Unit 4 · Expressing Wishes

HARDER PRACTICE QUESTIONS · ANSWER KEY

Full marks 29

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

1 Wish, or hope?

ANSWER HA · 6

Tests: *hope* for something that may really happen, *wish* + the past for something that isn't true now; *wish* + a person + a noun is a good wish (*I wish you good luck*), *wish* + a past verb says the fact is the opposite (*I wish you were lucky*: you aren't); *wish* never takes the present (*I wish you have*).

a. Models:

1. ***I hope the bus isn't late.*** (It may be on time: *hope*.)
2. ***I wish you were here*** (or *I wish you could come home for Dashain*). (She can't: *wish*.)
3. ***I hope it doesn't snow.*** (It may not snow.)
4. ***I wish it weren't snowing*** (or *wasn't*). (It is snowing.)

(*I hope she can come next year* and *I hope it stops snowing soon* are good English, but they are about a later time, not the one the situation names.)

b. ***I wish you good luck*** is a **good wish**: may you have good luck. ***I wish you were lucky*** says she **isn't** lucky, and the speaker is sorry about it. Before an exam: ***I wish you good luck.***

c. After *wish*, a sentence with its own verb can't be in the present: *I wish you have…* mixes a good wish with an unreal wish. Two right ways:

- ***I wish you a wonderful birthday!*** (*wish* + a person + a noun)
- ***I hope you have a wonderful birthday!*** (*hope* + the present, for something that may really happen)

(*Have a wonderful birthday!* is fine too, as a third way.)

MARKING SCHEME

✓ a. 1 and 3 with *hope* (*hope* + present).
✓ a. 2 and 4 with *wish* + a past form (*were, could, weren't, wasn't*).
✓ b. *Good luck*: a good wish; *were lucky*: she isn't lucky.
✓ b. *I wish you good luck* before the exam.
✓ c. *Wish* can't take the present.
✓ c. *I wish you a wonderful birthday* and *I hope you have a wonderful birthday*.

2 Wishing the opposite

ANSWER

Tests: a wish about now says the **opposite** of the fact, and its verb steps back into the past (*can't* → *could*, *have to* → *didn't have to*, *doesn't have* → *had*, *is* → *weren't*, *am not* → *were*); keeping the fact's *yes* or *no* while stepping back wishes the wrong thing; working back from a wish to the fact.

a.

1. ***I wish I could swim.***
2. ***I wish we didn't have to wear ties to school.***
3. ***I wish my village had a library.***
4. ***I wish it weren't so hot today.*** (or *wasn't*; or *I wish it were cooler*)
5. ***I wish I were in the football team.*** (or *was*)
6. ***I wish my brother listened to me.*** (or *would listen*)

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b. *I wish I couldn't swim* wishes he **were not able** to swim, and *I wish we had to wear ties* wishes ties **were a rule:** the opposite of what he wants. He stepped the verbs back into the past, but he forgot to **turn the fact round:** a *can't* fact needs a *could* wish, and a *have to* fact a *didn't have to* wish. HA · 6

c. i. ***I don't know her name.*** ii. ***We live very far from the school.***

MARKING SCHEME

- ✓ a. 1 and 2: *could swim*; *didn't have to wear*.
- ✓ a. 3 and 4: *had a library*; *weren't* (or *wasn't*) *so hot*.
- ✓ a. 5 and 6: *were* (or *was*) *in the team*; *listened* (or *would listen*).
- ✓ b. His wishes ask for the opposite of what he wants (not able to swim; ties a rule).
- ✓ b. He didn't turn the fact round (*can't* → *could*, *have to* → *didn't have to*).
- ✓ c. *I don't know her name*; *We live (very) far from the school*.

3 Every year, or last year?

ANSWER A · 6

Tests: the present simple for what happens every year, the past simple for one finished time (*last year*); the time words decide; *did* and *didn't* carry the past, so the verb after them is plain; a verb whose past is the same as its present (*put*) shows its time by the time words, and by *-s* with *he* or *she*.

a. (1) **makes** (what usually happens) · (2) **put** (what usually happens) · (3) **was** · (4) **made** · (5) **didn't taste** · (6) **didn't forget** · (7) **Did** · (8) **shine** (every year; *the streets* is plural, so no *-s*)

b. The sentence is about what ***usually*** happens (*Tihar usually goes like this*), so it is the **present:** something that happens again and again. With *my sister* (one person), the present takes *-s*: ***my sister puts*** a tika. In the past it would stay ***put*** (*last year my sister put…*), so then the *-s* would tell you the time.

MARKING SCHEME

- ✓ a. 1 and 2: *makes*, *put*.
- ✓ a. 3 and 4: *was*, *made*.
- ✓ a. 5 and 6: *didn't taste*, *didn't forget*.
- ✓ a. 7 and 8: *Did*, *shine*.
- ✓ b. *Usually goes* shows it is the present: what happens every year.
- ✓ b. *My sister puts* in the present, *put* in the past.

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4 Find the spelling rules

ANSWER HA · 6

Tests: finding a spelling rule from examples and testing it against the cases it must leave out; applying it to new verbs. (The unit gives the doubling rule and *enjoy* → *enjoyed*; everything else needed is in the table.)

a. **A short verb of one syllable that ends in one vowel letter and then one consonant letter doubles that consonant:** *h-u-g* → *hugged*. *Rain* has **two** vowel letters before its last consonant, and *help* ends in **two** consonants, so they don't fit. *Open* (*o-pen*) has **two** syllables, so it isn't a short verb (*visit* too). (A rule that says the last syllable must be **stressed** is also right, and better: it explains *open* and *visit*, stressed on the first syllable, and longer verbs such as *prefer* → *preferred*.)

b. After a **vowel** (*a, e, i, o, u*) the *y* **stays**, and *-ed* is added: *enjoyed, played, obeyed*. After a **consonant**, the *y* changes to *i* and *-ed* is added: ***-ied***: *cried, studied, carried*.

c. **grabbed · waited** (two vowel letters) · **prayed** (vowel + *y*) · **fried** (consonant + *y*) · **hurried · skipped · shouted** (two vowel letters)

MARKING SCHEME

- ✓ a. Doubling: a one-syllable (or end-stressed) verb ending in one vowel letter + one consonant letter.
- ✓ a. *rain*: two vowels; *help*: two consonants; *open*: two syllables.
- ✓ b. Vowel + *y*: keep the *y*; consonant + *y*: *-ied*.
- ✓ c. Four right: 1 mark.
- ✓ c. Six right: 1 more mark.
- ✓ c. All seven right: 1 more mark.

5 Questions for Hajurama

ANSWER HA · 5

Tests: a past question with *did* takes the plain verb (*did … go*, never *did … went*); the question word matches what is asked about (*where*, *how long*, *what*); when the question asks about the **doer** (the subject), the verb keeps its past form and there is no *did*.

a.

1. ***Where did you go?*** (or *Where did you go for Dashain?*)
2. ***How long did you stay there?*** (or *How many days did you stay there?*)
3. ***What did your uncle give you?***
4. ***Who made the sel roti?***
5. ***Did you buy a goat?***

(The tempting mistake: *Where did you went? Did* already shows the past, so the verb after it is plain.)

b. Question **4**, *Who made the sel roti? Who* asks about the **person who did it**, so it takes that person's place at the start, and the sentence keeps its order: *My mother made* → *Who made*. Nothing moves, so no *did* is needed. (*Who did make the sel roti?* is only used to stress the word, and is not the plain question.)

MARKING SCHEME

- ✓ a. 1 and 2: *Where did you go?*; *How long* (or *How many days*) *did you stay?*
- ✓ a. 3: *What did your uncle give you?*
- ✓ a. 4: *Who made the sel roti?*
- ✓ a. 5: *Did you buy a goat?*
- ✓ b. Question 4: *who* is the doer, so the past verb stays and no *did*.

Marks by level	Knowledge	Understanding	Application	Higher ability	Total
Marks	0	0	6	23	**29**

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