Unit 17 · Surprise and Dismay

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 The right reply

ANSWER HA · 6

Tests: deciding first whether news is good or bad, and answering news that is both: the bad part with dismay and the good part with relief; a quiet, kind reply for news about people hurt; *news* and *luck* uncountable.

a. Models: 1. *Wow! Congratulations! That's great!* · 2. *Oh no! That's terrible. Are they badly hurt?* · 3. *What a pity!* (or *Oh no!*) · 4. *Oh no, that's terrible! But thank goodness nobody was hurt.* · 5. *Really? What luck!* (or *Oh no, and then what a relief!*) (Any reply that fits; 4 and 5 must answer both parts of the news.)

b. *Wow!* shows excitement or delight. People were hurt, so it sounds as if Anisha's friend is pleased. Bad news about people needs a quiet, kind reply, and a question about them.

c. ***What good news!*** · ***That's bad luck.*** *News* and *luck* can't be counted, so no *a*.

MARKING SCHEME

✓ a. 1 and 3: delight and dismay.
✓ a. 2: dismay with care for the people hurt.
✓ a. 4 and 5: both parts answered (dismay and relief).
✓ b. *Wow!* sounds pleased; bad news about people needs a kind reply.
✓ c. *What good news!*
✓ c. *That's bad luck.*

2 The inspector's notes

ANSWER HA · 6

Tests: the past perfect lets a story tell an earlier event after a later one; reading the real order back from it; once the order is clear (a clock time, events told in order), the past simple is fine, and *had* is not wrong either.

a. **B, D, C, E, A** (locked at six, the noise at midnight, the glass found at seven, the police called, then Kriti came at nine).

b. ***had heard*** (the past perfect, *had* + past participle).

c. **No, it isn't wrong.** The times (*at seven in the morning*) and the order the sentences come in make it clear that these things happened before nine, so the past simple is enough. *Had arrived* and *had found* would also be right. (The tempting answer is that every event before Kriti's arrival must have *had*.)

d. ***When Kriti arrived, the coin had (already) disappeared.*** (The tempting answer is *When Kriti arrived, the coin disappeared*, which says it disappeared as she came in.)

MARKING SCHEME

✓ a. B and D first, in that order.
✓ a. C, E, A after them.
✓ b. *had heard*: the past perfect.
✓ c. Not wrong (*had arrived* would also be right).
✓ c. The clock times and the order of the sentences already show it was earlier.
✓ d. *When Kriti arrived, the coin had disappeared.*

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3 Is had needed?

ANSWER HA · 4

Tests: when the past perfect changes the meaning, when it only repeats what *before* or *after* already shows, and when it is wrong (one action at a finished time).

a. 1. **different** · 2. **the same** (both right: *after* shows the order) · 3. **the second is wrong:** one action at a finished time (*yesterday*), with no later past event, takes the past simple (accept *different* if the student says the second would need a later past event to come before, as in a longer story) · 4. **the same** (both right: *before* shows the order)

b. ***started***: we arrived, and then the speech began: we heard all of it. ***had started***: it began before we arrived: we missed the beginning.

MARKING SCHEME

- ✓ a. 1 and 2: different, the same.
- ✓ a. 3 and 4: the second is wrong, the same.
- ✓ b. *started*: it began after we arrived.
- ✓ b. *had started*: it began before we arrived.

4 At the medicine shop

ANSWER A · 5

Tests: a question inside *Could you tell me…?* goes back to statement order, and *do / does / did* drop out, so the verb takes their tense and *-s*; saying no politely, with a reason and a way out, as the chemist does.

a. 1. *Could you tell me where* ***the nearest clinic is****?* 2. *Could you tell me when* ***the shop closes****?* 3. *Could you tell me how much* ***this cough syrup costs****?* 4. *Could you tell me what time* ***the doctor left****?* (The tempting mistakes are *where is the nearest clinic* and *when does the shop close* inside the polite question.)

b. A model: *I'm sorry, but I'm afraid I can't sell this medicine without a prescription. A medicine that helps one person can harm another, so the doctor must choose it. If I were you, I'd phone your father's doctor and ask for a prescription.* (Any reply with a polite no, a reason and something Ashish can do.)

MARKING SCHEME

- ✓ a. 1 and 2 in statement order (*the nearest clinic is*, *the shop closes*).
- ✓ a. 3 and 4 without *does / did* (*costs*, *left*).
- ✓ b. A polite no (*I'm sorry*, *I'm afraid*).
- ✓ b. The reason: it needs a doctor's prescription.
- ✓ b. Something Ashish can do (see or phone the doctor).

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5 Vowel sounds, not letters

ANSWER HA · 4

Tests: vowel sounds are not vowel letters: the same sound can be spelled *y, igh, eye* or *ai, ay, ea, eigh*, and the same letters (*ea, ow*) can make different sounds; the short and long sounds that tell words apart.

a. 1. **key** (the others say the sound of *my*) · 2. **meat** (the others say the sound of *rain*; *great* is spelled like *meat* but sounds like *rain*) · 3. **show** (the others say the sound of *now*) (The tempting answers go by letters: *eye* in 1, *eight* or *great* in 2, *house* in 3.)

b. **seat** and **feel**

c. A model: *Please* ***leave*** *the room.* If someone says *live* instead, it sounds like *Please live in the room*, which means to stay there for good. (Any sentence where the two words give different meanings.)

MARKING SCHEME

✓ a. 1 and 2: *key*, *meat*.

✓ a. 3: *show*.

✓ b. *seat*, *feel*.

✓ c. A sentence where *live* and *leave* change the meaning, with how.

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

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