0	5	20	**25**

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