Unit 1 · Asking for Information

STUDY NOTES

WHAT THE BLE ASKS

- **CDC's grid tests skills, not units:** Reading 25 · Writing 20 · Grammar 5
- **Reading 1–2 (seen texts, 5 marks each):** the zoo tour notice; the request letter
  - times and groups
  - facts
  - reasons
  - word meanings
- **Reading 3–4 (new texts, 5 + 10 marks):** find facts fast; can be
  - a notice
  - a timetable
  - a letter
- **Writing**
  - ten punctuation errors (5 marks)
  - guided writing, 5 marks: describe a table
  - free writing, 10 marks: an official letter
- **Grammar:** tense and modal verbs, half a mark a question

Reading I: A Tour to Central Zoo

- **Kind:** a **notice** with a **timetable**; from someone with authority, read quickly, facts and almost no feeling
- a notice answers:
  - **who** for
  - **where**
  - **who** to ask
  - **what**
  - **when**
- a timetable isn't read like a story: look for the line you want
- **From:** Saraswati Niketan Secondary School, Teku, Kathmandu; written **20th June**
- **What:** educational tour to the **Central Zoo**, Jawalakhel, Lalitpur, **24th June**, for **Grade Eight**
- **Leader: Mrs. Karki**, English teacher; follow the timetable and her **guidelines**

Time	What happens
9:00 a.m.	come to school, make groups
9:15	board the bus, attendance
9:45	reach the zoo
10:05	form animal groups, go in
to 2:00 p.m.	explore (**3 hours 55 minutes**)
2:10	board the bus, attendance again
2:40	back at school
to 4:00	**grand discussion** in the classroom

The animal groups

Group	How to know	Animals of Nepal
birds	feathers, lay eggs	Danphe, sarus crane
reptiles	dry scaly skin; most lay eggs	gharial, python
mammals	hair or fur, milk for young	one-horned rhinoceros, red panda
amphibians	water when young, land when grown	frogs, toads

- **attendance twice:** so **nobody is left behind**, at school and again at the zoo
- **animal groups:** look at one kind carefully, keep together; each group tells the rest in the discussion
- **how long?** count in steps: 10:05 → 11:00 = 55 minutes, 11:00 → 2:00 = 3 hours

Reading II: A Request Letter

- **Kind:** a **request letter**, a **formal letter**: asks someone in authority; polite, fixed parts; the reader may say no, so all of it makes *yes* easy
- **From:** Students of Grade 8, Kushma-9, Parbat, **27 April 2023**
- **To:** the Headteacher, Adarsha Secondary School
- **Subject:** more computer lab facilities
- **Thanks first: grateful** for the lab, **overjoyed**; newest devices, learn about technology
- **The turn:** *however*: the effort is **admirable** but the lab **lacks** equipment
- **Three problems** (*To begin with, Second, Third*):
  1. too few computers (**insufficient**)
  2. required **software** on only a few, which limits learning
  3. no internet: no way to the **vast** world of knowledge
- **Request:** *We **would** be thankful if…* all the **necessities** of a modern lab; a reply welcome
- **End:** *Yours faithfully*, Students of Grade 8

Key words

tour / activity: a visit or trip / something people do, often in a group.
board (verb): get on or into a vehicle.
attendance: a record of who is present.
explore: travel around a place to learn about it.
grand: large and important.
amphibian: an animal that can live both on land and in water.
guideline: advice on how to do something.
device / equipment: a machine or tool for a purpose / the tools needed for a purpose.
admirable: worthy of respect.
accomplish: succeed in doing something.
lacking / insufficient: not having enough / not enough.
software: the programs a computer uses.
vast: very large.
necessity: something you must have.

Grammar: can, could, would

- **modal verbs:** never add -s; main verb in **base form**, no *to*; negative with **not**: *can't, couldn't, wouldn't*

Word	Use	Example
can	ability now; friendly request	*Dawa can speak three languages.*
could	past ability; polite request; possible	*It could rain later.*
would	polite request; imagined; wish; *would rather*	*I would rather walk.*

- **yes/no question:** modal to the **front**, nothing else changes: *Can Pasang ride a bike? Yes, he can. / No, he can't.*
- **polite question:** *Could you tell me…?* then **statement order**, no *do, does, did*: *…where the hospital is?*; no question word → **if / whether**
- **ask again:** *Sorry, would you tell the time again, please? I couldn't quite get you.*

Grammar: the present simple

- **Use:**
  - habits (*Neetu gets up at six*)
  - facts
  - states (*The lab lacks equipment*)
  - **timetables**, even for the future (*The bus leaves at 9:15 tomorrow*)
- he, she, it + **-s**: *She works here.*
- negative: *don't / doesn't* + base: *She doesn't work here.*
- question: *Do / Does* + subject + base: *Where does she work?*
- **be:** *am, is, are*, no *do*: *She isn't late. Are you ready?*

Adding -s

- most verbs **-s**: *plays*
- after -o, -s, -sh, -ch, -x **-es**: *goes, watches*
- consonant + y → **-ies**: *studies*
- *have* → *has*

Words of frequency

- one word: **before the main verb**, **after be**: *She always drives fast. He is always late.*
- longer: at the end: *We go once a month.*

Writing: a request letter

- your place and date → reader's title and address → bold **subject** → *Respected sir/madam,*
- **thanks** → **problem** after *however*, listed in order (*To begin with, Second, Third*) → **polite request** (*We would be thankful if…*)
- **Yours faithfully** if no name in the greeting; **Yours sincerely** with a name (*Dear Mrs. Karki*)

Writing: interpreting a timetable

- **say what it is:** who made it, what for
- **go in order**, day by day:
  - *on*
  - *in the morning*
  - *then*
  - *after that*
  - *finally*
- **present simple or *will*:** *The tournament opens on May 3.*
- **add nothing** that isn't there; your own words
- noon: **12:00 noon**, not *12:00 a.m.* or *p.m.*

Writing: filling in a form

- read every line first; a wrong entry can cost a place
- **BLOCK letters:** capitals, not joined up
- **date of birth:** day, month, four-digit year
- **local guardian:** an adult near the school who looks after you
- **permanent address:** family's home; **current address:** where you live now
- **signature:** your own handwriting, on your line only

Word stress

- stressed syllable: louder and longer; mark **'** just **before** it: /'mæml/
- first syllable: **MAM**-mal, **REP**-tile
- second syllable:
  - a-**TTEN**-dance
  - a-**RRANGE**
  - a-**RRI**-val
  - ex-**PLORE**
  - a-**RRIVE**
  - am-**PHIB**-i-an
  - re-**TURN**
  - in-**FORM**
- **noun first, verb second:** **REC**-ord / re-**CORD**, **PER**-mit / per-**MIT**

Dictionary abbreviations

- parts of speech:
  - **adj.** adjective
  - **adv.** adverb
  - **art.** article
  - **conj.** conjunction
  - **det.** determiner
  - **n.** noun
  - **prep.** preposition
  - **pron.** pronoun
  - **v.** verb
- also:
  - **C** countable (*one zoo, two zoos*)
  - **U** uncountable (*equipment*, never *equipments*)
  - **I** intransitive (no object: *The bus arrived.*)
- also:
  - **pl.** plural
  - **pt** past tense
  - **pp** past participle
  - **sb** somebody
  - **sth.** something
- also:
  - **BrE** British English
  - **NAmE** North American English
  - **etc.** and the rest (never *and etc.*)
- also:
  - **cl** clause
  - **phr.** phrase
  - **Ref.** reference
  - **symb.** symbol
  - **Voc.** vocabulary
  - **Vol.** volume

COMMON MISTAKES

✗ Could you tell me where is the hospital?
✓ …where **the hospital is**?

✗ Can you tell me what time does the bus leave?
✓ …what time **the bus leaves**?

✗ She cans swim. / He could to read.
✓ She **can** swim. / He **could read**.

✗ Does he works here?
✓ Does he **work** here?

✗ She doesn't likes milk.
✓ She doesn't **like** milk.

✗ *Yours sincerely* after *Respected Sir/Madam*
✓ **Yours faithfully**

✗ 10:00 a.m. to 12:00 a.m.
✓ 10:00 a.m. to **12:00 noon**