Chapter 7
Ways of Expressing Affirmation or Denial and Agreement or Disagreement

Objectives

1. To know how to express affirmation or denial and agreement or disagreement.
2. To use appropriate forms of affirmation or denial and agreement or disagreement in daily conversation.

A. Affirmation and Denial

AI. Presentation: Understanding the shortened types of affirmation.

When a speaker wishes to affirm the truth of what has just been said, which can be either in statement or question form, he/she does not need to repeat what has already been said.

Mini-talks 1: shortened types of affirmation

Study the types of affirmation in the mini-talks below and do the tasks provided.

A
This book is interesting.  Yes, it is.

Nancy  Joe

A1.1 Check your understanding: Can you tell what’s happening?

Joe affirms Nancy’s positive statement that this book is interesting.
Mini-talk 2:

Check your understanding: Can you tell what's happening?

Mini-talk 3:

Check your understanding: Can you tell what's happening?

Mini-talk 4:

Check your understanding: Can you tell what's happening?

Mini-talk 5:

Check your understanding: Can you tell what's happening?
Mini-talk 6:

John: Your mother doesn't look very well.  
Ed: No, she doesn't.

Check your understanding: Can you tell what's happening?

Mini-talk 7:

Sue: I assume John will be late.  
Jim: Yes, he will.

Check your understanding: Can you tell what's happening?

Mini-talk 8:

Mary: I assume John won't be late.  
Louise: No, he won't.

Check your understanding: Can you tell what's happening?

Mini-talk 9:

Louise: Have I missed the bus?  
Paul: Yes, I'm afraid you have.

Check your understanding: Can you tell what's happening?
Check your understanding: Can you tell what's happening?

A1.2 Key to your pronunciation

The primary stress is on the last word or the verb of the affirmation. Thus the intonation pattern is 323 1.

Statements
Affirmations

2 This book is interesting. 2 Yes, if it is.

2 No, it isn't.

Write the intonation patterns on all of the affirmations and then practice with your friends.

Yes, they are. No, they aren't

Yes, she does. No, she doesn’t.

Yes, he will. No, he won’t.
Yes, I’m afraid you have. No, I’m afraid you haven’t

**A1.3 Explanations**

1. Students should learn that both statements and questions whether they are positive or negative can be derived as *affirmations*. Moreover, they should learn how the *affirmations* are derived. It should be noted that negative *affirmations* go with negative statements or negative questions, whereas positive *affirmations* go with positive statements or positive questions.

2. To derive the *affirmation*, students must do the following steps.

   Fit, check whether the kind of sentence is simple or complex; a statement or a question; and positive or negative.

   Second, if it is a positive simple sentence or question, then say “Yes.”. If it is a negative simple sentence or question, then say "No.". If it is a complex sentence, then the scope to be concerned with is in the dependent clause, and then the first part of this step should be applied. If it is a question, then insert the phrase “I’m afraid” after “Yes.” or ‘No’.

   Third, choose the appropriate pronoun to be substituted for the subject of the sentence or question to be a subject of the *affirmation*. If the question has pronoun "I" then replace it with “you”.

   Forth, if the main verb of the statement is “be” and ‘have”, then copy the verb, if not, use “to do” or *modals* to replace the verb of the statement as appropriate.
Fifth, if the statement is negative, use “not” after the verb, and delete the rest.

Examples:

1) Statements
This book is interesting.
Affirmations
Step 1: Simple, positive.
Step 2: Say "yes".
Step 3: Replace the subject with “it”.
Step 4: Copy the verb "be".
Step 5: Delete the word "interesting".
Yes, it is.

2) Complex statements
I assume John won't be late.
Affirmations
Step 1: Complex sentence, then only dependent clause is a scope to be derived.
Step 2: Say "no".
Step 3: Replace the subject with "he".
Step 4: Copy the modal "won't".
Step 5: Delete the rest.
No, be won't.

3) Questions
Have I missed the bus?
Affirmations
Step 1: A question.
Step 2: Say "yes", followed by “I'm afraid”.
Step 3: Replace the subject with "you".
Step 4: Copy the verb "have".
Step 5: Delete the rest.
Yes, I'm afraid you have.

A2. Presentation: Understanding the shortened types of denial.

When a speaker wants to deny the truth of something, he uses the negative sentences derived from the positive ones and the positive sentences derived from the negative ones.

Similar to affirmation, denials are normally in shortened forms. Study the mini-talk 11 following.
Mini-talk 11: Shortened types of denial.

\[ \text{Nancy} \quad \text{Can you speak Chinese?} \quad \text{Joe} \quad \text{I'm afraid I can't.} \]

A2.1 Check your understanding: Can you tell what's happening?
Joe denies the fact that he can speak Chinese.

Mini-talk 12:

\[ \text{Sam} \quad \text{You worry too much.} \quad \text{John} \quad \text{No, I don't.} \]

Check your understanding: Can you tell what's happening?

Mini-talk 13:

\[ \text{Sherry} \quad \text{I will probably fail my EN 204 exam.} \quad \text{Jane} \quad \text{No, you won't.} \]

Check your understanding: Can you tell what's happening?

Mini-talk 14:

\[ \text{Nancy} \quad \text{I won't pass the EN 204 exam} \quad \text{Bob} \quad \text{I bet you will.} \]

Check your understanding: Can you tell what's happening?
Mini-talk 15:

John: I understand most people didn't agree with me.

Mike: Yes, they did.

Check your understanding: Can you tell what's happening?

Mini-talk 16:

John: Sherry is married, isn't she?

Mike: Actually, I don't think she is.

Bob: Is she? I thought she was single.

Jim: Are you sure? I had the impression that she was still single.

Check your understanding: Can you tell what's happening?

A2.2 Explanation

3. The stylistic denial "Actually, I don't think she is." is a way to express a contrary view or opposite opinion. The students must know its function and must not get confused from its form. The real meaning of this denial is "Actually, I
think she isn’t (married).“. Even though, the negative “not” is placed before the main verb "think", the meaning must be transposed down to the verb in the noun clause “she is married”. Consider the example 1 and then complete all of them.

Denial Form  |  Real Meaning
---|---
1) Actually, I don’t think she is.  =  Actually, I think she isn’t.
2) Actually, I don’t think they are.  =
3) Really, I don’t think it is.  =
4) Really, I don’t think you are.  =
5) Actually, I don’t think he is.  =

A3. Practice

**A3.1 Listening / speaking and writing practice.**

**A3.1.1 Question-Answers Drills. Supply the answer to the following.**

Your friend: can you speak Portuguese?

You (Denial): ____________________________

Your friend: Is your pen pal Chinese?

You (Polite denial): ____________________________

Your friend: We don’t like mathematics.

You (Affirmation): ____________________________

Your friend: I probably will fail my driving test.

You (Denial): ____________________________

Your friend: I won’t graduate soon.

You (Denial): ____________________________
Your friend: I assume you missed the bus to school this morning.
You (Affirmation): ..............................................................
Your friend: You got very wet in the rain yesterday.
You (Affirmation): ..............................................................
Your friend: I understand you lost your wallet with all your cash and credit cards.
You (Denial): ..............................................................

A3.1.2 Supply the statements of denials and affirmations according to the following statement.

1. You found EN 204 interesting.
   ..............................................................

2. Students thought EN 204 was boring.
   ..............................................................

3. Your sister is married, isn’t she?
   ..............................................................

4. You can speak English very well.
   ..............................................................

5. You have made some plan to go abroad.
   ..............................................................

6. You don’t like reading English newspapers.
   ..............................................................

7. Your university isn’t the biggest.
   ..............................................................
8. You want to be a millionaire.

A3.1.3 Look at the pictures and then supply the answer for each of them.

1. Friend: This car is in good condition.
   You: __________________________

2. Friend: They are getting ready for the exam.
   You: __________________________

3. Friend: They are going to visit some friends in the countryside.
   You: __________________________

4. Friend: He is working on something urgent in the office.
   You: __________________________

5. Friend: She went for a walk to a waterfall.
   You: __________________________
A3.2 *Speaking practices*

A3.2.1 **Substitution Drills.** Substitute the given words or phrases to the underlined words.

1. I thought she was a **teacher.**
   medical doctor.
   fortune teller.
   university **lecturer.**
   high school principal.

2. I had an impression that **she was still single.**
   it was an **adventure** story.
   it was shark fin **soup.**
   they were detectives.

3. I will probably fail **my** EN 305 exam-
   give up smoking **cigarettes.**
   take a few days off.
   go swimming more often.
   get more exercise.

4. I understand most people didn’t **agree** with me.
   couldn’t get along with me.
   agreed with what I just mentioned.
   couldn’t agree more.
   were of the same opinion.
   were of a different opinion.
A3.2.2 **Rhythmic-grouping drills.** Riiht to left drills. Listen and repeat after the instructor.

1. No, I’m afraid you haven’t.
   - No, I’m afraid you haven’t.
   - No, I’m afraid you haven’t.

2. Actually, I don’t think she is.
   - Actually, I don’t think she is.
   - Actually, I don’t think she is.

3. I had an impression that she’s still a single.
   - I had an impression that she’s still a single.
   - I had an impression that she’s still a single.

4. I understand most people didn’t agree with me.
   - I understand most people didn’t agree with me.
   - I understand most people didn’t agree with me.
   - I understand most people didn’t agree with me.

**B. Agreement and Disagreements**

Agreements and disagreements are types of affirmations and denials in which the expression of judgement or opinion rather than the assertion of facts is involved.
B1. Presentation: Understanding the different ways to emphasize the agreement

Study the mini-talk 17 below. They show what Joe’s classmates said in agreeing with Joe that this reexam will satisfy all the students.

Mini-talk 17:

This reexam will satisfy all the students.

Joe

I couldn’t agree more.

John

Yes, definitely.

Bob

Yes, you're right.

Sam

That’s just what I was thinking.

Ed

I absolutely agree.

Sue

B1.1 Check your understanding

1. How many persons agree with what Joe said?

2. How many persons disagree with what Joe said?

3. What is the long form of the sentence "Yes, you're right."

4. What is the long form of the sentence "I quite absolutely agree."?
5. What is the long form of the sentence "That's just what I was thinking."

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**B1.2 Key to your pronunciation**

Responses in agreement with someone’s judgement can be spoken in many different ways. Their structural forms have nothing to do with their relation to the judgements. Students must learn to memorize them and to use them properly. Their intonation patterns are varied according to the types of the responses. Practice saying the following agreements.

![Intonation patterns](image)

### B1.3 Explanations

1. The common expressions of agreement are “You’re right.” or "That's right.". In other common patterns, one might say “yes” followed by adverbs of intensifiers, as shown below.

<table>
<thead>
<tr>
<th>Judgement</th>
<th>Agreements : Yes + Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>This reexam will satisfy most students.</td>
<td>Yes, absolutely.</td>
</tr>
<tr>
<td></td>
<td>Yes, <strong>certainly</strong>.</td>
</tr>
<tr>
<td></td>
<td>yes, definitely.</td>
</tr>
</tbody>
</table>

2. One might use an adverbs of intensifiers with the expression “You’re right” and “That’s right.” to emphasize their agreements.