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 Echo it back

ANSWER HA · 6

Tests: an echo question takes the speaker's helper verb (*have, can, was*), or *do / does / did* in the right tense when there is none; the pronoun is turned round to the listener's side; a negative stays negative; the exclamation fits good or bad news.

a.

1. ***Have you? Oh no!*** (or *What a pity!*)
2. ***Can he? How amazing!*** (or *Wow!*)
3. ***Does she? How interesting!***
4. ***Didn't you? How lucky!*** (or *What luck!*; a student who likes homework may answer *Oh no!*)
5. ***Was it? Oh no!*** (or *How awful!*)
6. ***Did you? Congratulations!*** (or *What great news!*)

b. Simran is talking **to** the speaker, so the speaker's *I* is *you* for her (*I've lost* → *Have* ***you?***). In 6, *Nuwan and I* are the people she is talking to, so they are *you* too: ***Did you?*** (The tempting answers are *Have I?* and *Did we?*)

c. Line 1 has the helper ***have*** (*I've lost* = *I have lost*), so the echo uses *have*: *Have you? Do* is only for a sentence with no helper. Line 5 is in the **past** (*was*), so the echo is *Was it?*, not *Is it?*

MARKING SCHEME

- ✓ a. 1 and 2 (*Have you?*, *Can he?*) with fitting exclamations.
- ✓ a. 3 and 4 (*Does she?*, *Didn't you?*) with fitting exclamations.
- ✓ a. 5 and 6 (*Was it?*, *Did you?*) with fitting exclamations.
- ✓ b. The listener turns *I* (and *Nuwan and I*) into *you*.
- ✓ c. Line 1: the helper is *have*, so *Have you?*
- ✓ c. Line 5: the past, so *Was it?*

2 The verb changes too

ANSWER HA · 3

Tests: the helper verb follows the new subject (*I am* → *are you*, *I was* → *were you*); a negative stays negative; *there* is not a pronoun and stays.

1. ***Aren't you?*** *Am* goes with *I*; with *you* it is *are*, and the negative stays: *aren't*. (The tempting answer is *Amn't you?* or *Are you?*)
2. ***Were you?*** *Was* goes with *I*; with *you* it is *were*. (Tempting: *Was you?*)
3. ***Is there?*** Nothing changes: *there* isn't a person, so it stays, and so does *is*. (Tempting: *Is it?*)

MARKING SCHEME

- ✓ 1. *Aren't you?*: *am* becomes *are*, still negative.
- ✓ 2. *Were you?*: *was* becomes *were*.
- ✓ 3. *Is there?*: *there* stays.

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3 What a, what or how?

ANSWER A · 5

Tests: *what a / an* + a singular noun that can be counted; *what* alone with a plural or with a noun that can't be counted (*news, weather, advice*); *how* + an adjective alone; *a* or *an* by the first sound.

a.

1. ***What bad news!* · *How bad the news is!*** (*News* can't be counted, so no *a*: the tempting *What a bad news!* is wrong.)
2. ***What lovely shoes!* · *How lovely the shoes are!*** (plural, so no *a*)
3. ***What an exciting match!* · *How exciting the match was!***
4. ***What terrible weather!* · *How terrible the weather is!*** (*weather* can't be counted)

b.

1. ***What good advice!*** *Advice* can't be counted, so it takes no *a*.
2. ***What a tall tree!*** (or *How tall the tree is!*) *How* doesn't go before *a* + noun.
3. ***What a useful book!*** *Useful* starts with the sound *y*, a consonant sound, so *a*.
4. ***How beautiful!*** An adjective alone takes *how* (or add a noun: *What a beautiful view!*).

MARKING SCHEME

- ✓ a. 1 and 4 without *a* (*What bad news!*, *What terrible weather!*) and their *How* forms.
- ✓ a. 2 and 3 (*What lovely shoes!*, *What an exciting match!*) and their *How* forms.
- ✓ b. 1: *What good advice!*, *advice* can't be counted.
- ✓ b. 2 and 4: *What a tall tree!* (or *How tall…*), *How beautiful!*
- ✓ b. 3: *a useful*, by the first sound.

4 Tops and bottoms

ANSWER HA · 6

Tests: seeing the pattern of the story's trick (an agreement that looks fair, used by its exact words) and applying it to a new case; the echo question in the past (*Did you?*) with dismay.

a. With rice or wheat, the **grain grows above the ground**, so Ali would get the whole crop and Abraham only the **roots**, which are worth nothing.

b. Crops whose useful part grows **under the ground**: ***potatoes, radishes, carrots, ginger, turmeric*** (any two). At harvest Ali gets only the **leaves and stems** (radish leaves can be cooked as saag, but they are worth far less than the radishes); Abraham gets the potatoes (or radishes…). He hasn't broken a word of the agreement.

c. A crop whose useful part grows **above** the ground: ***rice, wheat, maize, millet*** (or vegetables such as cauliflower, beans). Now Ali gets the roots and stubble, and Abraham the grain, again by Ali's own words.

d. ***Did you? Oh no! What a fool I've been!*** (Any echo *Did you?* + a fitting expression of dismay: *Oh no!*, *I can't believe it!*)

MARKING SCHEME

- ✓ a. The grain grows above the ground, so Ali gets the crop and Abraham only roots.
- ✓ b. Two crops whose useful part is underground.
- ✓ b. Ali gets only leaves and stems; Abraham the crop.
- ✓ c. A crop that grows above the ground.
- ✓ c. Why: now Ali, below, gets only roots.
- ✓ d. *Did you?* with an expression of dismay.

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5 Over, or still going on?

ANSWER A · 5

Tests: the reason for a past state is either over before it (the past perfect) or going on at that time (the past continuous); the fact, not a signal word, decides.

1. ***had rained*** (or *had been raining*: it had stopped by the time she left)
2. ***was playing*** (still going on when the phone rang)
3. ***had worked*** (or *had been working*: he had stopped at noon, before two)
4. ***had burnt*** (or *had burned*: it was over, the pot was off the stove)
5. ***was giving*** (it went on after Siddhanta arrived)

The tempting answers: *was raining* in 1 (*all night* sounds long, but it was over) and *had given* in 5.

MARKING SCHEME

✓ 1. *had rained* (or *had been raining*).
✓ 2. *was playing*.
✓ 3. *had worked* (or *had been working*).
✓ 4. *had burnt* (or *had burned*).
✓ 5. *was giving*.

Marks by level	Knowledge	Understanding	Application	Higher ability	Total
Marks	0	0	10	15	**25**

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