Unit 18 · Asking for and Giving Opinions

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 road accidents article; *Long Life*
  - sentences to complete (CDC's model opens with a poem)
  - meanings
  - short answers
- **Reading 3–4 (new texts, 5 + 10 marks):** can be a **short essay**: practice reading opinions
- **Writing**
  - ten punctuation errors (5 marks), like Writing II here
  - guided writing (5 marks)
  - free writing, 10 marks: a **short essay**
- **Grammar (5 marks): subject–verb agreement** in the blanks: choose the right verb. *Too* and *enough* aren't in the grid, but school tests often ask them.

Reading I: Road accidents in Nepal

- **Kind: opinion article** by Sugam Gautam, from *The Himalayan Times*: says what the writer thinks and tries to win you over; a news report says what happened
- **Title:** a question; ***solely*** gives the answer: **poor roads aren't the only cause**
- **P1, question:** we **witness** accident news, curse those in power; **delve into** the causes: not only the government, road department
- **P2, driver: negligence**; safety depends more on the driver than on anyone else
- **Pull quote:** a line printed in a box to catch the eye
- **P3, motorbikes:** most popular, **outnumber** cars: cost less, **maneuver** through **congestion**; most riders 18–40, many ride very fast
- **P4, age:** safe driving needs
  - discipline
  - experience
  - **maturity**
- young people lack these **traits**
- license age from 16 to 20 or more
- schools can stop riding until 20
- parents shouldn't hurry to buy one
- **P5, drink-driving:** needs concentration; a responsible driver doesn't drink first
- **P6, law:**
  - punish it
  - strict checking
  - **deploy** enough officers to catch **culprits**
- **P7, roads:** can't be **overlooked**
  - narrow lanes
  - **potholes**
  - monsoon landslides, travel an **ordeal**
- **P8, answer:** Department of Roads and Department of Transport Management should **coordinate**

Cause	Who acts	What they do
careless drivers	drivers	take responsibility
young riders, speed	government, parents, schools	raise the age; don't hurry; restrict riding
drink-driving	drivers, law, police	don't drink; punish; check strictly
poor roads	two departments	coordinate, build better

Fact or opinion?

- **fact:** can be checked, found in a record or counted: *Landslides block some hill roads.*
- **opinion:** a sensible person could disagree: *The license age should be 20.*
- **opinion words:**
  - *should*
  - *must*
  - *might*
  - *I think*
  - *the best*
  - *the main*
  - *all young people*
- *Young people lack maturity* sounds like a fact; it is an opinion

- facts behind an opinion make it stronger

Reading II: Long Life

- **Kind:** short modern **poem** by **Tricia Mae Chua**; no regular beat; one rhyme (*another, brother*); **repetition**
- **In one line:** too short to waste on complaints and blame, just long enough for simple beauty and kindness
- **1, too short: griping** about
  - the past
  - what we don't have
  - places not seen
  - things not done
- **2, too short:**
  - holding **grievances**
  - finding a **fault** in a brother
  - counting wrongs
- **3, just long enough:** sight, smell, hearing
  - sunrise
  - smell of wet earth
  - people laughing after work
- **4, just long enough: compassion**, **generosity**:
  - comfort the **grieving**
  - strengthen the **fainthearted**
  - direct the lost

	***too short* for**	***just long enough* for**
yourself	moaning (1)	simple beauty (3)
others	anger, blame (2)	kindness, help (4)

- second half answers the first; title takes the side of *long*

Key words

delve into: look into something deeply.
infrastructure: the basic things a place needs, such as roads and bridges.
outnumber: be more in number than.
maneuver: move skillfully through a tight place.
congestion: too much traffic in one place.
trait: a quality of a person.
perspective: a point of view.
deploy: send people to a place to do a job.
culprit: a person who has done wrong.
ordeal: a very hard or painful experience.
coordinate: get groups to work together well.
griping: complaining again and again.
grievance: a complaint about being treated unfairly.
compassion: a kind feeling for people who suffer.
generosity: being ready to give time, help or money.
fainthearted: lacking courage.

Grammar: subject–verb agreement

- find the **real subject**: one thing or many?

Subject	Verb	Example
A and B	plural	*Tashi and her brother ride.*
there + noun	agrees with the noun	*There are two potholes.*
noun + **who / that** …	agrees with the first noun	*The riders who wear a helmet are safer.*
everyone, each, nobody	singular	*Everybody wants a safe road.*
pair words: *trousers, shoes*	plural	*My shoes are muddy.*
some of + noun	agrees with the noun	*Some of the milk is sour.*
one of + plural	singular	*One of the buses is late.*
amount: money, distance, time	singular	*Twenty liters is enough.*
A or B	the nearer one	*Rizwan or his sisters are coming.*
-ics: *physics*	singular	*Physics is hard.*

- *one of*: cover *of the books*, read *One is new*

Grammar: too and enough

- **too** + adjective + **to** + verb: can't happen: *too short to reach*
- *too* has a *no* in it; *very* only makes a word stronger
- adjective + **enough** + **to** + verb: can happen: *long enough to reach*
- **enough** after an adjective or adverb, before a noun: *strong enough; enough money*
- **who: for** + person: *too deep for us to cross*
- subject is the thing acted on: no *it* at the end: *The bag is too heavy to carry.*
- **the flip:** opposite adjective, add or remove *not*: *too hot to drink = not cool enough to drink; cool enough = not too hot*

Giving opinions

- **ask:**
  - *What do you think about…?*
  - *How do you feel about…?*

- *What's your opinion of…?*

- **give:**
  - *In my opinion, …*
  - *I believe that…*
  - *I think…*
  - *It seems to me that…*
- **reason:** *What makes you think that? Why do you say so?*
- **agree partly:** *I agree with you to some extent, but…*
- **disagree:** kind word → your view → reason: *That's a good point, but I don't quite agree.*

Writing: an essay in three parts

- **Introduction:** topic, definition, examples; opinion in one sentence: *… means … such as … In my opinion, …*
- **Body:** importance, then challenges, a paragraph each:
  - *First, …*
  - *However, …*
  - *Also, …*
  - *Another problem is …*
- **Conclusion:** sums up in new words, no new points: *To sum up, … So, I believe that …*
- **a preference essay:** one clear choice; two or three reasons; be fair to the other side in a sentence or two

Writing: punctuating a paragraph

- read aloud, stop where your voice stops: a sentence ends
- then look for
  - a **question**
  - a **list** (colon, commas)
  - **speech** (comma, quotation marks)

Pronouns

	1st	2nd	3rd
subject	I / we	you	he / she / it / they
object	me / us	you	him / her / it / them
possessive pronoun	mine / ours	yours	his / hers / theirs
possessive determiner	my / our	your	his / her / its / their
reflexive	myself / ourselves	yourself / yourselves	himself / herself / itself / themselves

Words of the road

- **strong beat:**
  - con-**JES**-chun
  - **IN**-fra-struc-chur
  - pe-**DES**-tri-an
  - ma-**NOO**-ver
  - **MIS**-hap
  - noun **TRANS**-port, verb trans-**PORT**
- **JAY**-walk-ing (silent *l*; crossing a road carelessly, away from a crossing); **SAFE**-guard-ing (silent *u*); **MO**-tor-ways (British for *highways*)

COMMON MISTAKES

✗ I am agree.
✓ I **agree**. / I **don't agree**.

✗ In my opinion, I think …
✓ use **one**

✗ According to me …
✓ **In my opinion**, … (*according to* the police)

✗ One of the buses are late.
✓ One of the buses **is** late.

✗ Everybody want a safe road.
✓ Everybody **wants** a safe road.

✗ It is enough strong.
✓ It is strong **enough**.

✗ The tea is too hot, but I can drink it.
✓ **very** hot

✗ The bag is too heavy to carry it.
✓ The bag is too heavy to carry.

✗ it's young (the bird's)
✓ **its** young; *it's = it is*