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ENGLISH GRAMMAR

1ST YEAR 'LICENCE' LEVEL

SEMESTER 1

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1. Sentences: Elements and Patterns

To be a sentence, a group of words must:

- Have a subject (noun or pronoun)
- Have a predicate (verb or verb phrase)
- Express a complete thought

When any one of these elements is missing, readers or listeners are confused.

In this chapter you'll review the basic elements of every sentence. The meaning of an English sentence depends on the word order.

1. We put the subject before the verb and the object after the verb.

e.g. The cook burnt the dinner

Subject verb object

2. Adverbials (How? Where? When?) Usually come after the verb or after the object.

e.g. He read the text **fast**

3. The basic word order of a sentence that is not a question or a command is usually.

Subject verb object adverbials

(How? Where? When?)

4. The time reference can also be at the beginning.

Practice: Decide whether each of the following word groups is a sentence or a sentence fragment. Write **S** if it is a sentence and **F** if it is a sentence fragment.

1. The group spent the morning together.
2. Talking over plans for the afternoon.
3. As we rounded a bend in the river.
4. Could you hear the noise of the waterfall?
5. Before you could see it.
6. We could not paddle against the wind unless the guide helped us.
7. The wind blowing spray over us.
8. Drenched to the skin.
9. The rapids in the river were occasional hazards.
10. The excitement of shooting the rapids.

1.1 Simple Sentence patterns

Martha Kolln in *Rhetorical Grammar* lays out seven basic sentence patterns that will help you to recognize a variety of sentence patterns and enhance your ability to use them in your own writing.

- **Sentence Pattern 1: The Be Patterns: Type 1**

Subject	<u>Be</u>Verb	Adverbial (Time or Place)
Tlemcen	is	in the West of Algeria.

- **Sentence Pattern 2: The Be Patterns: Type 2**

The second sentence pattern involves *be* verbs and **subject complements** or Subject modifiers that explain or rename *what* the subject is.

Subject	<u>Be</u> Verb	Subject Complement
Michael Phelps	is	The most decorated Olympian medalist. (<i>Noun phrase</i>)
That girl	is	beautiful. (<i>Adjective</i>)

- **Sentence Pattern 3: The Linking Verb Pattern**

The third sentence pattern from Martha Kolln's book uses linking verbs other than *be* and a subject complement.

N.B. The most common **linking verbs** are forms of the **verb** to be: am, is, are, was, were, being, been. Other common **linking verbs** include: appear, become, feel, grow, look, remain, seem, smell, sound, stay, taste, and turn.

Subject	Linking Verb	Subject Complement
The cake	seems	delicious. (<i>Adjective</i>)
John	became	a teacher. (<i>Noun Phrase</i>)

- **Sentence Pattern 4: The Intransitive Verb Pattern**

The fourth sentence pattern involves only two components: a subject and an intransitive verb.

Subject	Intransitive Verb
The phone battery	died.
The Audience	applauded

- **Sentence Pattern 5: The Basic Transitive Verb Pattern**

The fifth sentence pattern employs **transitive** verbs, which *must* be followed by a **direct object**.

Subject	Transitive Verb	Direct Object
Our secretary	distributes	our weekly timesheets.

- **Sentence Pattern 6: The Transitive Verb + Two objects, (Type 1)**

In this pattern, the verb is followed by a **direct object** and an **indirect object**.

Subject	Transitive Verb	Indirect Object (IO)	Direct Object (DO)
The sight of the Eiffel tower	gave	me	goosebumps.
The mom	handed	the child	a blue crayon.

- **Sentence Pattern 7: The Transitive Verb + Two objects, (Type 2)**

The seventh sentence pattern uses a transitive verb, which requires a direct object to receive the action, as well as an **object complement** to modify or rename that object.

Subject	Transitive Verb	Direct Object	Object Complement
They	elected	him	president. (<i>Noun phrase</i>)
Emma	considered	Jane	indifferent. (<i>Adjective</i>)

2. Articles

2.1 The Indefinite Article a/an

- **a**(or **an**) is used with countable nouns to indicate one. I bought **a** book yesterday. I saw **an** elephant.
- **a** is not used before a plural noun (I saw ~~**an**~~ elephants).
- **a** is not used before uncountable nouns (I bought ~~**an**~~ oil from the supermarket).

Practice

Write **a**, **an**, or **nothing** to complete these sentences.

- 1 I'd like ..**a**.. cup of coffee, please.
- 2 He asked me for ..-.. money.
- 3 I drank... glass of water.
- 4 They wanted ... information about your last trip.
- 5 I'd like ... apple and ...banana, please.
- 6 Have you got ... umbrella?
- 7 Do you prefer... red cars or ... black ones?
- 8 We revised... grammar lessons all afternoon yesterday.
- 9 I asked for ... bread, ... cheese and ... coffee for breakfast.

2.2 The Definite Article the

the is used:

- when a word is used a second time. My mother prepared **a cake** and some sandwiches. **The cake** was so delicious.
- when only one object exists: **the** earth, **the** sun, **the** River Thames....
The sun is bright today.
- when thinking of a specific thing. She applied for **the** job advertised.
- in superlative. What is **the**longest river in the world?
- before same and only. **The**only way to do great work is to love what you do.

Practice

Write **a**, **an**, **the**, or **no article** to complete these sentences.

1 He's **a** lawyer.

2 **The** moon moves slowly round **the** earth.

3 **The** sun is shining.

4 Yesterday, I saw **a** dog. **The** dog was running after **a** cat. **The** cat was running after **a** mouse. **The** mouse ran into **a** hole.

5 She got **a** job she applied for.

6 He gave me **a** lighter and some cigarettes but **the** lighter didn't work.

7 **The** grass is always greener on **the** other side of the fence.

8 **The** moon goes round **the** earth every 27 days.

9 If you live in **a** foreign country, you should learn **a** language.

10 Is **the** Nile or **the** Amazon **the** longest river on earth?

2.3 Omission of Articles or 'the' before names of places

- **a** or **the** is not usually used before proper names, names of villages, towns, streets, cities, countries or continents.

I took the train to - London.

- **the** is used before names of seas, rivers, groups of islands or mountains, kingdoms, republics, deserts, plural names of countries: the Atlantic Ocean, the River Thames, the Netherlands, the Arctic (land and sea), the Antarctic (land and sea), the Alps, the United States of America, the United Arab Emirates, the Sahara, the United Kingdom, the Nile, the Gobi Desert.

Practice

Write 'the' where necessary.

1 Several million visitors a year are attracted to the ski slopes of ...Alps.

2 I went to ... Buckingham Palace today. It was great.

3 I took the train to ... London and then the underground to ... Victoria Station. It's a short walk from there.

- 4 Would you like to come with us to see ... Titanic at the cinema tomorrow?
- 5 ...Mount Everest is ... highest mountain in the world.
- 6 ...Middle East is one of the world's hot spots.
- 7 We lived in ... Netherlands before moving here.
- 8 If you ever go to ... London you must see ... Tower of London and ... Tate Gallery.
- 9 She lives in ... England, which is part of ...UK.

2.4 Omission of articles or 'the' before some words

- There is usually no a or the before: school, college, university, home, work, church, bed, hospital, prison, town.

He likes going to **school**. I think she isn't at **home** now. I usually get to **work** at 8:00. Do you go to **church** on Sundays? She went to **bed** as soon as she had finished her homework. Did you have the baby in **hospital**? Their father's in **prison**.

- Except when it is not used for its primary purpose

It was **a** very big church. ~~The~~school is becoming old now. This is not **a** very comfortable bed. Is there aprison nearby? ~~The~~hospital is closing down.

- We usually say **the** before the places we visit in a town: **the** cinema, theatre, disco, opera, post office, bank; names of shops - baker's, grocer's, supermarket, chemist, butcher's; dentist(s), doctor(s), hairdresser(s), toilet And we say the shopping: I do the shopping on Mondays.

We go to **the** cinema whenever we have time. Did you go to **the** disco last week? I buy everything I need in **the** supermarket.

- But **a** is sometimes used before these words: Did you go to **the** disco last week?/ There's **a** new disco in town. I'm going to **the** bank. / Does she work in **a** bank?

Practice

Write the sentences, adding 'the' where necessary.

- 1 Don't stay in that hotel. ... beds are very uncomfortable.
- 2 When Ann was ill, we went to ... hospital to visit her.
- 3 John himself doesn't go to ... church.
- 4 After ... work Ann usually goes ... home.

- 5 Is he still in ... bed?
- 6 Would you like to go to ...cinema tonight?
- 7 We will visit him in ... prison tomorrow.
- 8 I usually go to ...bank once a week.
- 9 I do all my shopping at ... supermarket.
- 10 He always goes to ... doctor's when he feels sick.

2.5 Other words with a, an, the or no article

- **a, an** when talking about cost, speed or how often we do something.

The apples are £1 **a** kilo. Though it is dangerous, I never drive less than 120 kilometres**an** hour. She smokes about twenty cigarettes **a** day.

- **the** with musical instruments when we talk about playing them or listening to them.

Can you play **the**guitar? I love listening to **the**piano. / I'd like to buy **a**piano.

- **the** with listen to the radio. **No article** with watch television.

I usually listen to **the**radio in the mornings. They watch television most evenings. / Have you bought **a** new television? This is **an** old radio.

2.6 Omission of Articles

No article before names of academic subjects, languages, sports, meals.

English is a universal language. Geography is my favourite subject. She plays basketball very well. I usually have toast for breakfast.

Practice

Supply the appropriate article where necessary.

- 1 I'm not very hungry, I had ... big breakfast.
- 2 I never listen to ... radio.
- 3 In fact, I haven't got ... radio.
- 4 Are you interested in ... art or ... architecture?
- 5 Can your daughter play ... saxophone?
- 6 I can cycle 15 miles ... hour.

7 Do you speak ... German or ...Italian?

8 I take the children swimming twice ... week.

9 Did you study ... physics at school?

10 This flat costs £100 ...week.

Summary

- **a, an** + singular noun; We are talking about one thing but it is not the only one.
- **the** + singular noun: There is only one or we are talking about a particular one.

Practice

Complete the conversation with **a, an, the** or **no article**.

A: It's 1..**a**.. beautiful day today. I'd like to go to 2..**the**.. beach.

B: Yes, but 3... beach is always crowded. I'd like to stay at 4... home and sit in 5... garden. We can have 6...lunch in 7 ...garden.

A: But we stayed at 8 ...home all day yesterday. I'd like to go out. I'm going back to 9... work tomorrow and this is 10 ...last day of my holiday.

B: Well, we could go out tonight. There's 11...good film on at 12... cinema, or we could go to 13... theatre.

A: O.K. but 14... theatre's too expensive. It's about £15 15... seat. B: That's true. We'll go to 16... cinema, then. Or we could stay here and watch 17... television. A: Oh no, that's boring. I want to go to 18... cinema.

B: And this afternoon?

A: You can stay here but I think I'll go to 19... town.

B: Can you do 20... shopping when you're in town?

A: Oh, all right.

3. Nouns

3.1 Countable and Uncountable Nouns

Countable Noun

- has a singular and plural form; **book, books**.
- may be preceded by **a, an** in the singular; a **bottle**, an **egg**.

- can be used in questions with How many: How many **books**...?

Uncountable Noun

- has normally no plural form: **bread**s.
- is not preceded by a, an.
- can be used in questions with How much?: How much **bread**... ?

Some nouns can be countable and uncountable, with slightly a difference in meaning:

- It was a marvellous **experience**. (countable = something that happened)
- We need someone with **experience**. (uncountable = skill and knowledge)
- Can you switch on the **lights**? (countable= electric lights)
- There isn't much **light** in here. (uncountable= a substance)

Some nouns are countable referring to a single item but they are uncountable referring to substance:

- I had a boiled **egg (c)** for breakfast. There's some **egg(u)** on your tie.
- I bought five **chickens(c)** for the party yesterday. There is some **chicken(u)** in the fridge if you'd like it.
- I broke a **glass (c: thing)** this morning. **Glass (u: material)** is made from sand and lime.

3.2 Singular and Plural Nouns

- We add -s to form the plural of most nouns: chiefs, cakes, verbs...
- We add -es after nouns ending in -o: potato -potatoes; -s: class -classes; -x: box - boxes; -ch: match - matches; -sh: dish - dishes.
- Consonant (b, c, d, etc.) + -y becomes -ies: country/countries, strawberry/strawberries./ Vowel (a, e, o and u) + -y adds an -s: days, keys, boys, guys. / Proper nouns ending in -y just add an -s: Have you met the Kennedys? The last four Januarys have been very cold.
- We change the ending -for -fe into -ves in the plural with the following nouns: calf/calves, half/halves, knife/knives, leaf/leaves, life/lives, loaf/loaves,

self/selves, sheaf/sheaves, shelf/shelves, thief/thieves, wife/wives and wolf/wolves.

- We add -s or -ves to: hoof - hoofs/hooves, scarf - scarfs/scarves.
- We just add -s to: handkerchief/ handkerchiefs, roof/roofs.

Practice

Change these sentences in the plural making necessary changes.

1 This cherry is very sweet.

2 The leaf is turning yellow in autumn.

3 I've lost my key.

4 The roof has been damaged because of a lot of rain.

5 This knife is blunt.

6 We have a Henry in our family.

- We generally add -es to nouns ending in -o: hero - heroes, potato -potatoes, tomato - tomatoes. / Or we add -es or -s: cargo - cargoes or cargos, volcano - volcanoes or volcanos. /Or we add only -s: bamboos, photos, pianos, radios, solos, videos, zoos.
- We change the vowels of some nouns to form the plural (irregular plurals): foot/feet, goose/geese, man/men, mouse/mice, tooth/teeth, woman/women. /child/children, ox/oxen.
- Some nouns have the same singular and plural forms: aircraft, deer, salmon, trout, sheep.
- Nationality nouns ending in -ese and -ss have the same singular and plural forms: a Chinese - the Chinese; a Swiss - the Swiss.

Practice

Rewrite these sentences in the plural making necessary changes.

1 Which video do you like best?

2The policeman is in the service of citizens.

3 Oh! This volcano is erupting.

- 4 We're going to sell that sheep.
- 5 This mouse is running after that cat.
- 6 My tooth is giving me trouble.
- 7 Which aircraft has just landed?

- We can use singular or plural verbs with nouns like **committee, company, family, government** and these words also have regular plurals: Many families are in need of help.
- We can use singular or plural verbs with nouns like the **majority, the public and the youth**
- We use only plural verbs with nouns like cattle, **the military, people, the police** and **vermin**: The **police** are investigating the murder, but haven't arrested anyone yet.
- We do not often use the plural of **person** (persons) but we normally use **people**.
- The word '**news**' cannot be plural. What time is the **news** on television?
- Some nouns ending in - ics are not usually plural. **Gymnastics**is my favourite sport.
- We can use a plural verb for one thing that has two parts as **trousers, glasses, scissors**... .My **trousers**are too long.

Practice

Choose the correct form of the verbs in brackets.

1. The government (want/ wants) to increase taxes.
2. The news (is/ are) so interesting.
3. The staff at the school (is not/ are not) satisfied with their new working conditions.
4. Italy (is/are) playing Brazil next week.
5. Many people (don't / doesn't) have enough to eat
6. All governments (is/are) trying to control crime.
7. The public (is/are) concerned about it.

8. The jury (is/are) trying to decide now.
9. How many people (is/are) coming tonight?
10. The youth of today (is/are) many advantages.

3.3 Gender

- In grammar, the names of things such as book, chair, radio, and table may be masculine, feminine or neuter.
- We still have a few male and female word forms (man/woman) and a few -ess endings that refer to females: waiter/waitress, lion/lioness.

Practice

Supply the missing words from the box below:

actress, aunt, bachelor, bridegroom, cows, daughter, female, goddess, hens, heroine, heiress, lionesses, mares, nephew, nieces, nuns, prince, queens, ram, saleswoman, ~~sister~~, sow, spinster, uncle, waitress, widower.

- 1 John's brother is a bank clerk and his **sister** is a nurse.
- 2 My aunt is very nice and my has a wonderful sense of humour.
- 3 My is a little boy of four; my niece is a little girl of two.
- 4 My father's brother and sister have never married. He's still a and she's a
- 5 These days, few men become monks and few women become.....
- 6 There is only one bull in the field, but there are dozens of.....
- 7 The cock crows at dawn and wakes up all the.....
- 8 The stallion is in a separate stable from the.....
- 9 We call the boar Henry and we call theJemima.
- 10 The ewes look quiet enough, but I don't like the look of that.....
- 11 Tony is an actor and his wife is an
- 12 John and Jane work in a restaurant; he is a waiter and she is a
- 13 In fairy tales the handsome usually marries the beautiful princess.

- 14 We went to a wildlife park and saw a lot of lions and
- 15 In mythology, Mars is the god of war; Diana is the of hunting.
- 16 Katerina is theto her father's fortune.
- 17 Why does everyone expect the hero of the story to marry the ?
- 18 A widow can often manage much better on her own than a
- 19 A won the award for most sales this month; a salesman came second.
- 20 When you look at fish, it's often difficult to distinguish between male and
- 21 Very few people know the names of the kings and of England.
- 22 I took a photo of the bride andat the wedding.
- 23 The Smiths have a son called Robert and acalled Jill.
- 24 My uncle and are over here from Canada.
- 25 I enjoy being an uncle. I have two and three nephews.

- With most nouns that refer to people, we don't know whether the reference is to male or female until we hear the pronoun:

My **neighbour** has just bought a new shed for his garden. (male)

My **neighbour** is always telling us about her famous son. (female)

Practice

Supply the correct pronouns in these sentences.

- 1 When I saw the doctor, **she** told me to go back and see her again next week.
- 2 Jennifer is a fine musician.plays in the Philharmonic.
- 3 My lawyer told me..... would ring me when he had the information I wanted.
- 4 Your visitor left..... glasses behind when he came here yesterday.
- 5 Professor Myers is a brilliant scientist.should be given the Nobel Prize for her work.
- 6 Mrs Carter, our English teacher, really knowsgrammar!

7 The artist, Rembrandt, painted several pictures of..... wife.

8 Anton Schmidt works as a cook at a large hotel. is famous for his cooking.

9 How would you describe her? - Well, is a student of about 18.

10 How do you know this passport belongs to a woman? - The owner hasphoto in it.

11 My daughter works as a journalist andhas been very successful.

3.4 Compound Nouns

- We can use two nouns together (noun+noun) to mean one thing/ person/ idea etc. A tennis ball a road accident a toothpaste

Practice

Form compound nouns from the following definitions:

- Tax that you pay on your income=
- The temperature of the water=
- A doctor from London=
- The story of my life=
- A centre in the city=
- A manager who works in a bank=
- We can use names of materials and substances (**leather, gold**) to form compound nouns: a watch made of gold = a **gold watch**. (Not "golden"); except for two materials (**wool** and **wood**) which have adjectival forms: a table made of wood = a **wooden table**; a dress made of wool = a **woollen dress**.
- When we use the adjectival forms of the other materials and substances, it is to mean like: glass/**glassy**, gold/**golden**, leather/**leathery**, silver/**silvery**, silk/**silky**/silken, steel/**steely**, stone/**stony**.

A **golden sunset** = a sunset like gold.

Practice

Make compound nouns.

1 a raincoat made of plastic= a plastic raincoat

- 2 a blouse made of cotton =.....
- 3 a shirt made of silk =.....
- 4 a teapot made of silver =.....
- 5 hair like silk =.....
- 6 a voice like silver =.....
- 7 a table-top made of glass =.....
- 8 a wall made of stone=
- 9 eyes like glass=
- 10 silence like stone=
- 11 a wallet made of leather =.....
- 12 a tile made of ceramic =.....
- 13 a spoon made of stainless steel=
- 14 a nailbrush made of nylon =.....
- 15 nerves like steel =.....
- 16 a tongue like leather =.....
- 17a pullover made of wool =.....
- 17 a spoon made of wood =.....

- Sometimes the first word of a compound noun ends in –ing: A frying pan a washing machine a swimming pool.

3.5 Possessive Case

- We use -‘s mostly for people or animals.
David’s hat is so beautiful. Never step on the cat’s tail.
- We can sometimes use -‘s without a following noun.
It isn’t my book. It’s my friend’s.
- With plural nouns ending in –s, we put only apostrophe (‘). With names ending in –s or irregular plural, we put 's
They are my sisters’ books. The children’s book is nice. This is Anis’s school bag.

Practice

Rewrite these sentences using 's, s, or just an apostrophe (').

1 This bicycle is for a child. This is a **child's** bicycle.

2 This pen belongs to the teacher.

3 He described the career of the actress.

4 That's a job for a stewardess.

5 These toys belong to the children.

6 This is a club for women.

7 It's a school for girls.

8 This is the lounge for residents.

9 This umbrella belongs to James.

10 That hat belongs to Doris.

- For things, we normally use **of** instead of 's or the structure **noun+ noun** when possible. The name of the book. (~~the book's name~~)/ The garage door.

Practice

Only where possible, use an apostrophe to show possession in these sentences.

1 That's the voice of a man. That's the man's voice.

2 I can't see the bottom of the box.

3 That's the decision of the committee.

4 It's the fault of no one.

5 This is a copy of the poetry of Keats.

6 That's the leg of the table.

7 Where's the key of the car?

6 That's the bell of the village church that you can hear.

9 These are the stables of the horses.

- We use 's and s' with some non-living things:
 - fixed phrases: the **earth's** surface, **journey's** end, **the ship's** company
 - time expressions (singular or plural): **an hour's** journey, **two days'** work, **a month's** salary. **Yesterday's** newspaper.

- We can usually use –‘s or of ... for organization: the government’s decision/ the decision of the government.

Practice

Use ('s) or (s') only where possible with these phrases.

1 a delay of an hour an **hour’s** delay

2 the price of success

3 a journey of two days

4 work of seven years

5 the shade of the tree

6 the surface of the earth

7 the book of the film

8 at the door of death

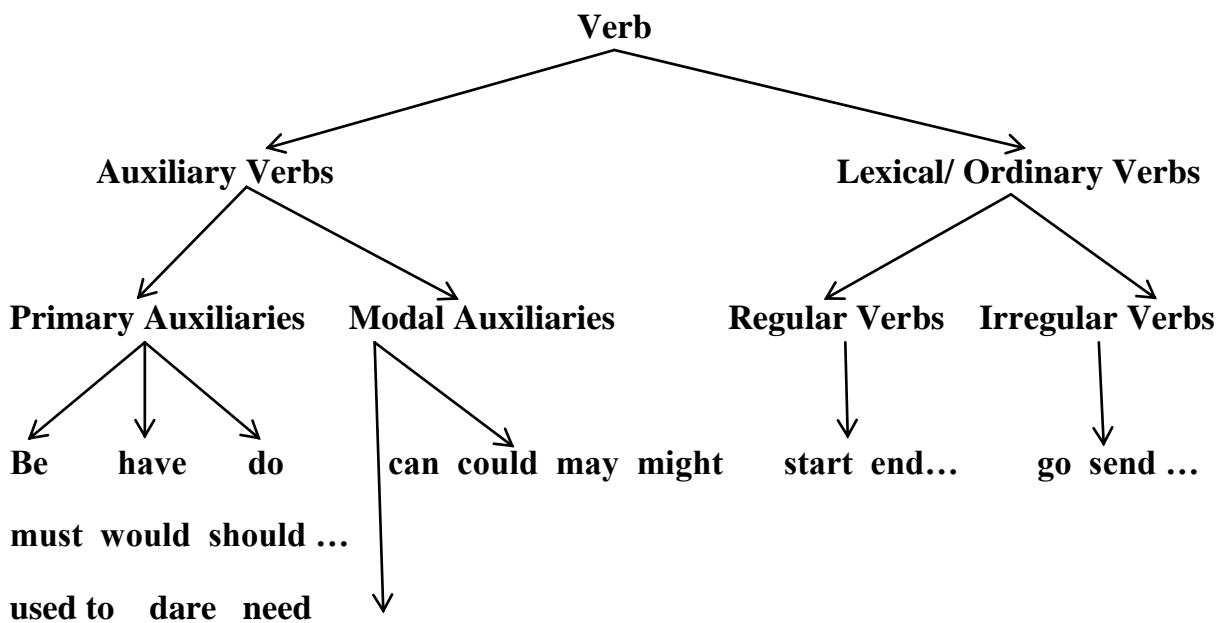
9 the inside of the box

10 an absence of a year

4 Verbs

4.5 Classes of Verbs

There are two classes of verbs in English



4.2. Use of Auxiliaries

4.2.1 Auxiliaries in short answers

A: Do you play guitar?

A: Can you speak English?

B: Yes, I do/ No, I don't

B: Yes, I can/ No, I can't

4.2.2 Additions to remarks

- Affirmative additions to affirmative remarks

Subject+auxiliary+too/also	or	so+auxiliary+subject
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He **works** in a factory. (I) He works in a factory **and so do I**. He works in a factory **and I do too/also**.

He **had to** wait. (you) He had to wait and **so had you**. He had to wait and you **had to too/also**.

Practice

Add to the following remarks using (and) so

1 I have done it. (John)

2 He is a teacher, (she)

3 Tom can speak German, (his wife)

4 She ought to get up. (you)

5 I should be wearing a seat belt. (you)

6 John will come there. (Tom)

7 The first bus was full. (the second)

8 I bought a bus ticket, (my brother)

7 You must come. (your son)

10 This bus goes to Piccadilly. (that)

- Negative additions to negative remarks

Neither/nor+auxiliary+subject or subject+negativeauxiliary+either

He **isn't** back. (she) He isn't back **and neither/nor is she**. He isn't back **and she isn't either**.

She **doesn't work**. (he) She doesn't work **and neither/nor does he**. She doesn't work **and he doesn't either**.

Practice

Add to the following remarks using (and) neither/nor

1 I haven't made it. (Tom)

2 You shouldn't be watching TV. (Tom)

3 You mustn't be angry. (I)

4 He can't come. (his sister)

5 I don't believe it. (Ann)

6 Anne couldn't believe this. (David)

7 I'm not going, (you)

8 This radio doesn't work. (that)

9 Tom's car won't start. (mine)

10 I hadn't any change. (the taxi driver)

- **Contrary additions.**

but+subject+negative auxiliary or but+subject+auxiliary

She **thanked** me. (he) She thanked me **but he didn't**.

She **can't eat** oysters. (I) She can't eat oysters **but I can**.

Practice

Add to the following remarks using but + noun/pronoun. Use needn't as the negative of must, and must as the affirmative of needn't.

1 John was sick. (Mary)

2 He wasn't there, (she)

- 3 You must go. (your brother)
- 4 My brother can draw well. (I)
- 5 Betty didn't want to wait. (James)
- 6 Billy needn't stay. (Sarah)
- 7 A cat wouldn't eat it. (a dog)
- 8 He will enjoy it. (his wife)
- 9 I haven't got a camera, (my neighbour)
- 8 This beach is safe for bathing, (that beach)

4.2.3 Agreements and disagreements with remarks

- Agreements with affirmative remarks

He **has** a good influence on her. - **Yes, he has.**

Practice

Agree with the following remarks, using yes/so + pronoun + the auxiliary

- 1 We must have a nice accommodation.
- 2 I was very impolite.
- 3 She always wears dark glasses.
- 4 She may be a detective.
- 5 Tom could tell us where to go.
- 6 There's a serpent in that basket.
- 7 He needs six bottles of oil.
- 8 This boat is leaking!
- 9 His revolver was loaded.
- 10 This hotel might be expensive.

- Agreements with negative remarks

Elephants never forget. ~ No, they don't.

Practice

Agree with the following remarks, using **no + pronoun + the auxiliary**

- 1 He didn't criticize.
- 2 It isn't worth keeping.
- 3 He can't help coughing.
- 4 The ice wasn't thick enough.
- 5 The lift wouldn't come down.
- 6 This flat hasn't got very large windows.
- 7 They don't have earthquakes there.
- 8 The apples didn't look very nice.
- 9 It hasn't been a bad winter.
- 9 I don't look my age.

4.2.4 Question Tags

Bill **doesn't** know Ann, **does he?**

Ann **hasn 't** got a phone, **has she?**

He **told** you about his last trip, **didn 't he?**

It **was** very cold last night, **wasn 't it?**

Practice

Add question tags to the following statements

- 1 You aren't afraid of snakes.
- 2 Ann isn't at home.
- 3 You don't know French.
- 4 Tom didn't see her.
- 5 This isn't yours.
- 6 Tom should try again.

7 It could be done.

8 Your brother's here.

9 That's him over there.

10 George can leave his case here.

- Note that a statement containing words such as **none, nobody, hardly/hardly any** etc. is treated as a negative statement:

He hardly ever makes a mistake, does he?

- When the subject is **nobody/anybody/everybody** etc., the pronoun **they** is used in the tag:

Nobody liked the play, did they?

Practice

Add question tags to the following statements

1 You take sugar in tea.

2 But you don't take it in coffee.

3 The lift isn't working today.

4 It never works very well.

5 The area was evacuated at once.

6 Nothing went wrong.

7 Lions are loose in this reserve.

8 So we'd better get back in the car.

9 It'd be unpleasant to be attacked by a lion.

10 And it wouldn't be any use running away.