Unit 7 · Opinions and Feelings

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 Can it be checked?

ANSWER

HA · 6

Tests: a fact can be checked (whether it turns out true or not), an opinion is what someone thinks and others may disagree with; *I believe* is for opinions, not for numbers that can be counted; how strongly to say an opinion depends on the evidence; winning an argument doesn't make a claim true.

a. **Facts (can be checked): 1, 3 and 6.** Count the students; ask the class; time a sum on a phone against a person. **Opinions: 2, 4 and 5.** *Most useful*, *more fun* and *lazy* are what the speaker thinks, and others may disagree. (The tempting mistake is to put 5 with the facts because it is said so firmly.)

b. The number of students is a **fact:** it can be **counted or checked** in the school office. Belief, strong or weak, has nothing to do with it. She should **check it** (ask the office) and then just say it: *Our school has 640 students.*

c. ***I think***: one lesson is very little evidence, so a gentle opening is honest. *I'm sure that* would claim more than she knows. (A student who chooses *I'm sure* needs a strong reason, which one lesson isn't.)

d. **Winning an argument doesn't make it true.** Mijash won because he argued well: clear reasons, a good voice, good examples. Whether phones are good for students is still an opinion, and a fact doesn't change because one side argued better. (It is the point of the poem about the boy who says the earth is flat.)

MARKING SCHEME

✓ a. Facts: 1, 3 and 6.
✓ a. Opinions: 2, 4 and 5.
✓ b. It is a fact that can be counted, so she should check it, not believe it.
✓ c. *I think*, because one lesson is little evidence.
✓ d. Winning a debate doesn't make a claim true.
✓ d. It is still an opinion: arguing well isn't proof.

2 Same verb, a different meaning

ANSWER

Tests: the present simple for what happens again and again (a habit, a job, a timetable), the present continuous for now, around now, or an arranged plan; the verbs for knowing, owning and wanting kept in the present simple; which present sentences can talk about the future.

a.

1. *Works on Saturdays*: **every** Saturday, a habit (his job). *Is working this Saturday*: **this one** Saturday, a plan already made (perhaps not usual).
2. *Drives a bus*: it is **her job**; she may be asleep now. *Is driving a bus*: she is driving one **at this moment** (or for a while these days).
3. *Visit in Dashain*: they do it **every year.** *Are visiting in Dashain*: a plan for **this** Dashain, already arranged.

b.

1. I **know** the way to the stadium.
2. Look, the baby is smiling at you. (**right**: something happening now)

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3. This umbrella **belongs** to our teacher.
4. Nishant **wants** a new cricket bat.
5. Our class **needs** two more chairs.

   Know, belong, want and *need* are about knowing, owning and wanting, so they stay in the present simple even now. *Smile* is an action, so *is smiling* is right.

HA · 6

c. **1 and 2.**

1. A **timetable:** the present simple can give a fixed time in the future.
2. An **arranged plan:** the present continuous with a time (*after school*) talks about the future.
3. **No:** *usually* makes it a habit, what happens day after day, not one time in the future.

MARKING SCHEME

- ✓ a. 1: every Saturday (a habit) / this Saturday (a plan).
- ✓ a. 2 and 3: her job / at this moment; every year / this year's plan.
- ✓ b. 1, 3, 4, 5 corrected (*know, belongs, wants, needs*).
- ✓ b. 2 left as it is.
- ✓ c. 1 and 2 can be about the future: a timetable, an arranged plan.
- ✓ c. 3 can't: it is a habit.

3 Marks that change the meaning

ANSWER

A · 5

Tests: a comma before the name of the person you speak to; a hyphen joins words into one; a colon before a list, after a full sentence; a semicolon joins two full sentences with no *and* or *but*; a question tag, speech marks and capitals.

a.

1. With the comma, *Grandma* is the person **spoken to:** they are inviting her to eat. Without it, *Grandma* is **what they will eat.**
2. *A man-eating tiger*: the hyphen makes one word, a tiger **that eats people.** *A man eating tiger*: a **man** who is eating tiger meat.

b.

1. **A colon:** a full sentence comes first, then a **list.**
2. **A semicolon:** two full sentences that belong together, with no *and* or *but*. (Not a colon: the second doesn't explain the first.)
3. **Neither:** *and* already joins the two sentences, so no semicolon or colon. (A comma before *and*, or no mark at all.)

c. ***"You're coming to the match on Friday, aren't you?" asked Sudarshan.***

(Capital *Y* and *F*; apostrophes in *You're* and *aren't*; a comma before the tag *aren't you*; a question mark inside the speech marks; a capital *S* for the name.)

MARKING SCHEME

- ✓ a. 1: Grandma is spoken to / Grandma is eaten.
- ✓ a. 2: a tiger that eats people / a man who is eating tiger.
- ✓ b. 1: colon before a list; 2: semicolon between two full sentences.
- ✓ b. 3: neither, because *and* already joins them.
- ✓ c. Speech marks, the comma before *aren't you*, the question mark, capitals and apostrophes all right.

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4 Testing the speaker's argument

ANSWER HA · 6

Tests: the purpose of an example (*to* + the plain verb); judging whether examples prove what a speaker says (they show force doesn't last, not that the pen beat the sword); finding a fitting example; admitting a point for the other side and keeping one's own.

a. A model: ***She names them to show that power won by force doesn't last.*** (*to* + the plain verb: not *for show* or *to showing*.)

b. The examples show that **force doesn't last**, but **not that the pen is stronger:** Napoleon and Hitler were beaten by **other swords**, so in these stories the sword beat the sword. It **doesn't prove the proverb wrong**; it shows that these examples don't support it, and the speaker needs better ones. (The tempting answer is either "Lhakpa is just being difficult" or "so the proverb is false".)

c. Any example where **words changed things without force.** Models: a book whose ideas are still read and followed long after the wars of its time are forgotten; a letter, a petition or a newspaper report that made people change a law or a decision; a teacher whose words changed a student's life.

d. A model: ***It is true that an army can protect a country when it is attacked. But even then, it is the laws and ideas people write that keep the peace for years after the fighting stops.***

MARKING SCHEME

- ✓ a. A sentence with *to* + plain verb giving her purpose (to show force doesn't last).
- ✓ b. The examples show that force doesn't last, not that the pen won (other armies beat Napoleon and Hitler).
- ✓ b. It doesn't prove the proverb wrong; the examples are weak.
- ✓ c. A fitting example of words or ideas changing things without force.
- ✓ d. A sentence admitting a good done by force.
- ✓ d. A sentence keeping her opinion, with a reason.

5 A paragraph that argues against itself

ANSWER HA · 5

Tests: the plan of an opinion paragraph (opinion, reasons with examples, a closing that says the opinion again in new words); a point for the other side must be turned (*It's true that …, but …*), not dropped in.

a. **Sentence 4.** It gives a reason **against** having a garden, in the middle of her reasons for one, with no word to show she is turning to the other side. The reader can't tell whether she still thinks gardens are a good idea.

b. It **doesn't say her opinion again.** *Gardens are a lot of work* sounds like a reason against gardens, so the paragraph seems to end on the other side.

c. A model: ***It's true that a garden needs a lot of water, but we can collect rainwater from the roof in the rainy months and use it in the dry ones.***

d. Models. Example: ***For example, our spinach could go into the dal for the whole school one day a week.*** Closing: ***So, I believe a garden is worth the work, because students learn from it and eat better.***

MARKING SCHEME

- ✓ a. Sentence 4, a reason against, put in with no turn.
- ✓ b. It doesn't say her opinion again; it sounds against gardens.
- ✓ c. Sentence 4 turned with *It's true that …, but …* (or the like), still supporting her side.
- ✓ d. An example that fits reason 2.
- ✓ d. A closing that says her opinion again in new words.

Marks by level	Knowledge	Understanding	Application	Higher ability	Total
Marks	0	0	5	23	**28**

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