English

Department of Physical Therapy Techniques

The first stage

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First Lecture

English language

Physiotherapy department

1.Numbers

Numbers are divided into two main types :

1. **Cardinal numbers**
2. **Ordinal numbers**

What are the cardinal numbers?

The cardinal numbers are **the numbers that are used for counting something**.

The cardinal numbers are the counting numbers that start from 1 and go on sequentially and are not fractions. **The examples** of cardinal numbers are: 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,….

What is the difference between cardinal and ordinal numbers?

Mixing up cardinal and ordinal numbers is a common mistake when writing dates.

Cardinal numbers indicate **how many of something** we have: one, two, three, four, five.

Ordinal numbers indicate **position in a series** we have : first, second, third, fourth, fifth.

How do you write cardinal numbers in words?

Cardinal Numbers in Words are :

Ÿ	1 – One.

Ÿ	2 – Two.

Ÿ	3 – Three.

Ÿ	4 – Four……… etc.

How do you write ordinal numbers in words?

Ordinal Numbers in Words are :

first.

Ÿ	second.

Ÿ	Third………….. etc.

2.Dates

How do you write dates with cardinal numbers?

When writing the month and day, you put the month before the date and use cardinal numbers (1, 2, 3, 4…) instead of ordinal numbers (1st, 2nd, 3rd, 4th…).

 If you want to write the date using the month, day, and year, you'll use cardinal numbers for the day. You'll also need a comma between the day and year.

<u>Examples</u>

June 20, 2012

October 10, 1998

December 5, 2014

How to write months and days?

There are different formats you can select when writing the months and days, depending on your needs.

When writing the month and day, you put the month before the date and use cardinal numbers (1, 2, 3, 4...) instead of ordinal numbers (1st, 2nd, 3rd, 4th...).

3.years

How do you write year in words?

When you are talking about years, this is how you would say the year correctly in English:

 Examples

Ÿ   1100 = 'eleven hundred'

Ÿ   1309 = 'thirteen hundred and nine' or 'thirteen 'oh' nine'

Ÿ   1678 = 'sixteen (hundred and) seventy-eight'

Ÿ   1910 = 'nineteen (hundred and) ten'

Ÿ   1946 = 'nineteen (hundred and) forty-six'

Ÿ   2000 = 'two thousand

4.Time

How is digital time written?

To write twenty past 5 in digital time, we write the hours first. We then write the minutes past the hour. So, twenty past 5, is written as **5:20**. We write the hours, then a colon and then the minutes.

Examples

4:10   ten past four

6:30   thirty past six
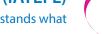
2:15   fifteen past two

OPPOSITE ADJECTIVES

	words	opposite
	AFRAID	COURAGEOUS
	ASLEEP	AWAKE
	BAGGY	TIGHT
1	BEAUTIFUL	UGLY
2	BIG	SMALL
	CAREFUL	CARELESS
3	CLEAN	DIRTY
	COMPLETE	INCOMPLETE
	CUTE	NASTY
	DEEP	SHALLOW
4	EARLY	LATE
5	EASY	DIFFICULT
	EASY	HARD
	EXPENSIVE	CHEAP
	FANCY	PLAIN
	FAST	SLOW
	FAT	SKINNY
6	FAT	THIN
	FIERCE	TAME
7	FULL	EMPTY
	FUNNY	SERIOUS
8	GOOD	BAD
9	HANDSOME	UGLY
10	HAPPY	SAD
	HARD	SOFT
11	HEAVY	LIGHT
12	HIGH	LOW
13	HOT	COLD
	HUNGRY	FULL
	INSIDE	OUTSIDE
	INTELLIGENT	DUMB
	JOYFUL	SORROWFUL
	KIND	UNKIND / RUDE
	LARGE	LITTLE
14	LIGHT	DARK
	LITTLE HEAVY	SLIM
15	LONG	SHORT
	LOOSE	TIGHT
	LOUD	QUIET
	MODERN	ANTIQUE
	NEAT	MESSY
	NICE	NASTY

16	OLD	NEW
	OLD	YOUNG
17	OPEN	CLOSE
	OBESE	SLIM
	PRETTY	UGLY
	PROUD	HUMBLE
18	RICH	POOR
	SHARP	DULL
	SHY	FRIENDLY
	SKILLFUL	UNSKILLFUL
	SMART	DUMB
	SMOOTH	ROUGH
	STRAIGHT	CROOKED
	STRONG	WEAK
	SOUR	SWEET
19	TALL	SHORT
	TALKATIVE	QUIET
	TENDER	AGRESSIVE
	TENDER	BRUTAL
	THICK	THIN
	THIRSTY	QUENCHED
	TOGETHER	APART
	WEALTHY	POOR
	WET	DRY
20	WIDE	NARROW
	WILD	DOMESTICATED

List of abbreviations used by the International Association of Teachers of English as a Foreign Language (IATEFL)

Many organisations use abbreviations when communicating both internally and externally. They can help to save time but only if everybody understands what the abbreviations mean. We have put together this list of common abbreviations used by IATEFL for you to refer to if you are ever unsure.

Abbr	Meaning	Abbr	Meaning	Abbr	Meaning
AGM	Annual General Meeting	ELTJ	ELT Journal	MoEs	Ministries of Education
AL	Applied Linguistics	EOP	English for Occupational Purposes	NEST	Native English-Speaking Teachers
BE	Business English	ES(O)L	English for Speakers of Other Languages	NGO	Non-Governmental Organisation
CAE	Certificate in Advanced English	ESL	English as a Second Language	NLP	Neuro-Linguistic Programming
CAL	Computer-Assisted Learning	ESP	English for Specific Purposes	NNEST	Non-Native English-Speaking Teacher
CALL	Computer-Assisted Language Learning	EYL	English for Young Learners	NNS	Non-Native Speaker
CEFR	Common European Framework of Reference	FCE	First Certificate in English	NQT	Newly-Qualified Teacher
CELTA	Certificate in English Language Teaching to Adults	FE	Further Education	PCE	Pre-Conference Event
CESOL	Communicating in English with Speakers of Other Languages	GI	Global Issues	PLN	Professional Learning Network
CLIL	Content and Language Integrated Learning	HE	Higher Education	PRON	Pronunciation
CMC	Computer-Mediated Communication	iBT	Internet-Based Test	RES	Research
CPD	Continuing Professional Development	ICT	Information and Communication Technology	SEN	Special Educational Needs
CPE	Certificate of Proficiency in English	IELTS	International English Language Testing System	SIG	Special Interest Group
DELTA	Diploma in English Language Teaching to Adults	INSET	In-Service Teacher	TA	Teacher Association
DOS	Director of Studies	INSETT	In-Service Teacher Training	TBL	Task-Based Learning
E4W	English for Work	IPSEN	Inclusive Practices & Special Educational Needs	TBLT	Task-Based Language Teaching
E4WP	English for the Workplace	L1	First Language	TBT	Task-Based Teaching
EAL	English as an Additional Language	L2	Second Language	TD	Teacher Development
EAP	English for Academic Purposes	LA	Learner Autonomy	TEA	Testing, Evaluation & Assessment
EFB	English For Business	LAM	Leadership & Management	TEFL	Teachers of English as a Foreign Language
EFL	English as a Foreign Language	Lit	Literature	TESOL	Teachers of English to Speakers of Other Languages
EGP	English for General Purposes	LLA	Language Learner Autonomy	TEYL	Teaching English to Young Learners
EIL	English as an International Language	LT	Learning Technologies	TTEd	Teacher Training & Education
ElCom	Electronic Committee	LTO	Language Teaching Organisation	VLE	Virtual Learning Environment
ELF	English as a Lingua Franca	MALL	Mobile Assisted Language Learning	WMIS	Wider Membership Individual Scheme
ELT	English Language Teaching	MaW	Materials Writing	WMS	Wider Membership Scheme
ELTeCS	English Language Teaching Contacts Scheme	MD	Materials Development	YLT	Young Learners & Teenagers

The English phonetic alphabet

Phonetics is the study of the production and perception of speech sound.

The names of many letters of the alphabet can sound similar in English, especially over the phone (like B, D and E, or S and F). Using the phonetic alphabet can help.

Here is the full list of common words, but feel free to make up your own:

- A = Alfa

- B = Bravo

- C = Charlie

- D = Delta

- E = Echo

- F = Foxtrot (or Freddy)

- G = Golf

- H = Hotel

- I = India

- J = Juliett

- K = Kilo

- L = Lima

- M = Mike
- N = November

- O = Oscar

- P = Papa

- Q = Quebec

- R = Romeo

- S = Sierra (or Sugar)

- T = Tango

- U = Uniform

- V = Victor

- W = Whisky

- X = X-ray

- Y = Yankee

- Z = Zulu

History edit

In 1886, a group of French and British language teachers, led by the French linguist *Paul Passy*, formed what would be known from 1897 onwards as the **International Phonetic Association (IPA)**. Their original alphabet was based on a spelling reform for English known as the Romic alphabet, but to make it usable for other languages the values of the symbols were allowed to vary from language to language.

The International Phonetic Association organizes the letters of the IPA into three categories: **pulmonic consonants**, **non-pulmonic consonants**, and **vowels**.

1.Pulmonic consonants edit
A pulmonic consonant is *a consonant made by obstructing the glottis* or *oral cavity* (the mouth) by using the air from the lungs.

2.Non-pulmonic consonants edit
Non-pulmonic consonants *are sounds whose airflow is not dependent on the lungs.*

3.Vowels
The IPA defines a vowel as a sound which occurs without any blockage by the tongue, lips, or throat, the vowels in the alphabet are *(a , e , i ,o ,u)* .

Phonetic alphabet

It is necessary to use a special alphabet to show the pronunciation of English words, because the ordinary English alphabet does not have enough letters to represent all the sounds of the language. The following list contains all the letters of the phonetic alphabet used in *Practical English Usage*, with examples of the words in which the sounds they refer to are found.

Consonants

p	pull /pʊl/, cup /kʌp/
b	bull /bʊl/, rob /rɒb/
f	ferry /ˈferi/, life /laɪf/
v	very /ˈveri/, live /lɪv/
θ	think /θɪnk/, bath /bɑːθ/
ð	then /ðen/, with /wɪð/
t	take /teɪk/, set /set/
d	day /deɪ/, red /red/
s	sing /sɪŋ/, rice /raɪs/
z	zoo /zuː/, days /deɪz/
ʃ	show /ʃəʊ/, wish /wɪʃ/
ʒ	pleasure /ˈpleʒə(r)/, occasion /əˈkeɪʒn/
tʃ	cheap /tʃiːp/, catch /kætʃ/
dʒ	jail /dʒeɪl/, bridge /brɪdʒ/
k	case /keɪs/, take /teɪk/
g	go /gəʊ/, rug /rʌg/
m	my /maɪ/, come /kʌm/
n	no /nəʊ/, on /ɒn/
ŋ	sing /sɪŋ/, finger /ˈfɪŋgə(r)/
l	love /lʌv/, hole /həʊl/
r	round /raʊnd/, carry /ˈkæri/
w	well /wel/
j	young /jʌŋ/
h	house /haʊs/

Vowels and diphthongs (double vowels)

iː	seat /siːt/, feel /fiːl/
ɪ	sit /sɪt/, in /ɪn/
e	set /set/, any /ˈeni/
æ	sat /sæt/, match /mætʃ/
ɑː	march /mɑːtʃ/, after /ˈɑftə(r)/
ɒ	pot /pɒt/, gone /gɒn/
ɔː	port /pɔːt/, law /lɔː/
ʊ	good /gʊd/, could /kʊd/
uː	food /fuːd/, group /gruːp/
ʌ	much /mʌtʃ/, front /frʌnt/
ɜː	turn /tɜːn/, word /wɜːd/
ə	away /əˈweɪ/, collect /kəˈlekt/, until /ənˈtɪl/
eɪ	take /teɪk/, wait /weɪt/
aɪ	mine /maɪn/, light /laɪt/
ɔɪ	oil /ɔɪl/, boy /bɔɪ/
əʊ	no /nəʊ/, open /ˈəʊpən/
aʊ	house /haʊs/, now /naʊ/
ɪə	hear /hɪə(r)/, deer /dɪə(r)/
eə	air /eə(r)/, where /weə(r)/
ʊə	tour /tʊə(r)/, endure /ɪnˈdjʊə(r)/

punctuation marks

punctuation marks definition .. **a symbol to create and support meaning within a sentence or to break it up**.
Punctuation has a way of adding emphasis and cadence to our written sentences.

What are the 14 Punctuation Marks in English?

There are **14** punctuation marks that are used in the English language. They are: the **period**, **question mark**, **exclamation point**, **comma**, **colon**, **semicolon**, **dash**, **hyphen**, **brackets**, **braces**, **parentheses**, **apostrophe**, **quotation mark**, and **ellipsis**.

If you want to make your writing easier to read and generally look more professional, you should know what each one is and how to use them.

1.Period (.)

This one is probably the most straightforward. Also referred to as a full stop, the period denotes the **end of a sentence**. Here's an example of a period at the end of a sentence:
•   The dog ran under the fence.

Periods are also used in abbreviations, such as in **names** or **titles**.
Here are examples of how to use a period in abbreviations:

•   Dr. Smith read his patient's chart.

•   Mr. H. Potter opened his front door.

2.Question Mark (?)

A question mark also ends a sentence, however it **ends a sentence** that is a **direct question**. Typically, sentences that are questions begin with what, how, when, where, why, or who.
Here's how to use a question mark in a sentence:

• How do you like your eggs?

• Why didn't you like the movie last night?

3.Exclamation Point (!)

An exclamation point or exclamation mark is also used at the **end of a sentence** when that sentence expresses an **emotion**. The expression can be a variety of things, from excitement,
disgust, anger, joy, or anything else. Exclamation points are meant to **add emphasis to a sentence.**

Here's how to use one in a sentence:

• "Look out behind you ! " she yelled.

• I'm so excited to go to the park tomorrow!

4.Comma (,)

Commas are used to insert a **pause into a sentence**. The purpose of the pause can be for different reasons, such as to separate ideas, phrases.
Commas have a few different uses. Commas are used for a **direct address**, such as:
• Joe, it was nice to see you again.

They're also used to **separate two complete sentences**:

• He went to the library, and then he went out for lunch.

Commas can also be used to **list items in a sentence**:

- She went shopping and bought shoes, a dress, two shirts, and a pair of pants.

5.Colon (:)

A colon has three primary uses. One way to use it is when **introducing something**, such as a quote, an example, a series, or an explanation.

She took four classes last semester: history, biology, arts, and economics.

A colon can also be used to **link two independent clauses** if the second clause clarifies or completes the first one. For example:
- They didn't have time to waste: it was already late.

Finally, a colon can also **emphasize a subject in a sentence**:

- I only hate one vegetable: brussel sprouts.

6.Semicolon (;)

Similar to a colon, a semicolon **links two independent clauses.** However, in this case, **the clauses are more closely related** than when you would use a colon. For example:
I have a meeting tomorrow morning; I can't go out tonight.

Both clauses are independent enough to be their own sentences, but instead of using a period, it's possible to use a semicolon to show both clauses are connected.
Another less common use for semicolons is **within a list that uses commas**. Have a look:

- Last summer we traveled to London, England; Paris, France; Rome, Italy; and Athens, Greece.

7.Dash (-)

There are two types of dashes that vary in **<u>size</u>** and **<u>use</u>**.
<u>En dash:</u> Typically shorter in length, the en dash is used to denote a **<u>range</u>**, such as between numbers or dates. For example:

- The company was operational from 1990-2000.

- He took the Chicago-New York train last night.

<u>Em dash:</u> this dash is longer, and is sometimes used instead of other punctuation marks, like commas, colons, or parentheses. Here's an example:
- Her answer was clear — Yes!

8.Hyphen (-)

Not to be confused with a dash, a hyphen is used **in compound words when two or more words are connected**. Here are some examples of hyphenated words:

- Step-by-step

- Mother-in-law

9.Brackets ([ ])

Brackets are used to **<u>clarify something</u>** or **<u>for technical terms or explanations</u>**. For example:

- She [Mrs. Smith] agrees that cats are better than dogs.

- Adam said that "[summer] is my favorite time of year."

10.Braces ({ })

It's unlikely you'll need to use braces very often unless you're **writing a mathematical or technical text**. for example:

- 6{3x+[28+2]}=xy

11.Parentheses (( ))

Parentheses are used to **supply further details or information or as an aside**. Here's an example:

- Kate (who is Matt's wife) likes to go for walks.

12.Apostrophe (')

Apostrophes are meant to show that a letter or **letters have been omitted** and also to indicate the **possessive** . It can also be used to **pluralize lowercase letters.** Here are some examples:

- I've been working from home for 6 months and it's great.

- Rebecca's dog had surgery yesterday.

13.Quotation Marks (")

Quotation marks are used to denote **text, speech, or words spoken by someone else**. It is also used to indicate dialogue.

- "I don't like this," said Mark.

- She told him that she "prefers not to think about that."

14.Ellipsis (…)

An ellipsis is **three periods used together to represent an omission of words or letters**. They are often used to jump from one sentence or phrase to another while omitting unnecessary or obvious words.

- At midnight, she began to count down: "ten, nine, eight…" and then the ball dropped.

- When Martin Luther King said "I have a dream…" he was talking about civil rights and an end to racism.

Sixth lecture

physiotherapy department   (English language)

………………………………………………………………………………..

Countries and Capitals:

No	Country	Capital
1	Iraq	Baghdad
2	Egypt	Cairo
3	Jordan	Amman
4	Kuwait	Kuwait city
5	Syria	Damascus
6	Saudi Arabia	Riyadh
7	Tunisia	Tunis
8	Sudan	Khartoum
9	Bahrain	Manama
10	Oman	Muscat
11	Turkey	Ankara
12	Japan	Tokyo
13	Spain	Madrid
14	United Kingdom	London
15	United States of America	Washington
16	France	Paris
17	Italy	Rome
18	India	New Delhi
19	Pakistan	Islamabad
20	Sweden	Stockholm

Arrange words (makes full sentences)

What is the way the words are arranged?

The way words are arranged in a sentence is called '**word order**'. Word order is a part of syntax because it determines how different kinds of sentences are formed.

How do you arrange words in order to make sentences?

In English grammar, the rule of thumb is that **the subject comes before the verb which comes before the object**. This means that most of the sentences conform to the SVO word order.

What is the arrangement of words to make a sentence?

The general structure of a sentence or the order of words in a sentence is:

Subject (S) + verb (V) + object (O)

There are <u>four types</u> of sentences in the English language:

declarative, exclamatory, imperative, and **interrogatory**.

Each sentence type serves a different purpose. Understanding the different sentence types and how to use them will help improve your writing skills.

What Are Sentences?

A sentence is a group of words that conveys a complete idea. Complete sentences must have at least one subject and predicate, the necessary pieces of an independent clause.

4 Types of Sentences in the English Language

In the English language, there are four different kinds of ***sentences in general***. Sentence variety helps make your writing more interesting and improves readability.

1. Declarative sentences:

In English grammar, a declarative sentence **is a sentence that makes a statement, provides a fact, offers an explanation, or conveys information**. These types of sentences are also known as declarative statements. A declarative sentence is the most common type of sentence in the English language. Sentences written in the declarative form are written in the present tense and usually end with a period. Normally, the subject comes before the verb.

2. Exclamatory sentences:

An exclamatory sentence, also known as an exclamation sentence or an exclamative clause, **is a statement that expresses strong emotion**. Typically, in English grammar, exclamatory sentences end with an exclamation mark—also called an exclamation point. While **exclamatory sentences are appropriate in casual settings.**

3. Imperative sentences:

An imperative sentence **is a sentence that expresses a direct command, request, invitation, warning, or instruction**. Imperative sentences do not have a subject; instead, a directive is given to an implied second person.

For example, "Wash the dinner plates," commands the implied subject to wash the dishes.

4. Interrogative sentences: An interrogative sentence **is a sentence that asks a question**. A sentence written in the interrogative form can be direct or indirect,

begin with or without pronouns, and feature yes/no interrogatives, alternative questions, or tag questions. Interrogative sentences often start with interrogative pronouns and end with a question mark. Question words, typically "wh" words, include "who," "what," "when," "where," "why," "which," "whose," and "whom."

4 Types of Sentence Structures

In the English language, there are four different types of *sentence structures*: **simple, compound, complex**, and **compound-complex**.

1. Simple sentences:

A simple sentence contains a subject (a person or thing performing an action) and a predicate (a verb or verbal phrase that describes the action) and expresses a complete thought as an independent clause.

2. Compound sentences:

A compound sentence is a sentence that contains two or more independent clauses joined by either a linking word, such as a conjunction, or a semicolon. Put simply, a compound sentence links together two simple sentences, which are sentences with one independent clause.

3. Complex sentences:

A complex sentence is a sentence with one independent clause, also known as the main clause, and one or more dependent clauses, known as subordinate clauses. When the dependent clause is first in the sentence, a comma will connect the clauses.

4. Compound-complex sentences:

A compound-complex sentence contains **at least three clauses**—two independent clauses and one or more dependent clauses—which equates to

three sets of subjects and verbs. This type of sentence is a combination of a compound sentence with a complex sentence.

There are 10 examples of order sentences?

- He is cleaning the house.

- She loves the cool breeze.

- Every day she visits the temple.

- She gave a presentation to her father.

- She was watching a movie when I called.

- The dog is eating the bones.

- I like it a lot when it rains in the evening.

- The teacher punished me

Yes/No Questions

we begin our treatment of questions in English. English speakers have a profusion of question types available. Here are some of them.

Question Type	Example
1. *Yes/no* question (sometimes called a *polar question*)	Is dinner ready yet?
2. Statement-form question (statement syntax accompanied by rising intonation)	You come from Texas?
3. Negative *yes/no* question	Shouldn't we send a card?
4. Focused question (with a stressed element)	Was it Nicóle who won the Oscar?
5. *Wh*-question (which typically uses a *wh*-question word—e.g., *who, what, where*—to seek specific information)	What movie is playing downtown?
6. Negative *wh*-question	Why doesn't he stop barking?
7. Question tag, negative tag	Traffic is heavy at this time of day, isn't it?
8. Question tag, affirmative tag	You didn't go, did you?
9. Alternative question (also called a *choice question*; it has a special intonation contour)	Would you rather live in the city or the country?
10. Rhetorical "question"	Haven't we had enough conflict?
11. Exclamatory "question"	Are you kidding!
12. Indirect question	I wonder if we should start.

The Form of Yes/No Questions

Yes/no questions are often **defined** as questions for which either "Yes" or "No" is the expected answer. **For example :**

Are you going to the party?

1. **Yes (I am).**
2. **No (I'm not).**

Inverting the subject and operator gives rise to the characteristic syntactic form of yes/no questions in English.

SHORT ANSWERS TO YES/NO QUESTIONS

It is unlikely that the response to a yes/no question will be in the form of a full sentence:

Is Ramón an engineering student?

Yes. He is (He's) an engineering student.

No. He isn't an engineering student.

Although these answers are possible, such complete replies may give the listener the impression that the speaker is annoyed by the question. ESL/EFL teachers should be aware of the possible negativity expressed by a full-sentence answer to a yes/no question and not always insist on their students answering questions with full sentences, as teachers sometimes do. A more common form of answer, although this too is restricted in its distribution (as you will see in the section on use later in this chapter), is the short answer:

is Ramón an engineering student?

1.Yes, he is.

2. No, he isn't.

If the yes/no question begins with the copula be, as in our example sentence, the short answer is formed with the same form of the be verb that appears in the question. Notice that be cannot be contracted in an affirmative short answer. All affirmative short answers must be followed by at least one other word, or else the full form of be must be used:

Yes, he's.

Yes, he's studying electrical engineering.

Yes, he is.

When the yes/no question contains an auxiliary verb, that operator is used in the short

answer.

With a modal: **Can she go?**

Yes, she can.

 No, she can't.

With a phrasal modal(the first element)   **Is she able to go?**

 Yes, she is.

No, she isn't.

With perfect aspect   **Has she gone?**

Yes, she has.

 No, she hasn't.

With progressive aspect   **Is she going?**

Yes, she is.

No, she isn't.

If the sentence contains more than one auxiliary verb, the short answer may also contain an auxiliary verb in addition to the operator, although when the second or third auxiliary verb is some form of be, the speaker usually omits it; for example,

With modal and perfect   **Will she have gone?**

Yes, she will have.

 No, she won't have.

The Meaning of Yes/No Questions

Although not all linguists agree, most feel that an acceptable paraphrase of a yes/no question might be Is it the case that…?, in which the speaker is asking for confirmation or denial of a proposition. Such an analysis implies that yes/no questions are neutral questions— that is, there is no expectation regarding whether an affirmative or negative reply is likely. for example, calls them "open questions" because the speaker has an open mind about the answer. However, there are morphosyntactic and/or phonological variations of such open questions, which are influenced by the speaker's expectations. Such is the case with negative yes/no questions.

NAME: _____ **DATE:** _____

GRAMMAR WORKSHEET
YES/NO QUESTIONS (short answers): PRESENT SIMPLE with verbs and 'Be' verbs

- *Write short answers (with pronouns) to the questions below.*

1. **Q:** *Does Mrs. Brown live in California?* **A:** Yes, ___*she does.*___

2. **Q:** *Are Shelly and Thomas tired?* **A:** No, ___*they aren't.*___

3. **Q:** *Do penguins live at the North Pole?* **A:** No, _____

4. **Q:** *Does your father work in an office?* **A:** Yes, _____

5. **Q:** *Is Ottawa the capital city of Canada?* **A:** Yes, _____

6. **Q:** *Are we late?* **A:** No, _____

7. **Q:** *Does Robert live in London?* **A:** No, _____

8. **Q:** *Is dinner ready?* **A:** No, _____

9. **Q:** *Do you like to read?* **A:** Yes, _____

10. **Q:** *Are they from New Zealand?* **A:** Yes, _____

11. **Q:** *Are rabbits dangerous?* **A:** No, _____

12. **Q:** *Is Brazil in Asia?* **A:** No, _____

13. **Q:** *Does she drive?* **A:** Yes, _____

14. **Q:** *Is Mr. Smith a teacher?* **A:** Yes, _____

15. **Q:** *Do they know the answer?* **A:** No, _____

16. **Q:** *Do you know how to swim?* **A:** No, _____

17. **Q:** *Are you angry?* **A:** No, _____

18. **Q:** *Is Dubai in the Middle East?* **A:** Yes, _____

19. **Q:** *Does the cake taste good?* **A:** Yes, _____

20. **Q:** *Are they here?* **A:** No, _____

Grammar Focus Yes/No Questions: Present Simple
Level Intermediate

ANSWER KEY

1. Yes, she does.
2. No, they aren't.
3. No, they don't.
4. Yes, he does.
5. Yes, it is.
6. No, you/we aren't.
7. No, he doesn't.
8. No, it isn't.
9. Yes, I do.
10. Yes, they are.

11. No, they aren't.
12. No, it isn't.
13. Yes, she does.
14. Yes, he is.
15. No, they don't.
16. No, I don't.
17. No, I'm not.
18. Yes, it is.
19. Yes, it does.
20. No, they aren't.

My Notes

Lectures (third, fourth, fifth)

physiotherapy department   (English language)

Helping Verbs (Auxiliary Verbs)

An auxiliary verb, also called a helping verb, is **a verb that is used with another verb (or two other verbs) in a verb phrase**. **Auxiliary verbs help express verb tense in a sentence**. The three most common auxiliary verbs are **to be**, **to have**, and **to do** — and all of their verb forms.

Ÿ   **to be** - **am, is, are, was, were**, be, been, being

Ÿ   **to have** - **have, has**, had, having

Ÿ   **to do** - **do, does**, did

Auxiliary verbs always appear with an action verb in a sentence to create a verb phrase.

When auxiliary verbs appear in a sentence, they're paired with the past or present participle form of an action verb to create different verb tenses, particularly the perfect tenses and the progressive tenses.

verbs to be

The "to be" is a verb used **to describe something or someone**.

In English, it can be used to say different things according to the context. However, the most common use of the to be verb is to talk **about names, ages, feeling, nationalities,** and **professions,** especially when talking in the present tense

The verb "be" is used as an **auxiliary verb and it can also be used as a main verb**. The verb "be" is <u>irregular</u>. There are eight different forms: <u>**Am, is, are,**</u> was, were, be, being, been.

This form of the verb is mainly used in the **simple present**, and its meaning can change depending on the use in the context. Also, when writing, the present form of the to be verb can be shortened.

<u>Affirmative:</u>

I **am** – I**'m**

you **are** – you**'re**

he/she/it **is** – he**'s**/she**'s**/it**'s**

we/you/they **are** – we**'re**/you**'re**/they**'re**

<u>Negative:</u>

I **am not** – I**'m not**

you **are not** – you **aren't**

he/she/it **isn't**

we/you/they **aren't**

Verb "to be": Present

Pronoun	Affirmative	Negative
I	I am – I'm	I am not – I'm not
you	you are – you're	you are not – you aren't
he	he is – he's	he is not – he isn't
she	she is – she's	she is not – she isn't
it	it is – it's	it is not – it isn't
we	we are – we're	we are not – we aren't
they	they are – they're	they are not – they aren't
you	you are – you're	you are not – you aren't

Examples of verb to be in Sentences:

They are working hard .

They are **not** working hard.   **(negation)**

Are they working hard **?**   **(question)**

He is playing football.

He is **not** playing football.   **(negation)**

Is He playing football **?**   **(question)**

We are study .

We are **not** study.   **(negation)**

Are we study **?**   **(question)**

3

Verb to have

The **"to have" verb** is the second most commonly used verb in the **English language**, after the verb "to be". In English, the "to have" verb has many different uses. It can be the main verb, or it can be an auxiliary verb, and it can change meanings depending on the context where it's used.

Have and has indicate possession in the present tense (describing events that are currently happening). Have is used with the pronouns I, you, we, and they, while has is used with he, she, and it.

In English, there are two :

main **uses of the verb "to have"**, __first__ as the main verb, this is when it has a meaning by itself and it's the acting verb of the sentence, and __second__ as an auxiliary verb. When used as an auxiliary, the "to have" verb doesn't have a specific meaning in English, but it's still very important, since it helps form more complex tenses.

Present

The **present form of "to have"** is mainly used to form the simple present of a sentence. Since this verb is irregular, there are two ways of writing it in the present: "have" or "has", and deciding to use one or the other depends on the subject of the sentence.

Affirmative of the verb "to have":

I *have*

you *have*

he/she/it *has*

we/they/you *have*

Negative of the verb "to have":

The negative of this verb is formed by using the auxiliary verb "to do", this only applies for when the "to have" is used as the main verb in the sentence.

I *don't have*
you   *don't have*
he/she/it   *doesn't have*
we/they/you   *don't have*

Verb "to have": Present
-when used as a main verb-

Pronoun	Affirmative	Negative
I	I have	I don't have
you	you have	you don't have
he	he has	he doesn't have
she	she has	she doesn't have
it	it has	it doesn't have
we	we have	we don't have
they	they have	they don't have
you	you have	you don't have

Examples of verb to have in Sentences:

I have a dog.

I **do not** have a dog.   **(negation)**

Do I have a dog **?**   **(question)**

You have a cat .

You **do not** have a cat.   **(negation)**

Do you have a cat **?**   **(question)**

He has a parrot.

He **does not** have a parrot.   **(negation)**

Does he have a parrot **?**   **(question)**

We have a car.

We **do not** have a car.   **(negation)**

Do we have a car **?**   **(question)**

Verb To Do

The verb "to do" is one of the most common ones in the English language.

When you do something , you take some action or perform an activity or task.

The verb "To Do" has **two different meanings**

- **When used as the main verb (ordinary)** , it means

to perform or execute an action or to prepare something. Also, it's used to ask a person how his or her day is going. **For Examples :**

Tom do his homework after school.   (**main verb**)

Tom **does not** do his homework after school.   (**negation**)

Does Tom do his homework after school **?**   (**question**)

- **When used as an auxiliary verb**, it doesn't have a meaning*,* but every time this verb is mentioned, one of these two words is most likely to come up: **do** or **does**. But, what do they mean? These are both a type of **present form of the verb "To Do"**, the only difference is that one is used with one particular pronoun, while the other one is used with another. **For Examples :**

The kids watch cartoons every day.

The kids **do not** watch cartoons every day.   (**negation**)

Do the kids watch cartoons every day **?**   (**question**)

Ali usually play**s** tennis on Saturday.   **(third person s)**

Ali **does not** usually play tennis on Saturday.   **(negation)**

Does Ali usually play tennis on Saturday **?**   **(question)**

Helping verbs

tense	Verb to be	Verb to have	Verb to do
Present	Am Is are	Have has	Do does
past	Was were	had	did

Use helping verbs with pronoun

	I	we	you	they	he	she	It
Verb to be	Am	are	are	are	is	is	Is
Verb to have	Have	have	have	have	has	has	has
Verb to do	Do	do	do	do	does	does	does

BE
- I am
- You are
- he is
- She is
- it is
- we are
- they are

DO
- I do
- You do
- he does
- She does
- it does
- we do
- they do

HAVE
- I have
- You have
- he has
- She has
- it has
- we have
- they have