Unit 1 · Introducing Others

HARDER PRACTICE QUESTIONS · ANSWER KEY

Full marks 28

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

1 A, an or the: what does the listener know?

HA · 7

ANSWER

Tests: *a* or *an* goes by the first **sound**, not the first letter; *a* for any one, said for the first time, *the* for the one both people know: mentioned before, made clear by the words after it, or the only one there is; a job takes *a* or *an*.

a. (1) **an** engineer (a job; *engineer* starts with a vowel sound) · (2) **an** old radio (first mention) · (3) **the** radio (mentioned before) · (4) **the** man who had sold it · (5) **a** problem (some problem, not known yet) · (6) **an** hour (the *h* is silent) · (7) **the** sun (there is only one) · (8) **the** radio (the same one again)

b. **a** uniform · **an** umbrella · **a** one-day trip · **an** hour · **a** European city · **an** X-ray. Her rule gets **five** wrong, all but *umbrella*: *uniform* and *European* start with the sound of *you*, and *one* with the sound of *w*, so they take *a* (her rule gives *an*); *hour* starts with a vowel sound because its *h* is silent, and *X* is said "ex", so they take *an* (her rule gives *a*). A rule that works: **say the word; if its first sound is a vowel sound, use *an*; if it is a consonant sound, use *a*.** (The letters don't matter, only the sound.)

c. *The man who had sold it* names **one particular man**, and the listener can tell which one: the words after *man* make it clear. So *the*, though he is new to the story. (The tempting answer, *a man*, would mean "some man or other".)

d. ***a* dictionary** means any dictionary: each student may bring one from home. ***The* dictionary** means one dictionary that the teacher and the class both know. After using the library's dictionary today, she would say ***the* dictionary:** bring back that same one.

MARKING SCHEME

- ✓ a. Gaps 1–4: *an, an, the, the*.
- ✓ a. Gaps 5–8: *a, an, the, the*.
- ✓ b. *a, an, a, an, a, an*.
- ✓ b. Her rule fails for *uniform, one-day, hour, European, X-ray* (all but *umbrella*), with a rule by the first sound.
- ✓ c. The words after *man* (*who had sold it*) show which man, so *the*.
- ✓ d. *a*: any dictionary; *the*: one they both know.
- ✓ d. *the*, for the library's dictionary used today.

2 Met before, or not?

ANSWER

Tests: *Pleased to meet you* is for a first meeting, *Good to see you again* for a meeting after that, so two different answers show that one person has forgotten; mending it kindly (*Oh yes, I remember…*, *I'm sorry, have we met before?*); *Have you met…?* when you aren't sure; at parting, a first meeting and a second one take different words.

a. **Aadesh** remembers. *Good to see you again* is said to someone you **have met before.** Sajina says *Pleased to meet you*, which is said at a **first** meeting, so she doesn't remember him.

b. Models:

i. ***Oh yes, I remember now! We met at the football match last Dashain. Good to see you again, Aadesh.***

ii. ***I'm sorry, have we met before? Where was it?*** (or *I'm so sorry, I don't remember. Where did we meet?*) It is kind to say sorry and ask; pretending would leave Aadesh confused.

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

c. ***Sajina, have you met my friend Aadesh?*** (or *Do you two know each other?*). Then each can answer truly: *Yes, we've met before* or *No, we haven't*.

d. **Not the same words.** Ritika was met for the first time, so: ***Nice meeting you, Ritika!*** (or *It was nice to meet you*). Aadesh she had met before, so not *meet*: ***It was good to see you again, Aadesh!*** (or *Good to see you!*). Saying *Nice meeting you* to Aadesh would sound as if she had forgotten him again.

MARKING SCHEME

✓ a. Aadesh.
✓ a. *Good to see you again* is for someone met before; *Pleased to meet you* for a first meeting.
✓ b. i. Remembers, with the place, and *good to see you again*.
✓ b. ii. Says sorry and asks (*have we met before?*), not pretending.
✓ c. *Have you met…?* or *Do you two know each other?*
✓ d. A first-meeting goodbye to Ritika and *good to see you (again)* to Aadesh, because only Ritika was new.

3 A notice that adds up

ANSWER

Tests: a notice is for everyone, so it has a title and no letter parts, and every detail a reader needs (what, when, what to bring, who to ask, who issued it); *between … and*; checking that the details add up: the time allowed and the number of applicants.

a. Any four:

- it has **letter parts:** *Dear applicants*, *Hello*, *Thank you*, *Yours sincerely*;
- no **title** or hostel name at the top: a reader can't tell at once whose notice it is or what it is about;
- ***between 10:30 a.m. to 5:00 p.m.*** mixes the two patterns (*between … and*, or *from … to*);
- *your documents* doesn't say **which** documents, or that they must be the **originals**;
- no **first come, first served**, and no **contact** for questions;
- signed only *Rubina*: a notice says who issued it, **Warden.**

b. 10:30 a.m. to 5:00 p.m. is 6 hours 30 minutes, which is **390 minutes.** 390 ÷ 15 = **26** girls a day, so 26 × 3 = **78** in three days. 85 − 78 = **7** girls are left.

c. With first come, first served, the **last seven to arrive on 14 Baishakh** (the latest comers) will not be seen. Any change that makes room for seven more, for example:

- a fourth day: ***Interviews will continue on 15 Baishakh from 10:30 a.m. to 12:30 p.m.*** (7 × 15 = 105 minutes, so 10:30 to 12:15 is enough);
- or times given in advance: ***Each applicant will be told her interview time by phone.***

(Starting earlier or ending later on the three days works too, if it adds 105 minutes in all.)

d. A model:

Kalika Girls' Hostel, Dhulikhel
Interviews for Hostel Rooms
Interviews for all applicants will be held from **12 to 15 Baishakh, between 10:30 a.m. and 5:00 p.m.** (on 15 Baishakh, until 12:30 p.m.), on a **first come, first served** basis.
Please bring the **originals** of:
a. your birth registration certificate
b. your last grade sheet
For further information, please contact the hostel office.
Warden

MARKING SCHEME

✓ a. Any two of: letter parts, no title, *between … to*.
✓ a. Any two of: which documents and originals, first come first served, contact, *Warden*.

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

✓ b. 390 minutes ÷ 15 = 26 a day, 78 in three days. HA · 6
✓ b. 7 left.
✓ c. The last seven to come on the last day miss out; one change that fits seven more in, as a sentence for the notice.
✓ d. A notice with a title, *between … and*, the documents, a contact and *Warden*, and no letter parts.

4 Reading a dictionary entry

ANSWER A · 5

Tests: choosing the numbered sense that fits a sentence; the stress mark ' comes just **before** the strong syllable; in *-er* and *-ee* pairs, the *-er* does the action and the *-ee* has it done to them, carried to new words. (The transcription is the British one, from Wiktionary, written as learners' dictionaries write it.)

a. i. **2** (a job) · ii. **3** (the way you sit) · iii. **1** (where it is) · iv. **4** (his place in the team)

b. **Three** syllables, the **second** strong: ***po-SI-tion***. The mark ' comes just before *zɪ*, so that syllable is strong. (The tempting answer, *PO-si-tion*, puts the stress on the first syllable, as in *POS-ter*.)

c. **Kushal is the payer:** he pays, as the employer gives the job and the interviewer asks. **Sabina is the payee:** she is paid, as the employee is given the job and the interviewee is asked.

d. The **examinee** is the student who **is examined** (who sits the exam); the **examiner** is the person who **examines**: sets or marks the exam, or watches over it.

MARKING SCHEME

✓ a. Two right: 1 mark.
✓ a. All four right (2, 3, 1, 4): 1 more mark.
✓ b. Three syllables, *po-SI-tion*.
✓ c. Kushal the payer, Sabina the payee.
✓ d. The examinee sits the exam; the examiner examines.

5 Short answers: who is speaking to whom?

ANSWER A · 4

Tests: a short answer takes its subject from who is speaking to whom (*you two* → *we*, *I* → *you*, *Father and Uncle* → *they*, *the library* → *it*) and its verb from that subject; a short *yes* answer ends on the full verb, never the short form; a short *no* answer may use the short form, but needs *not* (*isn't*, *'s not*).

a. 1. ***Yes, we are.*** (*you two* includes me, so *we*) · 2. ***No, you aren't.*** (or *No, you're not.*) · 3. ***Yes, they are.*** (two people) · 4. ***No, it isn't.*** (or *No, it's not.*)

b. *Yes, we're* ends on a short form: a short *yes* answer ends on the full verb, ***Yes, we are.*** *No, it's* has lost its *not*: it says nothing; write ***No, it isn't*** (or *No, it's not*).

c. The friend says *I* about **himself or herself.** I am answering **him or her**, so I call that person ***you***, and the verb changes with it: *Am I…?* → *No, you aren't.* (The tempting answer, *No, I'm not*, would be about me.)

MARKING SCHEME

✓ a. 1 and 3: *Yes, we are*; *Yes, they are*.
✓ a. 2 and 4: *No, you aren't* (or *you're not*); *No, it isn't* (or *it's not*).
✓ b. No short form at the end of a *yes* answer; *No, it's* needs *not*.
✓ c. The friend's *I* is the person I am answering, so *you*, with *are*.

Marks by level	Knowledge	Understanding	Application	Higher ability	Total
Marks	0	0	9	19	28

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