



## HOW CAN I PREPARE MY FUTURE ENGLISH CLASSES?

### 1. ENGLISH VOCABULARY

Here we would like to share with you some tips to improve your learning process about English Vocabulary.

A.- You can download some of the new Apps

<https://noticias.universia.net.co/educacion/noticia/2016/06/14/1140764/9-aplicaciones-gratuitas-aprender-vocabulario-ingles.html#>

B.- Some recommendations to learn English vocabulary:

<https://www.aprendeinglessila.com/2014/05/trucos-aprender-vocabulario-ingles/>

### 2. GRAMMAR

You have different online resources to practice Verb tenses and other Grammar topics. Here I recommend you just two of them:

<https://www.bbc.co.uk/learningenglish/english/hygiene/lowerintermediate-syllabus>  
<http://www.isabelperez.com/grammar.htm>

### 3. IRREGULAR VERBS

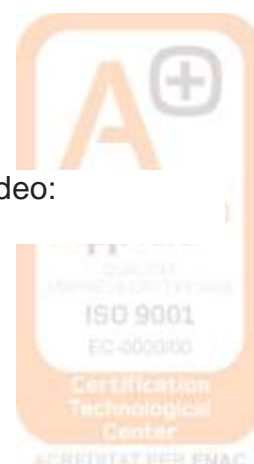
If you need to improve the “**Irregular verbs**” you have to review the 4 pages of irregular verbs you have attached here in this dossier. Try to write them down, paying attention to the **spelling**.

Moreover, you can play to the next game: <https://www.quia.com/cb/8111.html>

### 4. TIME

If you have any problem with “**Time**” you can watch the following video:

<https://www.youtube.com/watch?v=-bnbKgQI9h0>





## 5. DICTATION

It includes some tips to practice writing, listening and reading

- Practice it using the next link: <https://www.learnenglish.de/dictationpage.html>
- Listen some audiobook. You can find them through Google. But also in YouTube you can find a lot of them. Here, I attach 3 of them, because they speak slow and include basic vocabulary you have to know like "Now" - "Live" - "House" ...  
<https://www.youtube.com/watch?v=kNw49VtretQ>  
<https://www.youtube.com/watch?v=Ge7c7otG2mk>  
<https://www.youtube.com/watch?v=65lv5KaDCsl>

<https://www.youtube.com/watch?v=byKELv7gcDE> (La Bella y la Bestia. Siempre ayuda saber de qué va la historia)

<https://www.youtube.com/watch?v=UpxfeK-2Yxg> (es una especie de entrevista que habla de temas muy cotidianos y que puede ayudarnos a pronunciar palabras básicas y comunes del idioma)

## 6. READING

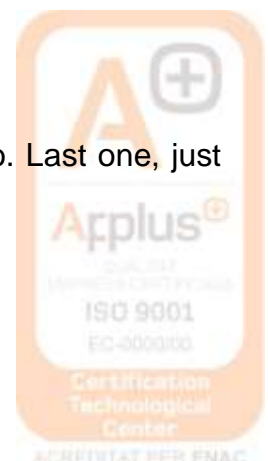
<http://elpais.com/elpais/inenglish.html> (el diari en la seva versió anglesa. És un bon mètode d'anar llegint notícies del dia a dia del nostre entorn en llengua anglesa).

## 7. WRITING

<https://writeandimprove.com/> (You can write about some topics they suggest you, even choosing your level, and then you can check your mistakes and can improve your writing step-by-step)

## 8. GENERAL ENGLISH – App

**5555 English Grammar Tests** (you have 2 versions: basic or Pro. Last one, just costs 1,99 €). It can help you to improve your Grammar.





## 9. DOCUMENTS INCLUDED IN THE DOSSIER

In this dossier you will find informations about some topics you must know the first days of the English classes:

- Present simple
- Present continuous
- Past simple
- Past continuous
- Punctuation marks
- Irregular verbs
- Numbers
- Time





## Present Simple and Present Continuous

What's the difference between the Present Simple / Present Continuous and how to use them.

We use the present simple tense when we want to talk about fixed habits or routines – things that don't change.

We use the present continuous to talk about actions which are happening at the present moment, but will soon finish.

Compare these two statements:

- (present simple) I play tennis.
- (present continuous/ progressive) I am playing tennis.

(present simple) 'I play tennis' tells us that playing tennis is something the speaker always does. It is part of a routine or habit. We can call this a permanent situation.

(present continuous/ progressive) 'I am playing tennis' tells us that the speaker is playing tennis right now. Soon the game will be over. We call this a temporary situation.

### **With the present simple we say:**

I play tennis

You play tennis

We play tennis

They play tennis

He/she/ it plays tennis.

### **With the present continuous we say:**

I am playing tennis

You are playing tennis

We are playing tennis

He/she/it is playing tennis





### Frequency Adverbs we use with the Present Simple

With the present simple we use these frequency adverbs:

(Notice that the adverb comes before the main verb in the sentence.)

**Always:** *'I always read before I go to bed.'*

**Often:** *'Her sister often comes shopping with us.'*

**Frequently:** *'Michael frequently visits his family.'*

**Sometimes:** *'You sometimes go to the gym, don't you?'*

**Occasionally:** *'It occasionally rains in summer.'*

**Seldom:** *'They seldom ask for help.'*

**Rarely:** *'He rarely goes out without his backpack.'*

**Hardly ever:** *'I hardly ever eat pizza.'*

**Never:** *'Japanese people never wear shoes inside.'*

### Time Expressions we use with the Present Continuous

With the present continuous we use these time expressions:

(Notice that the time expression can come at the start or at the end of the sentence.)

**At the moment:** *'I'm watching TV, at the moment.'*

**These days:** *'Paul's living in Cardiff, these days.'*

**Now:** *'What are you doing, now?'*

**Nowadays:** *'I think you are smoking too much, nowadays.'*





## PAST SIMPLE

### Forms

With most verbs the past tense is formed by adding -ed:

call >> called; like >> liked; want >> wanted; work >> worked

But there are a lot of irregular past tenses in English. Here are the most common irregular verbs in English, with their past tenses:

be	was/were
begin	began
break	broke
bring	brought
buy	bought
build	built
choose	chose
come	came
cost	cost
cut	cut
do	did
draw	drew
drive	drove
eat	ate
feel	felt
find	found
get	got
give	gave
go	went
have	had
hear	heard
hold	held
keep	kept
know	knew
leave	left
lead	led
let	let
lie	lay
lose	lost
make	made
mean	meant
meet	met
pay	paid
put	put
run	ran
say	said
sell	sold
send	sent
set	set
sit	sat
speak	spoke





spend	spent
stand	stood
take	took
teach	taught
tell	told
think	thought
understand	understood
wear	wore
win	won
write	wrote

## Use

We use the past tense to talk about:

- Something that happened **once in the past**:

I **met** my wife in 1983.  
We **went** to Spain for our holidays.  
They **got** home very late last night.

- Something that happened **again and again in the past**:

When I was a boy I **walked** a mile to school every day.  
We **swam** a lot while we were on holiday.  
They always **enjoyed** visiting their friends.

- Something that was **true for some time** in the past:

I **lived** abroad for ten years.  
He **enjoyed** being a student.  
She **played** a lot of tennis when she was younger.

- We often use phrases with **ago** with the past tense:

I met my wife a long time **ago**.

## Questions and negatives

We use **did** to make questions with the past tense:

When **did you meet** your wife?  
Where **did you go** for your holidays?  
**Did she play** tennis when she was younger?  
**Did you live** abroad?

But look at these questions:





Who discovered penicillin?  
Who wrote Don Quixote?

We use **didn't (did not)** to make **negatives** with the past tense:

They **didn't go** to Spain this year.  
We **didn't get** home until very late last night.  
I **didn't see** you yesterday.







## PAST CONTINUOUS

The past continuous is formed from the past tense of **be** with the **-ing** form of the verb:

We use the past continuous to talk about the **past**:

- For something which continued **before** and **after** another **action**:

The children **were doing their homework** when I got home.

Compare:

I got home. The children did their homework.  
and  
The children did their homework when I got home.

As I was watching television the telephone rang.

This use of the past continuous is very common at the beginning of a story:

The other day **I was waiting** for a bus when ...  
Last week **as I was driving** to work ...

- For something that happened **before** and **after** a **particular time**:

It was eight o'clock. I was writing a letter.

Compare:

At eight o'clock I wrote some letters.

In July she was working in McDonald's.

- To show that something **continued for some time**:

My head **was aching**.  
Everyone **was shouting**.

- For something that was happening **again and again**:

**I was practising** every day, three times a day.  
They **were meeting** secretly after school.  
They **were always quarrelling**.

- With verbs which show **change or growth**:

The children **were growing up** quickly.  
Her English **was improving**.  
My hair **was going** grey.  
The town **was changing** quickly.





## PAST SIMPLE AND PAST CONTINUOUS

1. The most common use of the **past continuous** tense is to talk about something that was happening around a particular time in the past.

*What were you doing at 8 o'clock last night? I was watching television.*

I started watching television before 8 o'clock and I continued watching it after 8 o'clock.

*In 1994 he was working in a small town in Poland.*

*At 6 o'clock on Saturday morning we were travelling to the airport.*

2. We often use the **past continuous** and the **past simple** tense together. When this happens, the **past continuous** describes a longer, 'background' action or situation and the **past simple** describes the action or events.

*When I woke up this morning it was raining and my father was singing in the kitchen.*

*I was walking home, whistling happily, when I saw two masked men run out of the bank.*

Often, the 'action' described by the **past simple** tense *interrupts* the 'situation' described by the **past continuous** tense.

*I broke my leg when I was skiing.*

*I was playing a computer game when the doorbell rang.*

Notice that the **past continuous** describes 'situations' that go on for some time – 'skiing' and 'playing' but the **past simple** describes 'actions' that happen quickly – 'broke' and 'rang'.

Notice too the important difference between these two sentences.

*When they arrived, Jeff was cooking dinner.* Jeff started cooking before they arrived.

*When they arrived, Jeff cooked dinner.* Jeff started cooking dinner after they arrived.





## PUNCTUATION MARKS

	<b>SPANISH</b>	<b>ENGLISH</b>
.	el punto y seguido el punto y aparte	full stop full stop, new paragraph
,	la coma	comma
:	dos puntos	colon
;	el punto y coma	semicolon
‘ ’ “ ”	las comillas	quotation marks or inverted commas
'	el apóstrofe	apostrophe
()	los paréntesis	(round) brackets
[]	los corchetes	square brackets
{ }	las llaves	curly brackets
?	el signo de interrogación	question mark
!	el signo de exclamación	exclamation mark
...	los puntos suspensivos	ellipsis (formal), dot dot dot, three dots
&	-	ampersand
@	arroba	at or at sign
-	el guión	hyphen or dash
—	el guión bajo	underscore
/	la barra / barra oblicua / diagonal	(forward) slash
\	la barra inversa / barra oblicua / barra invertida	backslash
*	el asterisco / asterisco del teléfono	asterisk / start key
#	la almohadilla	number sign



## IRREGULAR VERBS

<b>INFINITIVO</b>	<b>PASADO SIMPLE</b>	<b>PARTICPIO PASADO</b>	<b>TRADUCCIÓ</b>
<b>Arise</b>	<b>Arose</b>	<b>Arisen</b>	<i>Surgir, Levantarse</i>
<b>Awake</b>	<b>Awoke</b>	<b>Awoken</b>	<i>Despertarse</i>
<b>Be/ am, are, is</b>	<b>Was / Were</b>	<b>Been</b>	<i>Ser / Estar</i>
<b>Bear</b>	<b>Bore</b>	<b>Borne / Born</b>	<i>Soportar, dar a luz</i>
<b>Beat</b>	<b>Beat</b>	<b>Beaten</b>	<i>Golpear</i>
<b>Become</b>	<b>Became</b>	<b>Become</b>	<i>Llegar a Ser</i>
<b>Begin</b>	<b>Began</b>	<b>Begun</b>	<i>Empezar</i>
<b>Bend</b>	<b>Bent</b>	<b>Bent</b>	<i>Doblar</i>
<b>Bet</b>	<b>Bet</b>	<b>Bet</b>	<i>Apostar</i>
<b>Bind</b>	<b>Bound</b>	<b>Bound</b>	<i>Atar, encuadernar</i>
<b>Bid</b>	<b>Bid</b>	<b>Bid</b>	<i>Pujar</i>
<b>Bite</b>	<b>Bit</b>	<b>Bitten</b>	<i>Morder</i>
<b>Bleed</b>	<b>Bled</b>	<b>Bled</b>	<i>Sangrar</i>
<b>Blow</b>	<b>Blew</b>	<b>Blown</b>	<i>Soplar</i>
<b>Break</b>	<b>Broke</b>	<b>Broken</b>	<i>Romper</i>
<b>Breed</b>	<b>Bred</b>	<b>Bred</b>	<i>Criar</i>
<b>Bring</b>	<b>Brought</b>	<b>Brought</b>	<i>Traer Llevar</i>
<b>Broadcast</b>	<b>Broadcast</b>	<b>Broadcast</b>	<i>Radiar</i>
<b>Build</b>	<b>Built</b>	<b>Built</b>	<i>Edificar</i>
<b>Burn</b>	<b>Burnt / Burned</b>	<b>Burnt / Burned</b>	<i>Quemar</i>
<b>Burst</b>	<b>Burst</b>	<b>Burst</b>	<i>Reventar</i>
<b>Buy</b>	<b>Bought</b>	<b>Bought</b>	<i>Comprar</i>
<b>Cast</b>	<b>Cast</b>	<b>Cast</b>	<i>Arrojar</i>
<b>Catch</b>	<b>Caught</b>	<b>Caught</b>	<i>Coger</i>
<b>Come</b>	<b>Came</b>	<b>Come</b>	<i>Venir</i>
<b>Cost</b>	<b>Cost</b>	<b>Cost</b>	<i>Costar</i>
<b>Cut</b>	<b>Cut</b>	<b>Cut</b>	<i>Cortar</i>
<b>Choose</b>	<b>Chose</b>	<b>Chosen</b>	<i>Elegir</i>
<b>Cling</b>	<b>Clung</b>	<b>Clung</b>	<i>Agarrarse</i>
<b>Creep</b>	<b>Crept</b>	<b>Crept</b>	<i>Arrastrarse</i>
<b>Deal</b>	<b>Dealt</b>	<b>Dealt</b>	<i>Tratar</i>
<b>Dig</b>	<b>Dug</b>	<b>Dug</b>	<i>Cavar</i>
<b>Do (Does)</b>	<b>Did</b>	<b>Done</b>	<i>Hacer</i>
<b>Draw</b>	<b>Drew</b>	<b>Drawn</b>	<i>Dibujar</i>
<b>Dream</b>	<b>Dreamt / Dreamed</b>	<b>Dreamt / Dreamed</b>	<i>Soñar</i>
<b>Drink</b>	<b>Drank</b>	<b>Drunk</b>	<i>Beber</i>
<b>Drive</b>	<b>Drove</b>	<b>Driven</b>	<i>Conducir</i>
<b>Eat</b>	<b>Ate</b>	<b>Eaten</b>	<i>Comer</i>

ACREDITAT PER ENAC



<b>Fall</b>	<b>Fell</b>	<b>Fallen</b>	<i>Caer</i>
<b>Feed</b>	<b>Fed</b>	<b>Fed</b>	<i>Alimentar</i>
<b>Feel</b>	<b>Felt</b>	<b>Felt</b>	<i>Sentir</i>
<b>Fight</b>	<b>Fought</b>	<b>Fought</b>	<i>Luchar</i>
<b>Find</b>	<b>Found</b>	<b>Found</b>	<i>Encontrar</i>
<b>Flee</b>	<b>Fled</b>	<b>Fled</b>	<i>Huir</i>
<b>Fly</b>	<b>Flew</b>	<b>Flown</b>	<i>Volar</i>
<b>Forbid</b>	<b>Forbade</b>	<b>Forbidden</b>	<i>Prohibir</i>
<b>Forget</b>	<b>Forgot</b>	<b>Forgotten</b>	<i>Olvidar</i>
<b>Forgive</b>	<b>Forgave</b>	<b>Forgiven</b>	<i>Perdonar</i>
<b>Freeze</b>	<b>Froze</b>	<b>Frozen</b>	<i>Helar</i>
<b>Get</b>	<b>Got</b>	<b>Got / Gotten</b>	<i>Obtener</i>
<b>Give</b>	<b>Gave</b>	<b>Given</b>	<i>Dar</i>
<b>Go (Goes)</b>	<b>Went</b>	<b>Gone</b>	<i>Ir</i>
<b>Grow</b>	<b>Grew</b>	<b>Grown</b>	<i>Creixer</i>
<b>Grind</b>	<b>Ground</b>	<b>Ground</b>	<i>Moler</i>
<b>Hang</b>	<b>Hung</b>	<b>Hung</b>	<i>Colgar</i>
<b>Have</b>	<b>Had</b>	<b>Had</b>	<i>Haber o Tener</i>
<b>Hear</b>	<b>Heard</b>	<b>Heard</b>	<i>Oir</i>
<b>Hide</b>	<b>Hid</b>	<b>Hidden</b>	<i>Ocultar</i>
<b>Hit</b>	<b>Hit</b>	<b>Hit</b>	<i>Golpear</i>
<b>Hold</b>	<b>Held</b>	<b>Held</b>	<i>Agarrar Celebrar</i>
<b>Hurt</b>	<b>Hurt</b>	<b>Hurt</b>	<i>Herir</i>
<b>Keep</b>	<b>Kept</b>	<b>Kept</b>	<i>Conservar</i>
<b>Know</b>	<b>Knew</b>	<b>Known</b>	<i>Saber Conocer</i>
<b>Kneel</b>	<b>Knelt</b>	<b>Knelt</b>	<i>Arrodillarse</i>
<b>Knit</b>	<b>Knit</b>	<b>Knit</b>	<i>Hacer punto</i>
<b>Lay</b>	<b>Laid</b>	<b>Laid</b>	<i>Poner</i>
<b>Lead</b>	<b>Led</b>	<b>Led</b>	<i>Conducir</i>
<b>Lean</b>	<b>Leant</b>	<b>Leant</b>	<i>Apoyarse</i>
<b>Leap</b>	<b>Leapt</b>	<b>Leapt</b>	<i>Brincar</i>
<b>Learn</b>	<b>Learnt / Learned</b>	<b>Learnt / Learned</b>	<i>Aprender</i>
<b>Leave</b>	<b>Left</b>	<b>Left</b>	<i>Dejar</i>
<b>Lend</b>	<b>Lent</b>	<b>Lent</b>	<i>Prestar</i>
<b>Let</b>	<b>Let</b>	<b>Let</b>	<i>Permitir</i>
<b>Lie</b>	<b>Lay</b>	<b>Lain</b>	<i>Echase</i>
<b>Light</b>	<b>Lit</b>	<b>Lit</b>	<i>Encender</i>
<b>Lose</b>	<b>Lost</b>	<b>Lost</b>	<i>Perder</i>
<b>Make</b>	<b>Made</b>	<b>Made</b>	<i>Hacer</i>
<b>Mean</b>	<b>Meant</b>	<b>Meant</b>	<i>Significar</i>
<b>Meet</b>	<b>Met</b>	<b>Met</b>	<i>Encontrar</i>



<b>Mistake</b>	<b>Mistook</b>	<b>Mistaken</b>	<i>Equivocar</i>
<b>Overcome</b>	<b>Overcame</b>	<b>Overcome</b>	<i>Vencer</i>
<b>Pay</b>	<b>Paid</b>	<b>Paid</b>	<i>Pagar</i>
<b>Put</b>	<b>Put</b>	<b>Put</b>	<i>Poner</i>
<b>Read</b>	<b>Read</b>	<b>Read</b>	<i>Leer</i>
<b>Ride</b>	<b>Rode</b>	<b>Ridden</b>	<i>Montar</i>
<b>Ring</b>	<b>Rang</b>	<b>Rung</b>	<i>Llamar</i>
<b>Rise</b>	<b>Rose</b>	<b>Risen</b>	<i>Levantarse</i>
<b>Run</b>	<b>Ran</b>	<b>Run</b>	<i>Correr</i>
<b>Say</b>	<b>Said</b>	<b>Said</b>	<i>Decir</i>
<b>See</b>	<b>Saw</b>	<b>Seen</b>	<i>Ver</i>
<b>Seek</b>	<b>Sought</b>	<b>Sought</b>	<i>Buscar</i>
<b>Sell</b>	<b>Sold</b>	<b>Sold</b>	<i>Vender</i>
<b>Send</b>	<b>Sent</b>	<b>Sent</b>	<i>Enviar</i>
<b>Set</b>	<b>Set</b>	<b>Set</b>	<i>Poner(se)</i>
<b>Sew</b>	<b>Sewed</b>	<b>Sewed / Sewn</b>	<i>Coser</i>
<b>Shake</b>	<b>Shook</b>	<b>Shaken</b>	<i>Sacudir</i>
<b>Shear</b>	<b>Shore</b>	<b>Shorn</b>	<i>Esquilar</i>
<b>Shine</b>	<b>Shone</b>	<b>Shone</b>	<i>Brillar</i>
<b>Shoot</b>	<b>Shot</b>	<b>Shot</b>	<i>Disparar</i>
<b>Show</b>	<b>Showed</b>	<b>Shown</b>	<i>Mostrar</i>
<b>Shrink</b>	<b>Shrank</b>	<b>Shrunk</b>	<i>Encogerse</i>
<b>Shut</b>	<b>Shut</b>	<b>Shut</b>	<i>Cerrar</i>
<b>Sing</b>	<b>Sang</b>	<b>Sung</b>	<i>Cantar</i>
<b>Sink</b>	<b>Sank</b>	<b>Sunk</b>	<i>Hundir</i>
<b>Sit</b>	<b>Sat</b>	<b>Sat</b>	<i>Sentarse</i>
<b>Sleep</b>	<b>Slept</b>	<b>Slept</b>	<i>Dormir</i>
<b>Slide</b>	<b>Slid</b>	<b>Slid</b>	<i>Resbalar</i>
<b>Smell</b>	<b>Smelt</b>	<b>Smelt</b>	<i>Oler</i>
<b>Sow</b>	<b>Sowed</b>	<b>Sowed / Sown</b>	<i>Sembrar</i>
<b>Speak</b>	<b>Spoke</b>	<b>Spoken</b>	<i>Hablar</i>
<b>Speed</b>	<b>Sped</b>	<b>Sped</b>	<i>Acelerar</i>
<b>Spell</b>	<b>Spelt</b>	<b>Spelt</b>	<i>Deletrear</i>
<b>Spend</b>	<b>Spent</b>	<b>Spent</b>	<i>Gastar</i>
<b>Spill</b>	<b>Spilt / Spilled</b>	<b>Spilt / Spilled</b>	<i>Derramar</i>
<b>Spin</b>	<b>Spun</b>	<b>Spun</b>	<i>Hilar</i>
<b>Spit</b>	<b>Spat</b>	<b>Spat</b>	<i>Escupir</i>
<b>Split</b>	<b>Split</b>	<b>Split</b>	<i>Hender / partir / rajar</i>
<b>Spoil</b>	<b>Spoilt / Spoiled</b>	<b>Spoilt / Spoiled</b>	<i>Estropear</i>
<b>Spread</b>	<b>Spread</b>	<b>Spread</b>	<i>Extender</i>
<b>Spring</b>	<b>Sprang</b>	<b>Sprung</b>	<i>Saltar</i>



<b>Stand</b>	<b>Stood</b>	<b>Stood</b>	<i>Estar en pie</i>
<b>Steal</b>	<b>Stole</b>	<b>Stolen</b>	<i>Robar</i>
<b>Stick</b>	<b>Stuck</b>	<b>Stuck</b>	<i>Pegar Engomar</i>
<b>Sting</b>	<b>Stung</b>	<b>Stung</b>	<i>Picar</i>
<b>Stink</b>	<b>Stank/Stunk</b>	<b>Stunk</b>	<i>Apestar</i>
<b>Stride</b>	<b>Strode</b>	<b>Stridden</b>	<i>Dar zancadas</i>
<b>Strike</b>	<b>Struck</b>	<b>Struck</b>	<i>Golpear</i>
<b>Swear</b>	<b>Swore</b>	<b>Sworn</b>	<i>Jurar</i>
<b>Sweat</b>	<b>Sweat</b>	<b>Sweat</b>	<i>Sudar</i>
<b>Sweep</b>	<b>Swept</b>	<b>Swept</b>	<i>Barrer</i>
<b>Swell</b>	<b>Swelled</b>	<b>Swollen</b>	<i>Hinchar</i>
<b>Swim</b>	<b>Swam</b>	<b>Swum</b>	<i>Nadar</i>
<b>Swing</b>	<b>Swung</b>	<b>Swung</b>	<i>Columpiarse</i>
<b>Take</b>	<b>Took</b>	<b>Taken</b>	<i>Coger</i>
<b>Teach</b>	<b>Taught</b>	<b>Taught</b>	<i>Ensenyar</i>
<b>Tear</b>	<b>Tore</b>	<b>Torn</b>	<i>Rasgar</i>
<b>Tell</b>	<b>Told</b>	<b>Told</b>	<i>Decir</i>
<b>Think</b>	<b>Thought</b>	<b>Thought</b>	<i>Pensar</i>
<b>Throw</b>	<b>Threw</b>	<b>Thrown</b>	<i>Arrojar Tirar</i>
<b>Thrust</b>	<b>Thrust</b>	<b>Thrust</b>	<i>Introducir</i>
<b>Tread</b>	<b>Trod</b>	<b>Trodden</b>	<i>Pisar, hollar</i>
<b>Understand</b>	<b>Understood</b>	<b>Understood</b>	<i>Entender</i>
<b>Undergo</b>	<b>Underwent</b>	<b>Undergone</b>	<i>Sufrir</i>
<b>Undertake</b>	<b>Undertook</b>	<b>Undertaken</b>	<i>Emprender</i>
<b>Wake</b>	<b>Woke</b>	<b>Woken</b>	<i>Despertarse</i>
<b>Wear</b>	<b>Wore</b>	<b>Worn</b>	<i>Llevar puesto</i>
<b>Weave</b>	<b>Wove</b>	<b>Woven</b>	<i>Tejer</i>
<b>Weep</b>	<b>Wept</b>	<b>Wept</b>	<i>Llorar</i>
<b>Wet</b>	<b>Wet</b>	<b>Wet</b>	<i>Mojar</i>
<b>Win</b>	<b>Won</b>	<b>Won</b>	<i>Ganar</i>
<b>Wind</b>	<b>Wound</b>	<b>Wound</b>	<i>Enrollar</i>
<b>Withdraw</b>	<b>Withdrew</b>	<b>Withdrawn</b>	<i>Retirarse</i>
<b>Wring</b>	<b>Wrung</b>	<b>Wrung</b>	<i>Torcer</i>
<b>Write</b>	<b>Wrote</b>	<b>Written</b>	<i>Escribir</i>





# NUMBERS AND TIME

## 1. CARDINAL NUMBERS

Cardinal numbers are one, two, three, etc. Ordinal numbers are first, second, third, etc.

### A. FIGURES AND WORDS

Here are some examples of cardinal numbers in written English.

- Free for 10 days
- 450 million trees
- Aged 2 to 11 inclusive
- 35,000 free air miles to be won
- An apartment for 6

Sometimes numbers are written in words rather than figures. This happens especially with small numbers.

- One of four super prizes
- Two bedrooms (one double and one single)
- Ten megabytes of data
- A child of eight
- The Thirty Years War

We do not usually use a figure at the beginning of a sentence.

- Five hundred and seventy-one people applied for the job.

### B. NUMBERS 1-100

1	<i>one</i>	11	<i>eleven</i>	21	<i>twenty-one</i>
2	<i>two</i>	12	<i>twelve</i>	22	<i>twenty-two</i>
3	<i>three</i>	13	<i>thirteen</i>	30	<i>thirty</i>
4	<i>four</i>	14	<i>fourteen</i>	40	<i>forty</i>
5	<i>five</i>	15	<i>fifteen</i>	50	<i>fifty</i>
6	<i>six</i>	16	<i>sixteen</i>	60	<i>sixty</i>
7	<i>seven</i>	17	<i>seventeen</i>	70	<i>seventy</i>
8	<i>eight</i>	18	<i>eighteen</i>	80	<i>eighty</i>
9	<i>nine</i>	19	<i>nineteen</i>	90	<i>ninety</i>
10	<i>ten</i>	20	<i>twenty</i>	100	<i>a/one hundred</i>

Be careful with these spellings: fifteen, eighteen, forty, fifty, eighty.

We put a **hyphen** in compound numbers below 100, e.g. twenty-one, three hundred and sixty-five.





### C. NUMBERS OVER 100

102	<i>alone hundred and two</i>
164	<i>alone hundred and sixty-four</i>
596	<i>five hundred and ninety-six</i>
7,832	<i>seven thousand eight hundred and thirty-two</i>
256,940	<i>two hundred and fifty-six thousand nine hundred and forty</i>
1,000,000	<i>alone million</i>
8,330,000	<i>eight million three hundred and thirty thousand</i>
1,000,000,000	<i>alone billion</i>

We use 'and' between hundred and the rest of the number. E.g. two hundred and fifty.

Americans can leave out 'and'. E.g. two hundred fifty.

'Hundred', 'thousand', 'million', etc do not have an '-s' when they are part of a number. E.g. A microscope costs more than nine hundred pounds.  
But for phrases like hundreds of people.

We can write a thousand in figures as 1,000; but we do not use 1.000 for a thousand. We use a point only in decimals.

For the numbers 1,100 – 1,200 – up to 1,900 we sometimes say 'eleven hundred', 'twelve hundred', etc.

- The bottles of reagents used to have less than fifteen hundred.

One billion (in UK and US) means one thousand million (1,000,000,000).

### D. A AND ONE

We can use 'a' or 'one' before hundred, thousand, million, etc.

- We've got a hundred members / one hundred members in the Technical Laboratory Association.

'A' is more informal, and we use it when the number is not an exact figure.

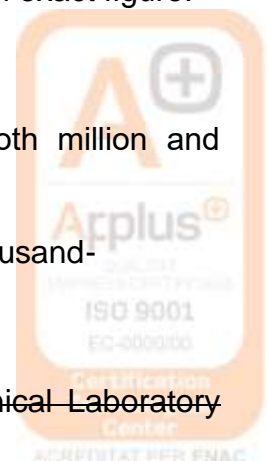
- I've told you a thousand times not to do that.

'One' is usual in longer numbers, e.g. when we use both million and thousand together.

- Unemployment stands at one million four hundred thousand-

We can not leave out 'a' or 'one'.

- NOT: ~~We have got hundred members in the Technical Laboratory Association.~~





## E. INFORMAL EXPRESSIONS FOR NUMBERS

In informal English we can use 'a couple of' for two.

- I was carrying a couple of suitcases.

Sometimes a couple of means 'a few'.

- Wait here. I'll only be a couple of minutes.

We sometimes use 'a/one dozen' for twelve and 'half a dozen' for six.

- I need half a dozen eggs.

To express a large but not exact number, we can use 'dozens of', 'hundreds of', 'thousands of', 'millions of', and 'billions of'.

- There were hundreds of people in the square.
- A drop of water consists of millions of atoms.

But compare with: 'There were eight hundred people in the square'.

NOTE: We can use a number with the of-pattern for part of a quantity

- Four of the passengers were injured.

## F. ABOUT, OVER, ETC. WITH NUMBERS

We can use words such as 'about' to show that a number is approximate.

- About two years
- Around a thousand pounds
- Approximately four miles

Here are some other ways of modifying a number.

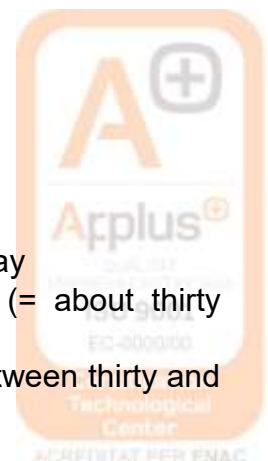
- More than 100 destinations
- Over 5 metres long
- Less than ten miles
- Below ten per cent
- Children under 3
- Only £14.99
- At least 3 weeks
- Sleeps up to 6 people

### NOTE

a. For 'over' and 'above' with numbers

b. We can use or 'so' and 'odd' informally in the following way

- There were thirty or 'so' people in the queue. (= about thirty people)
- There were thirty-'odd' people in the queue. (= between thirty and forty people)





## G. NUMBERS USED TO IDENTIFY

We use numbers not only to express quantity but also to identify things. For example, a credit card, a passport, or a telephone has a number to identify it. We read each figure separately.

- Express Card 4929 8063 1744  
'four nine two nine, eight zero six three, one seven four four'
- Call us on 01568 927 869  
'oh one five six eight, nine two seven, eight six nine'

We say 'zero' or 'oh' for 0. When a number is repeated we say e.g. 'four four' or 'double four'.

### NOTE

When we talk about the figure 0, we call it 'nought' (British English) or 'zero'.

- You've missed out a nought / a zero from this number.

## 2. ORDINAL NUMBERS

A. Ordinal numbers are first, second, third, fourth, etc. First, second, and third are irregular, but we form the others by adding '-th' to the cardinal number.

- e.g. ten --- tenth

Or changing the ending -try to -tieth

- e.g. forty --- fortieth

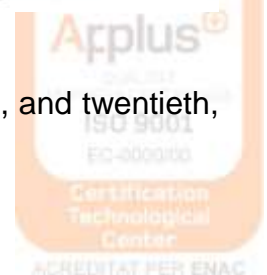
When we use figures, we write the cardinal number and add the last two letters of the ordinal numbers.

- e.g. 4 + th = 4<sup>th</sup>

1st <i>first</i>	8th <i>eighth</i>	21st <i>twenty-first</i>
2nd <i>second</i>	9th <i>ninth</i>	22nd <i>twenty-second</i>
3rd <i>third</i>	12th <i>twelfth</i>	54th <i>fifty-fourth</i>
4th <i>fourth</i>	13th <i>thirteenth</i>	100th <i>(one) hundredth</i>
5th <i>fifth</i>	20th <i>twentieth</i>	347th <i>three hundred and forty-seventh</i>

### NOTE

Be careful with these spellings: fifth, eighth, ninth, twelfth, and twentieth, thirtieth, etc.





B. Here are some examples of the use of ordinal numbers.

- Her 25<sup>th</sup> birthday
- On the 83<sup>rd</sup> floor
- In the 21<sup>st</sup> century
- The third and fourth adult passengers in your car can travel free.

An ordinal number usually comes before a cardinal.

- The first four runners were well ahead of the others.

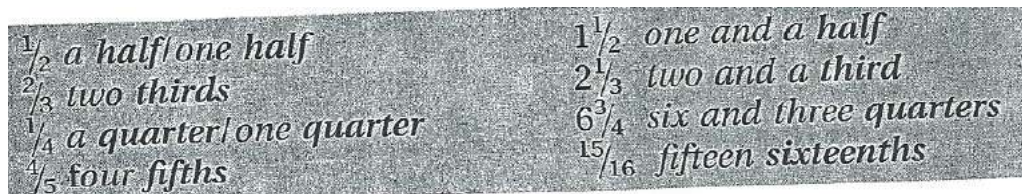
NOTE

- We also use ordinal numbers in fractions
- Monarchs have Roman numerals spoken as ordinals. George V is 'George the fifth'

### 3. FRACTIONS, DECIMALS and PERCENTAGES

#### A. FRACTIONS

In fractions we use half, quarter, or an ordinal number.



With numbers less than one, we use 'of' before a noun phrase.

- I waited three quarters **of an hour**.
- Two thirds **of the field** was under water.

With numbers above 'one', the noun is plural.

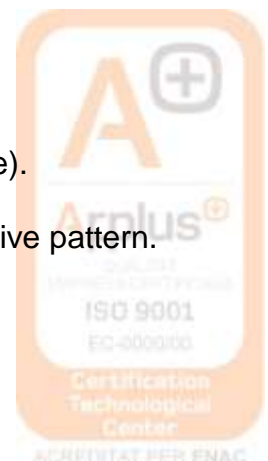
- I waited one and a half hours.
- The room is three and three quarter metres long.

Compare the fractions in these examples.

- Three **quarters** of a metre (less than one metre).
- Three and three **quarter** metres (more than one metre).

With one and a half / quarter, etc + noun, there is an alternative pattern.

- One and a half hours / **an hour and a half**
- One and a quarter pages / **a page and a quarter**





## B. DECIMALS

We use a decimal point (not a comma).

- 0.2 'point two' / 'nought point two' / 'zero point two'

Zero is more typical of American English.

Each figure after the decimal point is spoken separately.

- 7.45 'seven point four five'
- 15.086 'fifteen point oh/nought/zero eight six'

We can use a plural noun after a decimal.

- There was 0.6 seconds between the leaders.
- 1.2 metres is the length of the wall

A phrase of measurement usually takes a singular verb.

## C. PERCENTAGES

Look at these examples.

- Save 25%! ('twenty-five per cent')
- A 2 per cent growth in population ('two per cent')
- Inflation of 3.72 per cent ('three point seven two per cent')

### NOTE

For the use of a singular or plural verb after a percentage.

## 4. NUMBER OF TIMES

We can say *once*, *twice*, *three times*, *four times*, etc. to say how many times something happens.

- I've only met your cousin *once*, so I don't know him very well.
- Peter goes to evening classes *twice* a week.
- I've run the New York Marathon *three times* now.

For more expressions of frequency with *once*, *twice*, etc.

*Once* also means 'at a time in the past'.

- Dinosaurs *once* walked the earth.

### NOTE

For *twice*, *three times*, etc in expressions like twice as big.





## 5. THE TIME OF DAY

A. Here are some examples of how we refer to clock time.

4.00	<i>four (o'clock)</i>	
8.05	<i>five (minutes) past eight</i>	<i>eight (oh) five</i>
2.10	<i>ten (minutes) past two</i>	<i>two ten</i>
5.12	<i>twelve minutes past five</i>	<i>five twelve</i>
11.15	<i>(a) quarter past eleven</i>	<i>eleven fifteen</i>
9.30	<i>half past nine</i>	<i>nine thirty</i>
1.35	<i>twenty-five (minutes) to two</i>	<i>one thirty-five</i>
10.45	<i>(a) quarter to eleven</i>	<i>ten forty-five</i>
7.52	<i>eight minutes to eight</i>	<i>seven fifty-two</i>

As well as *past* and *to*, Americans also use *after* and *till*.

- Twenty-five minutes past / after six.
- Five minutes to / till four.

B. We use o'clock only on the hour

- I got home at six o'clock.  
(But NOT: ~~I got home at quarter past six o'clock~~).

We can leave out o'clock in informal English.

- I got home at six.

We do not use o'clock with am/pm, and we do not write it after the figures 00.

(NOT ~~six o'clock pm~~) and (NOT ~~6:00 o'clock~~).

C. In most contexts we can use either way of saying the time: half past ten or ten thirty. We usually prefer ten thirty when we are talking about a timetable.

We use the 24-hour clock in timetables.

- The next train is at 15:30 (fifteen thirty).

### NOTE

In official announcements, you may hear times on the hour spoken as e.g. 'oh nine hundred hours' or 'thirteen hundred hours' rather than 'nine o'clock' or 'one o'clock'.

(But NOT ~~thirteen o'clock~~).





D. We can use am meaning 'in the morning' (up to about midday) and pm meaning 'in the afternoon or evening'.

- The match starts at 3:00 p.m.

We can also say in the morning / afternoon / evening.

- The phone rang at half past four in the morning.

Twelve o'clock in the day is midday or noon. Twelve o'clock at night is midnight.

#### NOTE

am and pm are sometimes written with full stops: a.m. / p.m.

E. We usually leave out minutes after 5, 10, 20, and 25, but we usually use it after other numbers.

- Seventeen minutes past/to six

In informal speech we can leave out the hour if it is known.

- It's nearly twenty past (four) already.

## 6. THE DATE

A. These are the three most common ways of writing the date in English.

Cardinal number + month:	<i>3 May</i>	<i>15 August</i>
Ordinal number + month:	<i>3rd May</i>	<i>15th August</i>
Month + cardinal number:	<i>May 3</i>	<i>August 15</i>

Ordinal numbers, e.g. 15<sup>th</sup>, are becoming less usual. Americans normally put the month first, e.g. August 15. For a comparison of usage in Britain and the US.

In speech ordinal numbers are usual.

'the third of May'	'the fifteenth of August'
'May the third'	'August the fifteenth'

This version without 'the' is also possible and is common in the US.

'May third'	'August fifteenth'
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B. We write the year without a comma after the thousands, and we say the year like this.

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1998	'nineteen ninety-eight'
347	'three (hundred and) forty-seven'
1500	'fifteen hundred'
1801	'eighteen oh one'
2000	'(the year) two thousand'
2005	'two thousand and five', 'twenty oh five'

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We can also use plural numbers in expressions like these.

- Life in the 1980s ('the nineteen eighties')
- Pop music of the 60s ('the sixties')
- A man in his fifties

