Unit 16 · Agreeing and Disagreeing

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 Does "no" mean "I disagree"?

ANSWER HA · 6

Tests: with a sentence that has *not* in it, *No, it isn't* agrees and *Yes, it is* disagrees; whether you agree depends on whether you think the same, not on the word *yes* or *no*; *I'm not sure about that* is a soft way to disagree.

a. 1. **agree** · 2. **disagree** · 3. **disagree** (softly) · 4. **disagree** · 5. **agree**

b. In **1** and **5**, B says *No*, but B **agrees**: A said something with *not*, and B's *No, it isn't* / *No, we didn't* says the same thing. To check, ask: do A and B think the same?

c. Agree: ***No, it isn't.*** Disagree: ***Yes, it is!*** (with a reason, for example *It helps us remember what we learned.*)

MARKING SCHEME

- ✓ a. 1 and 5: agree.
- ✓ a. 2 and 4: disagree.
- ✓ a. 3: disagree (softly).
- ✓ b. Talks 1 and 5: B says *No* and agrees, because A's sentence has *not*.
- ✓ c. *No, it isn't.* to agree.
- ✓ c. *Yes, it is.* to disagree.

2 Who did it, or what did they do?

ANSWER A · 6

Tests: when *who* or *what* asks about the person who **does** the action, the sentence keeps its order and needs no *did*; when it asks about anything else, *did* comes before the person and the verb goes back to its plain form.

a. i. **Simran** (she did the meeting). ii. **Amit** (he is the one Simran met).

b.

i. ***Who broke the window yesterday?***

ii. ***What did Roshni break yesterday?***

iii. ***When did Roshni break the window?***

c. ***Who broke the window?*** and ***What did Roshni break?*** When the question word asks about the **doer** (*Roshni*), it takes the doer's place, and the verb stays as it is: *broke*, no *did*. When it asks about anything else (what she broke, when), add **did** before the person, and the verb goes back to its plain form: *did … break*.

MARKING SCHEME

- ✓ a. i Simran, ii Amit (half a mark each).
- ✓ b. i: *Who broke the window yesterday?* (no *did*)
- ✓ b. ii: *What did Roshni break yesterday?*
- ✓ b. iii: *When did Roshni break the window?*
- ✓ c. Both questions corrected.
- ✓ c. No *did* when the question asks about the doer; otherwise *did* + the plain verb.

3 Too, very or enough?

ANSWER

Tests: *too* means more than is good, so it needs a problem (the numbers or the story show whether there is one); *very* is a lot with no problem; *enough* goes after an adjective and before a noun; *too short* says the same as *not long enough*.

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a. Models (other good sentences are right): A · 6

1. *The bat is **too expensive** for Samir.* (or *Samir doesn't have **enough** money.*)
2. *The bus has **enough** seats.* (35 is more than 32.)
3. *The ladder is **too short**.* (or *not long **enough***)
4. *The river is **very cold**.* Not *too cold*: there is no problem, he swims and loves it.
5. *The truck is **too wide** for the gate.* (or *The gate isn't wide **enough**.*)

b. ***The ladder is too short.** / **The ladder is not long enough.*** (to reach the roof)

c. ***Our classroom is big enough for forty desks.*** *Enough* comes **after** an adjective. ***This mango is very sweet!*** *Too sweet* would mean so sweet that it is a problem, but she wants another, so she means *very*.

MARKING SCHEME

✓ a. 1 and 5: *too* (or *not … enough*), because each has a problem.
✓ a. 2: *enough* seats.
✓ a. 4: *very cold*, not *too*, because he swims and loves it.
✓ b. *too short* and *not long enough*.
✓ c. *big enough*: *enough* after the adjective.
✓ c. *very sweet*: *too* would mean a problem, and she wants another.

4 One writer's opinion

ANSWER HA · 5

Tests: telling a fact (it can be checked) from an opinion (what the writer feels) in a text that is one person's opinion, giving the side it leaves out, and disagreeing politely with a reason.

a. Facts: **1** and **3** (someone could count the people, or count joint families). Opinions: **2** and **4** (the writer's own feeling; another person might disagree).

b. A model: ***But in a big family, it can be hard to find a quiet place to study.*** *We learned to study together at the same time, so the house was quiet then.* (Any real con, and an answer that fits the writer's opinion.)

c. A model: ***I'm not sure about that.*** *The text is one person's opinion about their own family. Another person may like a small family better, because there is more space and quiet to study.*

MARKING SCHEME

✓ a. 1 and 3 are facts.
✓ a. 2 and 4 are opinions.
✓ b. A *But* sentence with a real con, and a sentence that answers it.
✓ c. A soft way to disagree (*I'm not sure about that*, *I don't agree*).
✓ c. A real reason: it is one person's opinion, not proof.

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5 Mend the paragraph

ANSWER HA · 5

Tests: the parts of an opinion paragraph judged: each reason must support the opinion about **schools**, a strong phrase like *No way* belongs with friends, and a *But* sentence shows the writer has thought about the other side.

a. ***My uncle has a big garden in Dhading.*** It is about his uncle, not about why **schools** should have gardens. It doesn't help his opinion at all.

b. Any real reason about schools, for example: *Also, fresh vegetables from the garden can go into the school's lunch.*

c. ***No way anyone can say gardens are bad!*** *No way* is a **strong** way to disagree, for talking with friends, not for work a teacher reads; and it gives no reason.

d. A model: ***But a garden needs water and time to look after.*** *Students can take turns to water it, so it won't take much time from lessons.*

MARKING SCHEME

✓ a. The uncle's garden.
✓ a. It is not about schools, so it gives no reason for the opinion.
✓ b. A real reason why a school should have a garden.
✓ c. *No way anyone can say...*: too strong for a teacher, with no reason.
✓ d. A *But* sentence with the other side, and an answer to it.

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

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