Unit 14 · Talking about Quantity

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 Fewer deaths, but more dangerous?

ANSWER HA · 6

Tests: a number of people and a share of people are different things, and can point opposite ways; to compare danger, divide the deaths by the climbers who tried.

a. Kanchan: 60 ÷ 2,000 × 100 = **3** in every hundred. Tarang: 20 ÷ 200 × 100 = **10** in every hundred.

b. 1. **True** (20 is fewer than 60). · 2. **False:** far fewer people tried Tarang; out of every hundred, 10 died there and only 3 on Kanchan. · 3. **True** (60 = 3 × 20). · 4. **True** (10 in 100 against 3 in 100).

c. Seto: 25 ÷ 500 × 100 = **5** in every hundred. From the most dangerous: **Tarang (10), Seto (5), Kanchan (3).** (The tempting order by deaths, Kanchan first, is the order of the least dangerous.)

d. A model: ***Fewer climbers died on Mount Tarang than on Mount Kanchan, but Tarang is more dangerous: 10 in every 100 who tried it died, against 3 on Kanchan.***

MARKING SCHEME

✓ a. 3 and 10 in every hundred, with the working.
✓ b. 1 and 3 true.
✓ b. 2 false and 4 true, with the shares as the reason.
✓ c. Seto 5 in a hundred.
✓ c. Tarang, Seto, Kanchan.
✓ d. A sentence true of both, with *fewer* and *more dangerous*.

2 Is or are? Has or have?

ANSWER A · 6

Tests: the verb agrees with the real subject: after *a lot of*, the noun it counts (uncountable singular, plural plural); with *either … or*, the nearer noun; an amount of money is one amount; after *one of*, *one*, whatever clause follows; *police* plural, *news* singular.

a. 1. **has** · 2. **are** · 3. **is** (*my father* is nearer) · 4. **are** (*my brothers* is nearer) · 5. **is** (one amount of money) · 6. **is** (the subject is *one*; *who reached the top* describes the climbers) · 7. **are** · 8. **is** (*news* is uncountable; the subject is *the news*, not *the villages*)

b. *A lot of* takes the number of the noun it counts. ***Sugar*** is uncountable, so singular: *has*. ***Eggs*** is plural: *are*. (The tempting answer, plural for both because *a lot* sounds like many, gives *a lot of the sugar have*.)

c. With *either … or*, the verb agrees with the noun **nearer to it:** *my father* (one person) in 3, so *is*; *my brothers* (more than one) in 4, so *are*.

MARKING SCHEME

✓ a. 1–4 (*has, are, is, are*).
✓ a. 5–8 (*is, is, are, is*).
✓ b. *Sugar* is uncountable, so singular.
✓ b. *Eggs* is plural.
✓ c. The nearer noun decides.
✓ c. *Father* is one, *brothers* more than one.

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3 How high? How deep? How long?

ANSWER A · 6

Tests: *How* + the adjective that fits the measurement (*deep, high, long, tall, heavy*; *how long does it take* for time; *how much does it weigh* for weight); then question order: *is* or a helper (*can*) before the subject, else *do/does*.

a. 1. ***How deep is Rara Lake?*** · 2. ***How high is Rara Lake?*** (or *How high above sea level is Rara Lake?*) · 3. ***How long is the Karnali Bridge?*** · 4. ***How tall is the bridge's tower?*** (*How high* is right too) · 5. ***How long does it take to drive from your home to the bridge?*** (or *How long is the drive…?*) · 6. ***How heavy is Mingma's school bag?*** or ***How much does Mingma's school bag weigh?***

b. 3 and 5 are right. 1. ***How long is the bridge?*** · 2. ***How much does your bag weigh?*** · 4. ***How high can you jump?*** (The helper *is*, *does* or *can* comes before the subject.)

MARKING SCHEME

- ✓ a. 1 and 2 (*deep*, *high*).
- ✓ a. 3 and 4 (*long*, *tall* or *high*).
- ✓ a. 5 and 6 (*how long does it take*, *how heavy* or *how much does it weigh*).
- ✓ b. 3 and 5 right.
- ✓ b. 1 and 2 corrected.
- ✓ b. 4 corrected.

4 What a prospectus says

ANSWER HA · 6

Tests: a prospectus both informs and attracts; telling facts that can be checked from claims that can't; vision (what the school hopes to become) against mission (what it does to get there); turning a claim into a fact.

a. **Facts:** 1, 4, 6 and 7 (a parent can ask to see the records, the lab, the list of scholarships, the Saturday classes). **Claims:** 2 and 5 (*best* and *every student enjoys* can't be checked as they stand). Line 3 is a hope (the vision), not a fact.

b. A **vision** says what the school **hopes to become** (line 3). A **mission** says what it **does** to get there (line 7: free extra classes).

c. Models: 2. ***In SEE 2081, 45 of our 50 students passed with a GPA above 3.2.*** 5. ***Last year our students came to school on 96 days out of every 100.*** (Any line with a number or a fact that can be checked.)

d. A prospectus is meant to **attract** students, so it shows the school at its best. A parent should **ask for the facts** behind each claim (results, numbers, a visit to the lab) and compare with other schools.

MARKING SCHEME

- ✓ a. 1, 4, 6, 7 facts.
- ✓ a. 2 and 5 claims (line 3 may be put with them, or called a hope: either is right).
- ✓ b. Vision: what it hopes to become; mission: what it does to get there.
- ✓ c. Line 2 as a fact that could be checked.
- ✓ c. Line 5 as a fact that could be checked.
- ✓ d. It is meant to attract; ask for the facts behind the claims.

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5 Where the stress goes

ANSWER A · 4

Tests: the stress just before *-tion*, carried to new words; making a noun from a verb moves the stress there.

a. ***ED-u-cate*, *ed-u-CA-tion* · *com-PETE*, *com-pe-TI-tion* · *in-FORM*, *in-for-MA-tion* · *in-VITE*, *in-vi-TA-tion***

b. **No**, in every pair the stress **moves**. In the noun it falls on the syllable just **before** *-tion*, wherever it was in the verb. (The tempting answer keeps the verb's stress: *com-PE-ti-tion*, *in-FOR-ma-tion*.)

MARKING SCHEME

✓ a. The four verbs right.
✓ a. The four nouns right.
✓ b. The stress moves in every pair.
✓ b. It falls just before *-tion*.

Marks by level	Knowledge	Understanding	Application	Higher ability	Total
Marks	0	0	16	12	**28**

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