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المرحلة الأولى

اعداد

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WRITING AND READING NUMBERS IN ENGLISH

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2. Large Numbers
3. Decimals
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1. NUMBERS IN ENGLISH

Cardinal numbers (one, two, three, etc.) indicate an amount-tell "how many" of something we have, are adjectives referring to quantity, and the ordinal numbers (first, second, third, etc.) show the order of how things are set, refer to distribution or indicate position in a series or the rank of something.

| Number | Cardinal | Ordinal | In numbers |
|--------|-----------|-------------|------------------|
| 1 | One | First | 1 st |
| 2 | Two | second | 2 nd |
| 3 | Three | third | 3 rd |
| 4 | Four | fourth | 4 th |
| 5 | Five | fifth | 5 th |
| 6 | Six | sixth | 6 th |
| 7 | Seven | seventh | 7 th |
| 8 | Eight | eighth | 8 th |
| 9 | Nine | ninth | 9 th |
| 10 | Ten | tenth | 10 th |
| 11 | Eleven | eleventh | 11 th |
| 12 | Twelve | twelfth | 12 th |
| 13 | Thirteen | thirteenth | 13 th |
| 14 | Fourteen | fourteenth | 14 th |
| 15 | Fifteen | fifteenth | 15 th |
| 16 | Sixteen | sixteenth | 16 th |
| 17 | seventeen | seventeenth | 17 th |
| 18 | Eighteen | eighteenth | 18 th |

| | | | |
|-----------|-----------------------------------------------|-----------------------------|-------------------------|
| 19 | Nineteen | nineteenth | 19 th |
| 20 | Twenty | twentieth | 20 th |
| 21 | twenty-one | twenty-first | 21 th |
| 22 | twenty-two | twenty-second | 22 th |
| 23 | twenty-three | twenty-third | 23 th |
| 24 | twenty-four | twenty-fourth | 24 th |
| 25 | twenty-five | twenty-fifth | 25 th |
| 26 | twenty-six | twenty-sixth | 26 th |
| 27 | twenty-seven | twenty-seventh | 27 th |
| 28 | twenty-eight | twenty-eighth | 28 th |
| 29 | twenty-nine | twenty-ninth | 29 th |
| 30 | Thirty | thirtieth | 30 th |
| 31 | thirty-one | thirty-first | 31 th |
| 40 | Forty | fortieth | 40 th |
| 50 | Fifty | fiftieth | 50 th |
| 60 | Sixty | sixtieth | 60 th |
| 70 | Seventy | seventieth | 70 th |
| 80 | Eighty | eightieth | 80 th |
| 90 | Ninety | ninetieth | 90 th |
| 100 | one hundred | hundredth | 100 th |
| 500 | five hundred | five hundredth | 500 th |
| 1,000 | One/ a thousand | thousandth | 1000 th |
| 1,500 | one thousand five hundred, or fifteen hundred | one thousand five hundredth | 1500 th |
| 100,000 | one hundred thousand | hundred thousandth | 100,000 th |
| 1,000,000 | one million | millionth | 1,000,000 th |

We don't normally write numbers with words, but it's possible to do this. Have a look and read how to say the numbers.

•Tens

Say individual numbers between one and twenty. After that, use the tens (twenty, thirty, etc.) followed by the numbers one through nine:

7 - seven

19 - nineteen

32 - thirty-two

89 - eighty-nine

2. LARGE NUMBERS

• Hundreds

Say numbers in the hundreds by beginning with numerals one through nine followed by "hundred". Finish by saying the last two digits:

350 – three hundred fifty

425 – four hundred twenty-five

873 - eight hundred seventy-three 112 - one hundred twelve

NOTE: *British English* takes "and" following "hundred." *American English* omits "and:"

• Thousands

The next group is the thousands. Say a number up to 999 followed by "thousand." Finish by reading the hundreds when applicable: Millions

15,560 – fifteen thousand five hundred sixty

786,450 – seven hundred eighty six thousand four hundred fifty

342,713 - three hundred forty-two thousand seven hundred thirteen 569,045 - five hundred sixty-nine thousand forty-five

• Millions

For millions, say a number up to 999 followed by "million." Finish by saying first the thousands and then the hundreds when applicable:

2,450,000 – two million four hundred fifty thousand

27,805,234 – twenty-seven million eight hundred five thousand two hundred thirty- four

934,700,000 – nine hundred thirty-four million seven hundred thousand

589,432,420 - five hundred eighty-nine million four hundred thirty-two thousand four hundred twenty

For **even larger numbers**, first use **billions** and then **trillions** in a similar manner to **millions**:

23,870,550,000 - twenty-three billion eight hundred seventy million five hundred fifty thousand

12,600,450,345,000 - twelve trillion six hundred billion four hundred fifty million three hundred forty-five thousand

Special Notes:

1. In American English, the order of large numbers is thousand, million, billion, trillion, etc. (1,000; 1,000,000; 1,000,000,000; 1,000,000,000,000; etc.)

In American English a thousand million is a **billion**, but in British English, a thousand million is a **million**.

2. When saying large numbers, do not make thousand, million, billion, trillion, etc. plural.

Not this: *twenty thousands dollars; *five millions people

But this: *twenty thousand dollars; five million people

3. In *American English*, use **commas** to separate thousands, millions, etc.

2,031: 'two thousand and thirty-one'.

In *British English*, **spaces** are sometimes used instead of commas 2 031.

Remember: Speakers of some other languages use (.) and (,) the other way around.

4. People often say "a" instead of "one" before hundred, thousand, etc. and they often add "and" before the last number:

a hundred and twenty-one a thousand and eleven / etc.

You can say *a hundred and fifty* (150), but NOT *two thousand a hundred and fifty* (2,150). Say *two thousand one hundred and fifty*.

People often use a instead of one in conversation, but it is better to use one in technical contexts.

3. READING DECIMALS

Speak decimals as the number followed by "point." Next, say each number beyond the point individually:

0.5 *British English* : nought point five

American English : zero point five

2.5 two point five

0.25 *British English* : nought point two five

American English: zero point two five

• Writing full stops and commas in numbers

Use a **full stop** (.) to separate the main part of a number from the decimal part (the part less than 1). 2.031 means 'two point nought three one'.

Say **point** to refer to the full stop.

4. FRACTIONS

The **numerator** (the top number) is spoken as a **cardinal number** and the **denominator** (the bottom number) as an **ordinal number**. However, *half* is used in place of *second* and sometimes *quarter* in place of *fourth*.

For example:

$1/2$ – one-half

$1/3$ – one-third

$1/4$ – one-fourth, one-quarter

For fractions in which the numerator is larger than one, the denominator takes the plural **-s suffix**. English fractions are also written with a hyphen between the numerator and denominator.

For example:

- $2/3$ – two-thirds

- $4/5$ – four-fifths

- $99/100$ – ninety-nine one hundredths, ninety-nine hundredths

Read numbers together with fractions by first stating the number followed by "and" and then the fraction:

For example:

- $4 \frac{7}{8}$ - four and seven-eighths

- $23 \frac{1}{2}$ - twenty-three and one-half

Fractions may also be spoken as cardinal number-over-cardinal number.

For example:

- $1/2$ – one over two

- $1/3$ – one over three

- $2/3$ – two over three

- $1/4$ – one over four

- $4/5$ – four over five

- $99/100$ – ninety-nine over one hundred

5. POWERS / EXPONENTS

If you are operating Mathematical power, this is how you read it in English.

For example: 10^{-3}

10 raised to the power of -3 (minus 3)

10 to the power of -3

10 to the -3

The number 10 is called the base and **-3** is the exponent.

6. DATES

Days and months:

In English, we can say dates either with the day before the month, or the month before the day:

-The first of January|| / -January the first

Remember to use ordinal numbers for dates in English:

The first, the second, the third, the fourth, the fifth, the twenty-second, the thirty- first etc.

18 / May : **eighteenth May** /May the **eighteenth**

BUT:

British English: Write 3 June/3rd June/June 3/June 3rd. **Say:** 'the third of June' or 'June the third'.

American English: Write June 3/June 3rd. **Say:** 'June third'.

Writing dates as numbers

3/6 (or 03/06) • **British English:** 3 June.

• **American English:** March 6

British and American speakers put the month and day in different orders.

Years

For years up until 2000, separate the four numbers into two pairs of two:

1965 = "nineteen sixty-five" 1999 = "nineteen ninety-nine"

Years are can also be read in the following way"

1900 = —nineteen hundred|| 1853=|| eighteen hundred and fifty three||

For the decade 2001 – 2010, you say "two thousand and —" when speaking

British English:

2001 = "two thousand **and one**" 2009 = "two thousand and nine"

However, from 2010 onwards you have a choice:

2012 can be either "two thousand and twelve" or —twenty twelve

Decades

A decade is a period of ten years. You should write decades as two-digit numbers with an apostrophe before them and an —s|| after them. You can also write the entire decade in numerals with an —s|| after, or write the words

Example:

90s / 1990s / the nineties

'50s / 1950s / the fifties

Centuries

A century is a period of a hundred years. In English we use ordinal numbers to express centuries

Example:

21st century = the twenty first century

18th century = the eighteenth century

IMPORTANT NUMERICAL EXPRESSIONS

Here are the descriptive names of a number of important numerical expressions:

Speed - 100 mph (miles per hour)

Read speed as numbers: *One hundred miles per hour*

Weight - 42 lb. (pounds)

Read weight as numbers: *forty-two pounds*

Telephone number - Read telephone numbers in individual numbers:

0171 895 7056: *zero one seven one eight nine five seven zero five six*

Temperature - Read temperature as "degrees + number":

72° F (Fahrenheit): *seventy-two degrees fahrenheit*

Height - Read height in feet and then inches

6'2": *six feet two inches*

Price - Read the number first then the currency: \$60

\$60: *Sixty dollars*

Express dollars by stating the dollar amount followed by cents:

\$43.35 - *forty-three dollars thirty-five cents*

\$120.50 - *one hundred twenty dollars fifty cents*

Native speakers often just say first the currency number and then the cents number and drop "dollars" and "cents"

35.80 - *thirty-five eighty*

175.50 - *one hundred seventy-five fifty*

Score - Read scores as "number + to + number" 2-1

2-1: *Two to one*

7. NEGOTIATE ON PRICES IN ENGLISH

| AS A BUYER – QUESTIONS | AS A BUYER - PHRASES |
|---------------------------------------------------|-----------------------------------------------------------|
| How much? | That's too expensive. |
| What's your best price? | I'm sorry but you'll have to do better than that. |
| How far can you come down in price? | I can't take that to my boss/my husband/wife! |
| What will your cash price be? | 'ABC' are doing it for £5. |
| Can you work with me on this? | I'm on a tight budget so I'm looking for your best price. |
| Do you have any flexibility on the price? | I don't have a lot of wriggle room. |
| What's your friends and family rate? | I'm not made of money. |
| How much will you reduce the price if I pay cash? | What! That's ridiculous. |
| | You've got to be joking! |

| AS A SELLER |
|---------------------------------------------|
| I am afraid that we can't match that price. |
| I don't think that we could go that far. |
| Let me run the numbers and get back to you. |
| There may be some room for manoeuvre. |
| What I may be able to consider is... |
| Let's meet in the middle. |
| I think we can do that. |
| Ok, let's shake on it. |

8. Here are the **days** of the week and **their abbreviations**:

1. Sunday - Sun.
2. Monday - Mon.
3. Tuesday - Tue.
4. Wednesday - Wed.
5. Thursday - Thu.
6. Friday - Fri.
7. Saturday - Sat.

9. Here are the **months** and **their abbreviations**:

1. January - Jan
2. February - Feb
3. March - Mar
4. April - Apr
5. May - May
6. June - Jun
7. July - Jul
8. August - Aug
9. September - Sep
10. October - Oct
11. November - Nov
12. December - Dec

Seasons

The seasons and their corresponding months vary depending on which hemisphere you are in. In the northern hemisphere, the seasons are typically as follows:

1. Spring: March, April, May
2. Summer: June, July, August
3. Autumn (Fall): September, October, November
4. Winter: December, January, February

In the southern hemisphere, the seasons are generally opposite:

1. Spring: September, October, November
2. Summer: December, January, February
3. Autumn (Fall): March, April, May
4. Winter: June, July, August

Please note that this is a general guideline and may vary slightly depending on your location and climate.

The phonetic alphabet, also known as **the International Radiotelephony Spelling Alphabet** or **NATO** phonetic alphabet, is a set of standardized phonetic representations of letters in the English language. It is primarily used **to communicate letters clearly and unambiguously over radio or telephone communications**, especially in situations where there may be a chance of misunderstanding due to poor audio quality or language barriers.

| | | | |
|----|---------|----|----------|
| A- | Alpha | N- | November |
| B- | Bravo | O- | Oscar |
| C- | Charlie | P- | Papa |
| D- | Delta | Q- | Quebec |
| E- | Echo | R- | Romeo |
| F- | Foxtrot | S- | Sierra |
| G- | Golf | T- | Tango |
| H- | Hotel | U- | Uniform |
| I- | India | V- | Victor |
| J- | Juliet | W- | Whiskey |
| K- | Kilo | X- | X-ray |
| L- | Lima | Y- | Yankee |
| M- | Mike | Z- | Zulu |

These phonetic representations are widely used in various fields, including aviation, military, and telecommunications, to ensure accurate and clear communication of letters.

In addition to the phonetic alphabet letters, there are also specific pronunciations for important punctuation marks in radio or telephone communications.

Here are some examples:

| | |
|--------------------|-------------------|
| - Dash | (-) - Dash |
| . Period | (.) - Point |
| , Comma | (,) - Comma |
| : Colon | (:) - Colon |
| ; Semicolon | (;) - Semicolon |
| ! Exclamation mark | (!) - Exclamation |
| ? Question mark | (?) - Question |
| " Quotation marks | (") - Quotation |

| | |
|--------------|------------------|
| ' Apostrophe | (') - Apostrophe |
| / Slash | (/) - Slash |
| \ Backslash | (\) - Backslash |
| _ underscore | (_) - Underscore |
| @ At symbol | (@) - At |

These pronunciations help ensure that punctuation marks are clearly understood and differentiated in spoken communication.

Arranging letters to form words

To arrange letters to make words, you can start by learning **the alphabet and the sounds each letter makes**. Then, you can **combine those sounds to form words**. **It's like putting puzzle pieces together to create meaning**. Practice and reading books can also help you expand your vocabulary and learn new words.

Let's start with some examples:

1. The letters "C-A-T" can be arranged to form the word "cat".
2. "D-O-G" can be arranged to form the word "dog".
3. " S-U-N" can be arranged to form the word "sun".
4. " B-O-O-K" can be arranged to form the word "book".
5. " H-A-P-P-Y" can be arranged to form the word "happy".

Remember, these are just a few examples, and there are countless words you can create by arranging letters. **Have fun exploring the world of words!**

Arranging letters to form words is a fundamental aspect of the English language. The process involves taking individual letters and organizing them in a specific order to create meaningful words. This skill is essential for reading, writing, and communication in English.

When arranging letters, it is important to consider the rules and patterns of English spelling and pronunciation. Each letter represents a specific sound or combination of sounds, and combining these letters in different ways allows us to form a wide variety of words.

English words can be arranged in different ways, including:

1. Alphabetic order: This refers to **arranging words in the sequence of the English alphabet**. For example, arranging the words "apple," "banana," and "cat" in alphabetic order would be: apple, banana, cat.
2. Word formation: English words can be formed by **combining letters in specific patterns**. For example, adding a prefix or suffix to a base word can change its meaning or create a new word. For instance, adding the prefix "un-" to the word "happy" results in "unhappy," which conveys the opposite meaning.

3. Anagrams: Anagrams are words formed by **rearranging the letters of another word**. For instance, the word "listen" can be rearranged to form "silent." Anagrams can provide an enjoyable challenge and help enhance vocabulary skills.

4. Scrabble and word games: **Many word games, such as Scrabble, involve arranging letters to form words on a game board**. Players must strategically use available letters to create valid words and earn points.

This brief overview demonstrates the significance of arranging letters to form words in English. It is a foundational skill that plays an essential role in reading, writing, and effective communication.

Arranging words to form full sentences

Here's a brief overview of arranging words to make full sentence.

The basic order of words in a sentence is:

Subject+ Verb + Object = SVO

In an **interrogative sentence**, the order is slightly altered, a question word (**who, what, which**, and so forth) precedes the subject. If there is a helping verb (Aux.) along with the main verb then it comes after the question word and before the subject.

To the above mentioned about this basic structure, different elements can be added for example, **noun phrase, adjective phrase, subject complement** and so on. For instance: *My gardening mother loves is an animal lover Norman an activity English now doing I am*

When it comes to forming full sentences, there are a few key components to keep in mind. **First, you'll need a subject, which is the person or thing doing the action.** **Then, you'll need a verb, which is the action itself.** **Finally, you can add additional information or objects to complete the sentence.**

For example:

-Subject: "She"

-Verb: "runs"

-Additional information: "in the park".

Putting it all together, you get the full sentence: "She runs in the park".

Remember to use proper punctuation, like capitalizing the first letter of the sentence and adding a period at the end.

Countries and capitals of the middle East

Here is a list of countries [in the Middle East](#) along with their capitals:

1. Afghanistan - Kabul
2. Bahrain - Manama
3. Iran - Tehran
4. Iraq - Baghdad
5. Jordan - Amman
6. Kuwait - Kuwait City
7. Lebanon - Beirut
8. Oman - Muscat
9. Palestine - Jerusalem
10. Qatar - Doha
11. Saudi Arabia - Riyadh
12. Syria - Damascus
13. Turkey - Ankara
14. United Arab Emirates - Abu Dhabi
15. Yemen - Sana'a

Pronouns & Types of Pronouns

What is a pronoun?

The word which is **used in place of a noun** is called **pronoun**.

For example: he, she, it, I, we, you, they etc. There are different types of pronouns.

Examples of Pronoun

Stiffen is a good boy. **He** obeys his parents.

Einstein was a famous scientist. **He** was very genius.

What are **you** doing here?

I am good player of hockey.

Here in these sentences, you can see that he, he, you, and I are used as pronouns respectively.

Types of Pronouns

There are different types of pronouns in English grammar all of these kinds of pronoun are described below

Personal pronoun (I, we, he, she, it, etc.)

Reflexive pronoun (Myself, ourselves, themselves etc.)

Possessive Pronoun (Yours, mine, hers, theirs etc.)

Object pronouns (me, him, her, us, etc.)

Possessive adjective (my, your, his, her, its, our, your, their)

Subject Pronouns

A **personal pronoun** is used for the **name** of a person or a thing.

For example, I, we, you, they, he, she, it, etc.

The subject pronouns are:

First person (I, we)

Second Person (you, you)

Third Person (he, she, it, they)

Examples:

He is my friend.

It is a black cat.

They are animals.

Reflexive Pronouns

When the action done by the subject reflects upon the subject, it is called **reflexive pronoun**. For example: myself, yourself, himself, herself, itself, ourselves etc.

Note. **Reflexive pronouns** are made by adding **–self** to the **end** of the **personal pronoun**.

Examples

They enjoyed themselves. I will do it myself.

You will hurt yourself.

She herself says so.

The village itself is not very small.

Object Pronouns

We use an **object pronoun** after **verb**, **preposition**, and at **the middle** or **end** of **sentences**.

For example: me, him, her, us, It, you, them.

Examples

Help me please.

He plays with her.

We saw them. They saw us.

Do you live near them?

After to or for with verbs like make, give, send, lend, pass, take, show.

The little boy made it for her.

Possessive Adjective

There is a different between possessive pronoun and possessive adjective.

We use **possessive adjective** **before noun** but **possessive pronoun** at the **end** of **sentences**.

For example:

- My book is new.
- His computer is old.
- Its cat is nice.
- Our house is big.
- Your dog is small.

Possessive Pronouns

We use it at end of sentences.

- The new book is **mine**.
- The new cat is **his**.
- The new address is **hers**.
- The new house is **ours**.
- The new computer is **theirs**.

| Subject pronouns | Object pronouns | Possessive Adjectives | Possessive pronouns | Reflexive pronouns |
|------------------|-----------------|-----------------------|---------------------|--------------------|
| I | Me | My | Mine | Myself |
| You | You | Your | Yours | Yourself |
| He | Him | His | His | Himself |
| She | Her | Her | Hers | Herself |
| It | It | Its | Its | Itself |
| We | Us | Our | Ours | Yourselves |
| You | You | Your | Yours | Yourselves |
| They | Them | their | Theirs | themselves |

The basic form of the present simple is *subject + verb + complement*

We use PRESENT SIMPLE to describe an action that is regular, true or normal.

We use the present tense:

1. For repeated or regular actions in the present time period.

- I take the train to the office.
- The train to Tabriz leaves every hour.
- Sara sleeps eight hours every night during the week.

2. For facts.

- The President of The USA lives in The White House.
- A dog has four legs.
- We come from Iran.

3. For habits.

- I get up early every day.
- Mina brushes her teeth twice a day.
- They travel to their country house every weekend.

4. For things that are always / generally true.

- It rains a lot in winter.
- The Queen of England lives in Buckingham Palace.
- They speak English at work.

Verb Conjugation & Spelling

Don't forget: in the third person we add 'S' in the third person.

| Subject | Verb | The Rest of the sentence |
|---------------------|-----------------|--------------------------|
| I / you / we / they | speak / learn | English at home |
| he / she / it | speaks / learns | English at home |

The spelling for the verb in the third person differs depending on the ending of that verb:

1. For verbs that end in -O, -CH, -SH, -SS, -X, or -Z we add -ES in the third person.

- go – goes
- catch – catches
- wash – washes
- kiss – kisses
- fix – fixes
- buzz – buzzes

2. For verbs that end in a consonant + Y, we remove the Y and add -IES.

- marry – marries
- study – studies
- carry – carries
- worry – worries

NOTE: For verbs that end in a vowel + Y, we just add -S.

play – plays

enjoy – enjoys

Negative Sentences in the Simple Present Tense

To make a negative sentence in English we normally use **Don't or Doesn't** with all verbs EXCEPT To Be and Modal verbs (can, might, should etc.).

Affirmative: You speak French.

Negative: You don't speak French.

You will see that we add don't between the subject and the verb. We use Don't when the subject is I, you, we or they.

Affirmative: He speaks German.

Negative: He doesn't speak German.

When the subject is he, she or it, we add doesn't between the subject and the verb to make a negative sentence. Notice that the letter S at the end of the verb in the affirmative sentence (because it is in third person) disappears in the negative sentence. We will see the reason why below.

Negative Contractions

Don't = Do not

Doesn't = Does not

There is no difference in meaning though we normally use contractions in spoken English.

Word Order of Negative Sentences

The following is the word order to construct a basic negative sentence in English in the Present Tense using Don't or Doesn't.

| Subject | don't/doesn't | Verb* | The Rest of the sentence |
|---------------------|---------------|----------------------------|--------------------------|
| I / you / we / they | don't | have / buy eat / like etc. | cereal for breakfast |
| he / she / it | doesn't | | |

* Verb: The verb that goes here is the base form of the infinitive = The infinitive without TO before the verb. Instead of the infinitive To have it is just the have part.

Remember that the infinitive is the verb before it is conjugated (changed) and it begins with TO. For example: to have, to eat, to go, to live, to speak etc.

Examples of Negative Sentences with Don't and Doesn't:

- You don't speak Arabic.
- Samir doesn't speak Italian.
- We don't have time for a rest.
- It doesn't move.
- They don't want to go to the party.
- She doesn't like fish.

Questions in the Simple Present Tense

To make a question in English we normally use Do or Does. It has no translation in Spanish though it is essential to show we are making a question. It is normally put at the beginning of the question.

- Affirmative: You speak English.
- Question: Do you speak English?

You will see that we add DO at the beginning of the affirmative sentence to make it a question. We use Do when the subject is I, you, we or they.

- Affirmative: He speaks French.
- Question: Does he speak French?

When the subject is he, she or it, we add DOES at the beginning to make the affirmative sentence a question. Notice that the letter S at the end of the verb in the affirmative sentence (because it is in third person) disappears in the question. We will see the reason why below.

Word Order of Questions with Do and Does

The following is the word order to construct a basic question in English using Do or Does.

| Do/Does | Subject | Verb | The Rest of the sentence |
|---------|---------------------|-----------------------|--------------------------|
| Do | I / you / we / they | have / need want etc. | a new bike? |
| Does | he / she / it | | |

*Verb: The verb that goes here is the base form of the infinitive = The infinitive without TO before the verb. Instead of the infinitive To have it is just the have part.

Remember that the infinitive is the verb before it is conjugated (changed) and it begins with TO. For example: to have, to eat, to go, to live, to speak etc.

Examples of Questions with Do and Does:

- Do you need a dictionary?
- Does Maryam need a dictionary?
- Do we have a meeting now?
- Does it rain a lot in winter?
- Do they want to go to the party?

Short Answers with Do and Does

In questions that use do/does it is possible to give short answers to direct questions as follows:

| Sample Questions | Short Answer (Affirmative) | Short Answer (Negative) |
|-----------------------------|----------------------------|-------------------------|
| Do you like chocolate? | Yes, I do. | No, I don't. |
| Do I need a pencil? | Yes, you do. | No, you don't. |
| Do you both like chocolate? | Yes, we do. | No, we don't. |
| Do they like chocolate? | Yes, they do. | No, they don't. |
| Does he like chocolate? | Yes, he does. | No, he doesn't. |
| Does she like chocolate? | Yes, she does. | No, she doesn't. |
| Does it have four wheels? | Yes, it does. | No, it doesn't. |

Questions with Do / Does

We use **Do** or **Does** to make a question in the simple present tense.

Exceptions: Questions with **To Be** and **Modal Verbs** (can, might, should etc.)

| Auxiliary | subject | Verb** |
|-----------|---------------------|------------------------|
| DO | I / you / we / they | go....? |
| DOES | he / she / it | want....? like....? |

| | | |
|--------------|-------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| Affirmative: | You speak English. | The base form of the infinitive = to go, to need, to speak, to live Look: Third person verbs lose the final "s" in questions |
| Question: | Do you speak English.? | |
| Affirmative: | He speaks English. | |
| Question: | Does he speak English ? | |

Do-Does-Did-Done

| To Do - VERB | present tense | past tens | Past Participle |
|--------------------|---------------|-----------|-----------------|
| I / you / we /they | DO | DID | DONE |
| he/she/it | DOES | | |

| | |
|----------------------------------|----------------------------------|
| - I do exercises | - He does exercises |
| - I did my homework | - He did his homework |
| - I have done many things | - He has done many things |

Do/Does/Did - AUXILIARY (To make questions)

| Auxiliary | subject | Verb** |
|-----------|---------------------|-----------------------------------|
| DO | I / you / we / they | go....? want....? like....? |
| DOES | he / she / it | |

| Auxiliary | subject | Verb** |
|-----------|--------------------------------------|-----------------------------------|
| DID | I / you / we / they he / she / it | go....? want....? like....? |

The ONLY difference between a question in the present tense and a question in the past tense is the auxiliary (Do/Does or Did).

Do you speak English? Does he speak English?
Did you speak English? Did he speak English?

Present Simple Tense

| | |
|-------------------|----------------|
| I You | play / watch |
| He She It | plays/ watches |
| We You They | play / watch |

Look at the rules and choose the correct option:

1. She always **go** to work by bus. **goes**
2. They sometimes **plays** football after school. **play**
3. Mr. Peterson always **work** hard. **works**
4. Bill and Tom **visits** their grandparents on Sundays. **visit**
5. We rarely **spends** a lot of money when we go shopping. **spend**
6. Babies usually **cries** when they are hungry. **cry**
7. He always **carry** lots of books when he goes to school. **carries**
8. My mother **make** lunch at 1 o'clock every day. **makes**

| | Subject | "be" form | Contraction |
|----------|---------|-----------|-------------|
| singular | I | am | I'm |
| | you | are | you're |
| | he | is | he's |
| | she | | she's |
| | it | | it's |
| plural | you | are | you're |
| | we | | we're |
| | they | | they're |

Grammar Structure

| Affirmative | Negative | Interrogative |
|------------------|---------------------------------|-------------------------------|
| I live | I don't live | Do I live? |
| You live | You don't live | Do you live? |
| He <u>lives</u> | He <u>do</u> <u>esn't</u> live | Does he live? |
| She <u>lives</u> | She <u>do</u> <u>esn't</u> live | <u>Do</u> <u>es</u> she live? |
| It <u>lives</u> | It <u>do</u> <u>esn't</u> live | <u>Do</u> <u>es</u> it live? |
| We live | We don't live | Do we live? |

| | | |
|-----------|-----------------|---------------|
| You live | You don't live | Do you live? |
| They live | They don't live | Do they live? |

Q: Complete the sentences with do/does.

1. How often do you eat spaghetti?
2. Does your brother get up early?
3. We do not have much free time.
4. A secretary does not write books.
5. Does Tim like English?
6. What time do you go to school?
7. Does your dad come home early?
8. Do children in Australia go to school on Saturdays?

1. A tag question is a short question (e.g., have you? / haven't you?) that follows a statement:
2. A question tag is (a mini question) a grammatical structure where a short question is asked at the end of a sentence to express interest rather than seek information. Question tags are used to keep the conversation open.

You haven't got a car, have you?
It was a good film, wasn't it?

3. Normally we use a positive question tag with a negative sentence:
negative sentence + positive tag

Tom won't be late, will he?
They don't like us, do they?
That isn't George over there, is it?

And normally we use a negative question tag with a positive sentence:
positive sentence + negative tag

Ann will be here soon, won't she?
Tom should pass his exam, shouldn't he?
They were very angry, weren't they?

3.How do we form QUESTION TAGS?

- a) Auxiliaries like be, have, can, may, must, should, etc. used in the statement are reported at the end followed by the subject (always a pronoun)

He wasn't annoyed, was he?
I am late, aren't I?*

*Notice that we say aren't I? (= am I not)

This also applies to have and do as main verbs:

You have tea at 4, don't you?
You did your homework, didn't you?

Tag questions are also possible with there

There will be a strike, won't there?

Add a question-tag to these sentences:

1. He is late this morning, _____?
2. The hotel was quite good, _____?
3. She cooks well, _____?
4. You can't tell the difference, _____?
5. They always sleep after lunch, _____?
6. You're coming with us, _____?
7. Mary plays football, _____?
8. You didn't have any lessons this morning, _____?
9. Ann is on holiday, _____?
10. The students see it every day, _____?
11. Mr Priestley doesn't know your father, _____?
12. There are lots of cars here, _____?
13. were two car I am not disturbing you, _____?
14. Tom does his work very well, _____?
15. This isn't very pleasant, _____?
16. She likes quiet places, _____?
17. Tom doesn't play the piano, _____?
18. They didn't hurt the child, _____?
19. There accidents yesterday, _____?
20. Tourists used to come here, _____?
21. You haven't got a computer, _____?
22. You don't have to follow him, _____?
23. He has to fill a form, _____?
24. He didn't have to choose one, _____?
25. He has your ticket, _____?
26. Everything is all right, _____?
27. He has got to leave, _____?
28. Smoking ruins our health, _____?
29. Most people cannot go to Africa, _____?
30. Finding a job isn't easy, _____?



Question Tags – Pattern

For positive statements: Question tag = Auxiliary + n't + Subject

Rania has peeled the potatoes, hasn't she?

Dany and Paul went cycling, didn't they?

For negative statements: Question tag = Auxiliary + Subject

The boys didn't like to stay in the hostel, did they?

The journey wasn't so tiring after all, was it?

What are Short Answers?

- Short answers are generally used in direct speech or during an engaging conversation.
- The questions to short answers usually begin with auxiliary verbs.

Short Answer - Pattern

Yes + Pronoun + Auxiliary Or No + Pronoun + Auxiliary + n't (not)

Examples

Will Mr. Wilson allow Dennis inside his house?

Yes, he will. No, he won't/will not.

Could this have been a planned robbery?

Yes, it could have. No, it couldn't have/could not have.

Is Faisal asleep?

Yes, he is. No, he isn't.

Agreements with Statements

**Agreements with affirmative statements are made with:
Yes/So/Of course + Pronoun + Auxiliary**

Examples

It is a good book. – Yes, it is.

Leena has already come. – So she has.

He can speak Italian very well. – Of course, he can. He looks dishonest. – Yes, he does.

**Agreements with negative statements are made with:
No + Pronoun + Auxiliary + n't/not**

Examples

The fruits aren't good. – No, they aren't. Hamsa doesn't like butter. – No, she doesn't.

Rashmi hasn't bought the car yet. – No, she hasn't. They haven't played well. – No, they haven't.

Disagreements with Statements

Disagreements with affirmative statements are made with:

No/Oh no + Pronoun + Auxiliary + n't/not

But is used in disagreement with a question or an assumption

Examples

The cakes are stale. – Oh no, they aren't. You are joking. – Oh no, I am not.

Why did you steal the money? – But I didn't.

I suppose he knows Photoshop. – But he doesn't.

Disagreements with negative statements are made with:

(Oh) yes (Oh) but + Pronoun + Auxiliary

Examples

You can't read that. – Yes, I can.

They won't come again. – But they will. You don't know Cheryl. – Oh yes, I do.

I didn't break the glass. – Oh, but you did.

WH Question Words

We use question words to ask certain types of questions (question word questions). We often refer to them as WH words because they include the letters WH (for example Why, How).

| Question Word | Function | Example |
|-----------------|-------------------------------------------------|--------------------------------------------|
| what | asking for information about something | What is your name? |
| | asking for repetition or confirmation | What? I can't hear you. You did what? |
| what...for | asking for a reason, asking why | What did you do that for? |
| when | asking about time | When did he leave? |
| where | asking in or at what place or position | Where do they live? |
| which | asking about choice | Which colour do you want? |
| who | asking what or which person or people (subject) | Who opened the door? |
| whom | asking what or which person or people (object) | Whom did you see? |
| whose | asking about ownership | Whose are these keys? Whose turn is it? |
| why | asking for reason, asking what...for | Why do you say that? |
| why don't | making a suggestion | Why don't I help you? |
| How | asking about manner | How does this work? |
| | asking about condition or quality | How was your exam? |
| how + adj/adv** | asking about extent or degree | see examples below |

| | | |
|---------------------------------|-------------------------------|----------------------------------|
| **how far | Distance | How far is Pattaya from Bangkok? |
| **how long | length (time or space) | How long will it take? |
| how many | quantity (countable) | How many cars are there? |
| how much | quantity (uncountable) | How much money do you have? |
| how old | Age | How old are you? |
| how come (informational) | asking for reason, asking why | How come I can't see her? |

| Function | Question |
|--------------------------|---------------------------|
| AGE: | How old are you? |
| NAME: | What is your name? |
| Place of birth: | Where are you from? |
| Occupation: | What do you do? |
| Location/place of living | Where <u>do</u> you live? |
| Asking the time: | What time is it? |
| Mood: | How are you? |

QUESTIONS STRUCTURE

| | |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| WH QUESTIONS (INFORMATION QUESTIONS) | (Wh word)+Auxiliary Verb*+subject+V +Predicate+? *Do-does-did (Wh word)+ <i>To BE</i> + subject + predicate +? |
| YES / NO QUESTIONS | Auxiliary Verb* + subject + V +Predicate+? *Do-does-did <i>To BE</i> + subject + predicate +? |

There is / There are

ENGLISH GRAMMAR **There is - There are** **Woodward's ENGLISH**

Meaning: To say that something exists (or doesn't exist)

AFFIRMATIVE

There **is** + singular noun There **is** a book on the desk.
There **are** + plural noun There **are** books on the desk.
There **is** + uncountable noun There **is** some milk in the fridge.

NEGATIVE

There **isn't** + singular noun There **isn't** a pen on the table.
There **aren't** + plural noun There **aren't** any pens here.
There **isn't** + uncountable noun There **isn't** any juice in the fridge.

QUESTIONS

There **is** a cat on the chair. There **are** cats on the sofa.
Is there a cat on the chair? **Are there** cats on the sofa?

How many + plural noun + are there ... ?
How many students are there in your class?
How many days are there in February?

CONTRACTIONS
There's = There is
There's not = There is not
There isn't = There is not
There aren't = There are not

www.grammar.cl www.woodwardenglish.com www.vocabulary.cl

If we want to say that something exists or doesn't exist somewhere or at some time, we often use

'there + be'. It's often used to talk about the existence or presence of something for the first time in a conversation.

Use there is when the noun is singular for instance:

- There's a cup on the table.
- There's a restaurant next to the station. (affirmative)
- There isn't any money in the house. (negative)
- Is there a supermarket near here? (interrogative)

• Use **there are** when the noun is **plural** for instance:

- There aren't any banks in this street. (negative)
- There are two cars. (affirmative)
- Are there any potatoes in the cupboard? (interrogative)

In theory, we use 'there is + singular' and 'there are + plural'.

- There is a café in my village.
- There are two cafés in my village.

But we very, very often use there's + plural and singular when we're speaking. This is so common that it's not a mistake. We must use the short form here.

- There's a café in my village.
- There's two cafés in my village.

We can use 'there' with all tenses of be.

- There were many poor people in the 16th century.
- There won't be cake at the party.
- There have been a lot of accidents today.
- Will there be a train at 6pm?
- There hasn't been much rain recently

We usually use 'there + be' with a / an / some / any / no / much / many / a lot of and other indefinite words. We don't usually use it with 'the' or proper names.

- There's a cat in the garden.
- ~~There's the cat in the garden.~~
- There's a boy at the door.
- ~~There's John at the door.~~

Singular & Plural Nouns

Singular Noun Definition: When a noun means one only, it is said to be singular.

Examples: boy, girl, book, church, box

Plural Noun Definition: When a noun means more than one, it is said to be plural.

Examples: boys, girls, books, churches

Rule #1

The plural of nouns is usually formed by adding s to a singular noun.

Example: lamp, lamps; cat, cats; fork, forks; flower, flowers; pen, pens

Exercise: Write the plural of each of these nouns

chair
rock

star
owner

farm
paper

storm
cup

door
bear

Rule #2

Nouns ending in s, z, x, sh, and ch form the plural by adding es.

Example: moss, mosses buzz, buzzes box, boxes dish, dishes church, churches

Exercise: Write the plural of each of these nouns

dress
fox
grass

brush
cross
mantis

Hex
bench
glass

wish
bush

class
ax

Special Note:

If you add s to such nouns as fox, bush, and bench, you will find that you cannot pronounce them without making an additional syllable. This is why such nouns form the plural by adding es.

Quick Review

Exercise: Tell if the following nouns are singular or plural

| | | | | |
|--------|----------|---------|--------|----------|
| box | cats | slipper | forks | books |
| chair | desk | houses | paper | wagon |
| lamps | shoes | garden | horses | dress |
| dog | carts | kitchen | pony | glass |
| chair | star | pencil | girl | boy |
| ax | bush | coat | tree | bench |
| sketch | owner | touch | latch | mug |
| bells | churches | wagons | coals | pictures |

| | | | | |
|--------|--------|----------|--------|--------|
| clocks | boxes | kitchens | basins | chairs |
| days | houses | pencils | trees | tables |

Rule #3

Nouns ending in y preceded by a consonant is formed into a plural by changing y to ies.

Examples: lady, ladies; city, cities; army, armies.

Exercise: Write the plural of the following words

| | | | | |
|------|--------|-------|---------|--------|
| fly | baby | Pony | injury | cherry |
| lady | beauty | Story | history | berry |
| city | sky | Duty | study | theory |

Rule #4

Nouns ending in y preceded by a vowel form their plurals by adding s.

Example: boy, boys; day, days

Exercise: Write the plural of the following words

| | | | | |
|------|-----|--------|--------|---------|
| day | toy | Essay | turkey | chimney |
| play | joy | Valley | alley | volley |

Rule #5

Most nouns ending in o preceded by a consonant is formed into a plural by adding **es**.

Example: hero; heroes; grotto, grottoes

| | | | | |
|-------|----------|----------|-----------|--------|
| motto | calico | buffalo | hero | potato |
| cargo | volcano | grotto | mosquito* | tomato |
| halo* | tornado* | buffalo* | portico* | veto |

* may add s or es

The following are among those that add **s** only:

| | | | | | | | |
|-------|------|-------|-------|------|---------|--------|---------|
| canto | Solo | piano | lasso | halo | Memento | albino | sirocco |
|-------|------|-------|-------|------|---------|--------|---------|

Special Note:

Most nouns ending in o preceded by a vowel is formed into a plural by adding s. Example: folio, folios; cameo, cameos; studio, studios; portfolio, portfolios

Rule #6

Some nouns ending in **f** or **fe** are made plural by changing **f** or **fe** to **ves**.

Example: beef, beeves; wife, wives

Exercise: Write the plural of the following words

| | | | | |
|-------|--------|-------|-------|-------|
| calf | self | Leaf | sheaf | life |
| loaf | shelf | Half | wolf | knife |
| elf | half | Thief | wife | gulf |
| chief | dwarf* | proof | turf | |

Exceptions: The following may form their plurals by adding **s**.

| | | | |
|------------|-----------|--------|--------|
| chief, | chiefs | fife, | fifes |
| mischiefs, | mischiefs | hoof, | hoofs |
| roof, | roofs | grief, | griefs |
| kerchief, | kerchiefs | safe, | safes |

IRREGULAR PLURALS

| | | |
|-----------------|--------------|--------------|
| man, men | foot, feet | mouse, mice |
| woman, women | tooth, teeth | louse, lice |
| child, children | ox, oxen | goose, geese |

The following nouns have **no singular**:

| | | | | |
|----------|---------|----------|----------|----------|
| scissors | oats | tongs | dregs | trousers |
| pinchers | bellows | snuffers | cattle | shears |
| measles | mumps | victuals | tweezers | vespers |

Some nouns are always singular. Some of these nouns may be used in the plural when different kinds are meant as sugars, coffees, cottons gold, silver, wheat, corn, molasses, copper, sugar, cotton news, gallows, mathematics, ethics (other words ending in **ics**)

Singular nouns use this and that. Plural nouns use these and those.

Special note:

| <i>singular</i> | <i>plural</i> |
|--------------------|----------------------|
| son-in-law | sons-in-law |
| daughter-in-law | daughters-in-law |
| maid of honor | maids of honor |
| secretary of state | secretaries of state |

In forming the plural of proper names with a title, some pluralize the title, e.g., the Misses Brown.

Others pluralize the name, e.g., the Miss Browns.

If a title belongs to each of the two names, it should take the s in forming the plural, e.g., Drs. Scott.

Flashcards

Cut on solid lines and fold on the dotted lines.

| Front | Back |
|---------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Singular Noun Definition | When a noun means one only, it is said to be singular. Examples: boy, girl, book, church, box. |
| Plural Noun Definition | When a noun means more than one, it is said to be plural. Examples: boys, girls, books, churches. |
| How are the plurals of most nouns formed? | Rule #1: The plural of nouns is usually formed by adding s to a singular noun Example: lamp, lamps; cat, cats; fork, forks; flower, flowers; pen, pens. |
| How is a plural made when a noun ends in <i>s</i> , <i>z</i> , <i>x</i> , <i>sh</i> , and <i>ch</i> ? | Rule #2: Nouns ending in <i>s</i> , <i>z</i> , <i>x</i> , <i>sh</i> , and <i>ch</i> form the plural by adding <i>es</i> . Ex: moss, mosses; buzz, buzzes; box, boxes; dish, dishes; church, churches. |
| Why do you add <i>es</i> to make a plural made when a noun ends in <i>s</i> , <i>z</i> , <i>x</i> , <i>sh</i> , and <i>ch</i> ? | If you add <i>s</i> to such nouns as fox, bush, and bench, you will find that you cannot pronounce them without making an additional syllable. This is why such nouns form the plural by adding <i>es</i> . |
| How do you form a plural when a noun ends in <i>y</i> and is preceded by a consonant? | Rule #3: Nouns ending in <i>y</i> preceded by a consonant is formed into a plural by changing <i>y</i> to <i>ies</i> . Ex: lady, ladies; city, cities; army, armies; baby, babies |

| | |
|------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| How do you form a plural when a noun ends in <i>y</i> and is preceded by a vowel? | Rule #4: Nouns ending in <i>y</i> preceded by a vowel form their plurals by adding <i>s</i> . Example: boy, boys; day, days |
| How do you form a plural when a noun ends in <i>o</i> and is preceded by a consonant? | Rule #5: Most nouns ending in <i>o</i> preceded by a consonant is formed into a plural by adding <i>es</i> . Ex: hero; heroes; grotto, grottoes |
| How do you form a plural when a noun ends in <i>o</i> and is preceded by a vowel? | Most nouns ending in <i>o</i> preceded by a vowel is formed into a plural by adding <i>s</i> . Ex: folio, folios; cameo; cameos; studio, studios; portfolio, portfolios |
| How do you form a plural when a noun ends in <i>f</i> or <i>fe</i> ? | Rule #6: Some nouns ending in <i>f</i> or <i>fe</i> are made plural by changing <i>f</i> or <i>fe</i> to <i>ves</i> . Ex: beef, beeves; wife, wives |
| Are there any exceptions to the <i>f</i> or <i>fe</i> to <i>ves</i> rule? If so, give an example. | Exceptions: The following may form their plurals by adding <i>s</i> . chief, chiefs; fife, fifes mischief, mischiefs; hoof, hoofs roof, roofs; grief, griefs |
| Give a couple of examples of irregular plurals. | IRREGULAR PLURALS man, men; woman, women; child, children; foot, feet; tooth, teeth; mouse, mice; louse, lice; ox, oxen; goose, geese |
| Give a couple of examples of nouns that have no singular. | nouns that have no singular scissors, oats, tongs, dregs, trousers, pinchers, bellows, snuffers, cattle, shears, measles, mumps, victuals, tweezers, vespers |

| | |
|--------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Give a couple of examples of nouns that are always singular. | <p>Some nouns are always singular. gold, silver, wheat, corn, molasses, copper, sugar, cotton.</p> <p>Some of these nouns may be used in the plural when different kinds are meant as sugars, coffees, cottons</p> |
| When do you use: <i>this</i> and <i>that</i> ? | Singular nouns use this and that |
| When do you use: <i>these</i> and <i>those</i> ? | Plural nouns use these and those. |