

CBS

Colegio Bautista Shalom



English 2

Second Grade

Second Bimester

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NOTE: As you progress in learning each of the topics developed you will find exercises to solve with the help of your teacher. Write each exercise on sheets and solve each one according to the instructions.

ORDER OF ADJECTIVES

HOW TO ORDER ADJECTIVES IN ENGLISH

In many languages, adjectives denoting attributes usually occur in a specific order. Generally, the adjective order in English is:

1. Quantity or number
2. Quality or opinion
3. Size
4. Age
5. Shape
6. Color
7. Proper adjective (often nationality, other place of origin, or material)
8. Purpose or qualifier

For example:

1. I love that **really big old green antique** car that always parked at the end of the street.
2. My sister adopted a **beautiful big white** bulldog.

When there are two or more adjectives that are from the same group, the word **and** is placed between the two adjectives:

1. The house is green **and** red.
2. The library has old **and** new books.

When there are three or more adjectives from the same adjective group, place a comma between each of the coordinate adjectives:

1. We live in the big **green, white and red** house at the end of the street.
2. My friend lost a **red, black and white** watch.

A comma is not placed between an adjective and the noun.

Examples:

Determiner	Quantity or number	Quality or opinion	Size	Age	Shape	Color	Proper adjective	Purpose or qualifier	Noun
A		beautiful		old			Italian	sports	car
The	three	beautiful	little			gold			plates
An		amazing			heart-shaped	red and white			sofa

More examples:

1. I love that **beautiful old big green antique** car that always parked at the end of the street.
[quality – age – size – color – proper adjective]
2. My sister has a **big beautiful tan** and **white** bulldog.
[size – quality – color – color]

3. A **wonderful old Italian** clock.
[opinion – age – origin]
4. A **big square blue** box.
[dimension – shape – color]
5. A **disgusting pink plastic** ornament.
[opinion – color – material]
6. Some **slim new French** trousers.
[dimension – age – origin]
7. An **amazing new American** movie.
[opinion – age – origin]
8. I bought a pair of **black leather** shoes.
[color – material]

EXERCISE 01: Do what is asked of you in each subsection

1. Choose the best answer for each sentence.
 - a. The house is _____.
 - large and white
 - white and large
 - large white
 - b. They live in a _____ house.
 - large and white
 - white and large
 - large white
2. Which sentence uses the correct order of adjectives?
 - a. We took a ride on a blue, old Chinese bus.
 - b. We took a ride on a Chinese, old, blue bus.
 - c. We took a ride on an old, blue Chinese bus.
3. Which sentence uses the correct order of adjectives?
 - a. I'd like three good reasons why you don't like spinach.
 - b. I'd like a good three reasons why you don't like spinach.
 - c. I'd like good reasons three why you don't like spinach.
4. Which sentence uses the correct order of adjectives?
 - a. I like that really big red old antique tractor in the museum.
 - b. I like that really big old red antique tractor in the museum.
 - c. I like that old, red, really big antique tractor in the museum.
5. Which sentence uses the correct order of adjectives?
 - a. My brother rode a beautiful big black Friesian horse in the parade.
 - b. My brother rode a beautiful Friesian big black horse in the parade.
 - c. My brother rode a big, black, beautiful Friesian horse in the parade.

6. For each of the following sentences, choose the correct order of adjectives to fill in the blank.

- a.** My grandmother lives in the _____ house on the corner.
- ☐ little blue, green and white
 - ☐ little blue and green and white
 - ☐ little, blue, green, and white
- b.** The store carries an assortment of _____ objects.
- ☐ interesting new, old and antique
 - ☐ new, old, interesting and antique
 - ☐ interesting, old and new and antique
- c.** We went for a two-week cruise on a _____ ocean liner.
- ☐ incredible brand-new, huge Italian
 - ☐ incredible, huge, brand-new Italian
 - ☐ Italian incredible, brand-new, huge

7. For each of the following sentences, choose the correct order of adjectives to fill in the blank.

- a.** I bought a pair of _____ boots.
- ☐ new, nice, red rain
 - ☐ nice new red rain
 - ☐ red nice new rain
- b.** My dad was thrilled with his gift of _____ bowties for his clown act.
- ☐ three squirting new nice big polka-dotted
 - ☐ three polka-dotted nice new squirting
 - ☐ three nice big new polka-dotted squirting
- c.** Please put the marbles into that _____ box.
- ☐ round little old red
 - ☐ little old round red
 - ☐ little old red round

8. For each of the following sentences, choose the correct order of adjectives to fill in the blank:

- a.** I was surprised to receive a _____ puppy for my birthday.
- ☐ little, cute, eight-week-old golden retriever
 - ☐ cute eight-week-old little golden retriever
 - ☐ cute little eight-week-old golden retriever
- b.** Our work uniform consists of black pants, black shoes, and a _____ shirt.
- ☐ yellow baggy big polo
 - ☐ big baggy yellow polo
 - ☐ baggy yellow big polo
- c.** I've been spending a lot of time in antique shops looking for the perfect _____ clock.
- ☐ little silver Italian cuckoo
 - ☐ little Italian silver cuckoo
 - ☐ silver little Italian cuckoo

9. Which sentence uses the correct order of adjectives?

- a. Our grandparents drive a motorhome with black and white stripes.
- b. Our grandparents drive a motorhome with black with white stripes.
- c. Our grandparents drive a motorhome with black, white stripes.

10. Which sentence uses the correct order of adjectives?

- a. During my college years, I wore a red, white and black big hat to sporting events.
- b. During my college years, I wore a big red, white and black hat to sporting events.
- c. During my college years, I wore a big red white and black, hat to sporting events.

PRESENT CONTINUOUS

Also called Present Progressive.

We often use the **Present Continuous tense** in English. It is very different from the Present Simple tense, both in structure and in use.

HOW DO WE MAKE THE PRESENT CONTINUOUS TENSE?

The structure of the Present Continuous tense is:

subject +

auxiliary *be*

+

main verb

conjugated in Present Simple

am, are, is

present participle (-ing)

The auxiliary verb (*be*) is conjugated in the Present Simple: *am, are, is*

The main verb is invariable in present participle form: *-ing*

For negative sentences we insert **not** between the auxiliary verb and the main verb.

For question sentences, we **exchange** the subject and the auxiliary verb.

Look at these example sentences with the Present Continuous tense:

	subject	auxiliary verb		main verb	
+	I	am		speaking	to you.
+	You	are		reading	this.
-	She	is	not	staying	in London.
-	We	are	not	playing	football.
?	Is	he		watching	TV?
?	Are	they		waiting	for John?

HOW DO WE USE THE PRESENT CONTINUOUS TENSE?

We use the Present Continuous to talk about:

- action happening now
- action in the future

Present Continuous for action happening now

a. For action happening **exactly now**

I **am eating** my lunch.

past

present

Future

The action is happening now.

Look at these images. Right now you are looking at this screen and at the same time...



the pages **are turning**

the candle **is burning**

the numbers **are spinning**

b. For action happening **around now**

The action may not be happening exactly now, but it is happening just before and just after now, and it is not permanent or habitual.

John **is looking** for a new job.

Past

present

future

The action is happening "around" now.

Look at these examples:

- Muriel **is learning** to drive.
- I **am living** with my sister until I find an apartment.

PRESENT CONTINUOUS FOR THE FUTURE

We can also use the Present Continuous tense to talk about the **future** - if we add a **future word**!!

We must add (or understand from the context) a future word. "Future words" include, for example, **tomorrow, next year, in June, at Christmas** etc.

We only use the Present Continuous tense to talk about the future when we have planned to do something before we speak.

We have already **made a decision and a plan** before speaking.

I **am taking** my exam next month.

past

present

future

!!!

A firm plan or programme exists now. The action is in the future.

Look at these examples:

- We're **eating** at Joe's Cafe tonight. We've already booked the table...
- They can play tennis with you tomorrow. They're not **working**.
- When **are** you **starting** your new job?

In these examples, **a firm plan or programme exists before speaking**. The decision and plan were made **before** speaking.

HOW DO WE SPELL THE PRESENT CONTINUOUS TENSE?

We make the Present Continuous tense by adding -ing to the base verb. Normally it's simple: we just add -ing. But sometimes we have to change the word a little. Perhaps we double the last letter, or we drop a letter. Here are the rules to help you know how to spell the Present Continuous tense.

Basic rule	Just add -ing to the base verb:										
	work	→	working								
	play	→	playing								
	assist	→	assisting								
	see	→	seeing								
	be	→	being								
Exception	If the base verb ends in consonant + stressed vowel + consonant , double the last letter:										
	<table><tr><td>s</td><td>t</td><td>o</td><td>p</td></tr><tr><td></td><td>consonant</td><td>stressed vowel</td><td>consonant</td></tr></table>			s	t	o	p		consonant	stressed vowel	consonant
	s	t	o	p							
		consonant	stressed vowel	consonant							
	vowels = a, e, i, o, u										
stop	→	stopping									
run	→	running									
begin	→	beginning									

	<i>Note that this exception does not apply when the last syllable of the base verb is not stressed:</i>		
	open	→	opening
Exception	If the base verb ends in ie , change the ie to y :		
	lie	→	lying
	die	→	dying
Exception	If the base verb ends in vowel + consonant + e , omit the e :		
	come	→	coming
	mistake	→	mistaking

Note that **continuous** tenses are also called **progressive** tenses. So, the Present Continuous tense is sometimes called the Present Progressive tense.

EXERCISE 02: Make the present continuous, positive or negative and write it on the right side

1. I / study at the moment
2. I / not / sleep
3. You / play badminton tonight
4. We / watch TV
5. She / not / work in Spain
6. He / not / wait for the bus
7. They / read
8. We / not / go to the cinema tonight
9. You / not / read the newspaper
10. She / eat chocolate
11. I / not / live in Paris
12. We / study French
13. They / not / leave now
14. They / live in London
15. He / work in a restaurant now
16. I / not / meet my father at four
17. She / not / drink tea now
18. She / play the guitar
19. We / cook
20. He / walk to school now)

PRACTICE THE FOLLOWING VOCABULARY

PRACTICE THE FOLLOWING VOCABULARY

DAILY ROUTINES

				
Wake up	Get up	Make the bed	Have a shower	Get dressed
				
Have breakfast	Read the news	Listen to the radio	Go to school	Go to work
				
Wait for the bus	Take a taxi	Work	Study	Do the cleaning
				
Do the washing	Have a break	Go shopping	Do the cooking	Wash the dishes
				
Phone people	Watch TV	Have a walk	Surf the net	Go to bed

EXERCISE 03:

Match the words with the pictures by inserting the correct number into the circle :

			
	<ol style="list-style-type: none"> 1. go home 2. have lunch 3. have breakfast 4. have dinner 5. take a bath 6. wake up 7. wash 8. watch TV 9. go to bed 10. go to school 11. start school 12. do homework 13. get dressed 14. play soccer 		
			
			
			

Sophie's daily routine



Sophie is eleven years old and she lives in Brighton, England.

She usually gets up at a quarter to eight, she has a shower, gets dressed and then she brushes her teeth. After that, she goes downstairs and has breakfast. For breakfast she usually has milk, toast and orange juice. Then she brushes her teeth again because she likes them white and healthy!

Then she grabs her school bag and goes to the bus stop to catch the school bus. Classes start at half past eight and finish at half past four. She usually has lunch at the school canteen with her schoolmates at about 12 o'clock. Her best friend is Amy and Sophie always sits next to her at lunch.

After school she returns home and does her homework. She is a very hard-working pupil and she never misses a school task! After homework, she usually listens to music and watches television a bit.

At half past seven it is time for dinner. Then she usually reads a book or chats with her parents for a while.

Finally, she goes to bed at about ten o'clock, but before that she brushes her teeth. Sophie is a happy little girl!

A

Answer the questions about the text.

1. What time does Sophie get up?

2. Does she usually have a shower?

3. What does she eat for breakfast?

4. What does she drink for breakfast?

5. What does she do after breakfast?

6. Does she go to school on foot?

7. What time does school start?

8. What time does it finish?

9. Where does Sophie usually have lunch?

10. Who is Sophie's best friend?

11. What does Sophie do when she returns home?

12. How many times a day does she brush her teeth?

13. Is she a happy girl?

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B

Order Sophie's daily routine.

- She goes to bed at about ten o'clock.
She gets dressed.
She catches the bus to school.
She has lunch at the school canteen.
She listens to music.
She gets up.
She does her homework.
She has a shower.
She has dinner.

C

Write the sentences in the interrogative and negative forms.

1. Sophie brushes her teeth three times a day.
NEG -----
INT -----
2. She goes to school by bus.
NEG -----
INT -----
3. She listens to music.
NEG -----
INT -----
4. She chats with her parents for a while.
NEG -----
INT -----

COMPARATIVE AND SUPERLATIVE ADJECTIVES

COMPARATIVE ADJECTIVES

We use comparative adjectives to show change or make comparisons:

*This car is certainly **better**, but it's much **more expensive**.*

*I'm feeling **happier** now.*

*We need a **bigger** garden.*

We use *than* when we want to **compare one thing with another**:

*She is two years older **than** me.*

*New York is much bigger **than** Boston.*

*He is a better player **than** Ronaldo.*

*France is a bigger country **than** Britain.*

When we want to **describe how something or someone changes** we can use two comparatives with *and*:

*The balloon got **bigger and bigger**.*

*Everything is getting **more and more expensive**.*

*Grandfather is looking **older and older**.*

We often use **the** with comparative adjectives to **show that one thing depends on another**:

***The faster** you drive, **the more dangerous** it is.*

(= When you drive faster, it is more dangerous.)

***The higher** they climbed, **the colder** it got.*

(= When they climbed higher, it got colder.)

EJERCICIO 04: Make the comparative form. If it's possible, use 'er'. If not, use 'more'. And write it in the line

- 1) Dogs are _____ (intelligent) than rabbits.
- 2) Lucy is _____ (old) than Ellie.
- 3) Russia is far _____ (large) than the UK.
- 4) My Latin class is _____ (boring) than my English class.
- 5) In the UK, the streets are generally _____ (narrow) than in the USA.
- 6) London is _____ (busy) than Glasgow.
- 7) Julie is _____ (quiet) than her sister.
- 8) Amanda is _____ (ambitious) than her classmates.
- 9) My garden is a lot _____ (colorful) than this park.
- 10) His house is a bit _____ (comfortable) than a hotel.

SUPERLATIVE ADJECTIVES

We use **the** with superlative adjectives:

*It was **the happiest day** of my life.*

*Everest is **the highest mountain** in the world.*

*That's **the best film** I have seen this year.*

*I have three sisters: Jan is **the oldest** and Angela is **the youngest**.*

HOW TO FORM COMPARATIVE AND SUPERLATIVE ADJECTIVES

We usually add *-er* and *-est* to **one-syllable words** to make comparatives and superlatives:

<i>old</i>	<i>older</i>	<i>oldest</i>
<i>long</i>	<i>longer</i>	<i>longest</i>

If an adjective **ends in -e**, we add *-r* or *-st*:

<i>nice</i>	<i>nicer</i>	<i>nicest</i>
<i>large</i>	<i>larger</i>	<i>largest</i>

If an adjective **ends in a vowel and a consonant**, we double the consonant:

<i>big</i>	<i>bigger</i>	<i>biggest</i>
<i>fat</i>	<i>fatter</i>	<i>fattest</i>

If an adjective **ends in a consonant and -y**, we change *-y* to *-i* and add *-er* or *-est*:

<i>happy</i>	<i>happier</i>	<i>happiest</i>
<i>silly</i>	<i>sillier</i>	<i>silliest</i>

We use *more* and *most* to make comparatives and superlatives for most two syllable adjectives and for all adjectives with three or more syllables:

<i>careful</i>	<i>more careful</i>	<i>most careful</i>
<i>interesting</i>	<i>more interesting</i>	<i>most interesting</i>

However, with **these common two-syllable adjectives**, you can **either** add *-er/-r* and *-est/-st* or use *more* and *most*:

<i>common</i> <i>cruel</i> <i>gentle</i>	<i>narrow</i> <i>pleasant</i> <i>polite</i>
--	---

handsome
likely

simple
stupid

He is certainly **handsomer** than his brother.
His brother is handsome, but he is **more handsome**.
She is one of **the politest** people I have ever met.
She is **the most polite** person I have ever met.

The adjectives **good**, **bad** and **far** have irregular comparatives and superlatives:

<i>good</i>	<i>better</i>	<i>best</i>
<i>bad</i>	<i>worse</i>	<i>worst</i>
<i>far</i>	<i>farther/further</i>	<i>farthest/furthest</i>

EJERCICIO 05: Complete the sentences using the superlative form of the word in brackets. Be careful with your spelling

1. My dad is _____ dad in the world. (Funny)
2. Mice are _____ animal in the world. (Cute)
3. My bedroom is _____ room in my house. (Comfortable) *the most comfortable*.
4. I am _____ cook ever! (Bad)
5. That was _____ film I've ever seen. (Sad)

Now do the same with these examples - complete the sentences using the superlative form of the word in brackets.

1. Whales are _____ animals in the world. (Heavy)
2. For English people, Japanese is one of _____ languages to learn. (Difficult)
3. My sister is _____ person I know (tidy)
4. My grandmother is _____ person in my family. (Old)
5. That was _____ book I've ever read. (Strange)
6. _____ I've ever travelled is from London to San Francisco. (Far)
7. What's _____ animal in your country? (Dangerous)
8. Spain is one of _____ the sunniest countries in Europe. (Sunny)
9. What's _____ place you've ever visited? (Hot)
10. What's _____ you've ever stayed up at night? (Late)

GERUNDS AND INFINITIVES

Gerunds and infinitives are sometimes referred to as verb complements. They may function as subjects or objects in a sentence.

WHAT ARE GERUNDS?

A **gerund** is a verb in its ing (present participle) form that functions as a noun that names an activity rather than a person or thing. Any action verb can be made into a gerund.

Spelling Tip

Verbing (Present Participle)

- Add ing to most verbs. Ex. play > playing, cry > crying, bark > barking
- For verbs that end in e, remove the e and add ing. Ex: slide > sliding, ride > riding
- For verbs that end in ie, change the ie to y and add ing. Ex: die > dying, tie > tying
- For a verb whose **last** syllable is written with a consonant-vowel-consonant and is stressed, double the last letter before adding ing. Ex: beg > begging, begin > beginning. **However:** enter > entering (last syllable is not stressed)

Gerund Examples:

Gerunds can appear at the beginning of a sentence when used as a subject:

Jogging is a hobby of mine.

Gerunds can act as an object following the verb:

Daniel quit **smoking** a year ago.

Gerunds can serve as an object after a preposition:

I look forward to **helping** you paint the house.

Note: The same spelling rules that apply to the progressive tenses also apply to gerunds.

Some verbs and verb phrases are directly followed a gerund:

Paul avoids **using** chemicals on the vegetables he grows.

Some verbs can be followed by a gerund or an infinitive without causing a change in meaning:

Some people prefer **getting up** early in the morning.
Some people prefer **to get up** early in the morning

Some verbs can be followed by a gerund or infinitive but with a change in meaning:

He remembered **sending** the fax. (He remembered the act of send the fax)
He remembered **to send** the fax. (He remembered the fax and sent it.)

WHAT ARE INFINITIVES?

An infinitive is a verb form that acts as other parts of speech in a sentence. It is formed with to + base form of the verb. Ex: to buy, to work.

Infinitive Examples:

Infinitives can be used as:

An object following the verb:

Jim always forgets **to eat**

A subject at the beginning of a sentence:

To travel around the world requires a lot of time and money.

An adverb modifying a verb:

You promised **to buy** me a diamond ring.

An adjective modifying a noun:

Tara has the ability **to succeed**.

Some verbs are directly followed by an infinitive:

Do you want **to call** your family now?

Some verbs are directly followed by a noun or pronoun and then by an infinitive:

I convinced Catherine **to become** vegetarian.
He advised me **to sell** all my shares of stock.

Some verbs can be followed by an infinitive or a gerund without causing a change in meaning:

Will you continue **working** after you give birth?
Will you continue **to work** after you give birth?

Some verbs can be followed by an infinitive or a gerund but with a change in meaning:

He stopped **drinking** coffee. (He never drank coffee again.)
He stopped **to drink** coffee. (He stopped what he was doing and drank some coffee.)

EXERCISE 06: Choose the correct gerund or infinitive from the parenthesis at the end of the sentence. And write it in the line

0. She likes to get up early in the morning. (likes / dislikes)
1. Alan can't stand _____ on trains. (riding/ to ride)
2. Mr. Harris enjoys _____ people out to dinner. (inviting / to invite)
3. In the old days, gentlemen challenged their rivals _____. (fighting / to fight)
4. As the famous saying goes, there's no use _____ over spilt milk. (crying / to cry)
5. Jim stopped _____ his shoelace. Wait for him. (tying / to tie)
6. My wife always volunteers _____ cakes PTA meetings. (baking / to bake)
7. Don't waste my time _____ about your salary. (complaining/ to complain)
8. Eva is having trouble _____ on the exam. (concentrating / to concentrate)
9. Please allow me _____ your Facebook page. (joining / to join)
10. You won't forget _____ milk on your way home, will you? (picking up /to pick up)

REFERENCE LISTS – GERUNDS AND INFINITIVES**Common verbs and phrases that are followed by a gerund**

- | | | |
|---------------|-------------------|--------------|
| • admit | • finish | • mention |
| • advise | • forget | • mind |
| • avoid | • get used to | • miss |
| • be used to | • give up | • recommend |
| • can't help | • go on | • remember |
| • can't stand | • have difficulty | • quit |
| • consider | • have problems | • spend time |
| • deny | • have trouble | • stop |
| • discuss | • imagine | • suggest |
| • dislike | • it's no use | • understand |
| • end up | • it's worthwhile | • waste time |
| • enjoy | • keep | • work at |
| • feel like | • look forward to | |

Common verbs that can be followed by either a gerund or an infinitive without causing a change in meaning

- | | | |
|------------|----------|----------|
| • begin | • intend | • prefer |
| • continue | • like | • start |
| • hate | • love | |

Common verbs that can be followed by a gerund or infinitive but with a change in meaning

- | | | |
|----------|------------|--------|
| • forget | • remember | • stop |
|----------|------------|--------|

Common verbs that are followed by an infinitive

- | | | |
|-----------|-----------|-------------|
| • afford | • forget | • refuse |
| • agree | • hope | • remember |
| • appear | • learn | • seem |
| • arrange | • manage | • stop |
| • ask | • mean | • volunteer |
| • care | • offer | • wait |
| • decide | • plan | • want |
| • demand | • prepare | • wish |
| • expect | • pretend | |
| • fail | • promise | |

Common verbs that are directly followed by a noun or pronoun and then by an infinitive

- | | | |
|-------------|------------|-----------|
| • advise | • forbid | • program |
| • allow | • force | • remind |
| • ask | • hire | • teach |
| • cause | • instruct | • tell |
| • challenge | • invite | • urge |
| • command | • order | • want |
| • convince | • pay | • warn |
| • expect | • permit | |

BASIC MATHS SYMBOLS

+ PLUS SIGN / ADDITION SIGN

The **plus sign** represents:

- a. The notion of positive

Any number bigger than zero is a positive number and can be written with or without a plus sign in front of it.

Thus, +5 (plus five) and 5 (five) are the same number.

- b. The operation of addition

$$3 + 5 = 8$$

three plus five equals eight
five added to three makes eight
three added to five makes eight
if you add five to three you get eight

Addition gives us a **sum**. In $3 + 5 = 8$, the sum is eight.

- MINUS SIGN / SUBTRACTION SIGN

The **minus sign** represents:

- a. The notion of negative

Any number smaller than zero is a negative number and is written with a minus sign in front of it.

-3
minus three

- b. The operation of subtraction

$$8 - 5 = 3$$

eight minus five equals three
five subtracted from eight equals three
if you subtract five from eight you get three
if you take five from eight you get three

Subtraction gives us a **difference**. In $8 - 5 = 3$, the difference is three.

× TIMES SIGN / MULTIPLICATION SIGN

The **times sign** represents:

- a. Multiplication

$$5 \times 6 = 30$$

five times six equals thirty
five multiplied by six equals thirty
five sixes are thirty
if you multiply 5 by 6 you get thirty

Multiplication gives us a **product**. In $5 \times 6 = 30$, the product is thirty.

÷ OR / DIVISION SIGN

The **division sign** represents:

a. Division

$$15 \div 3 = 5$$

$$15 / 3 = 5$$

fifteen divided by three equals five
 five goes into fifteen three times
 if you divide fifteen by three you get five
 if you divide three into fifteen you get five

Division gives us a **quotient**. In $15 \div 3 = 5$, the quotient is five.

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Let us summarize the above four operations as:

operation			result
addition	"plus"	$2 + 2 = 4$	sum
subtraction	"minus"	$5 - 3 = 2$	difference
multiplication	"times"	$3 \times 5 = 15$	product
division	"divided by"	$21 / 7 = 3$	quotient

= EQUALS SIGN

The **equals sign** represents **equality**:

$$3 + 4 = 7$$

three plus four equals seven

Note that we usually say **equals** NOT equal:

- two plus two **equals** four
- ~~two plus two equal four~~

< LESS THAN

$$3 < 4$$

three is less than four

> GREATER THAN

$$4 > 3$$

four is greater than three

EXERCISE 07: write 15 examples of equality, greater than and less than
≠ NOT EQUAL TO

$$x \neq z$$

x is not equal to z

≥ GREATER THAN OR EQUAL TO

$$x \geq z$$

x is greater than or equal to z

≤ LESS THAN OR EQUAL TO

$$z \leq x$$

z is less than or equal to x

EXERCISE 08: write 15 examples of not equal, greater than or equal to, and less than or equal to

FRACTION

We can describe numbers **smaller than one** by using decimals or **fractions**. Today, most systems use decimals, but it is still useful to know how to read and say simple fractions in English.

Look at these examples of fractions:

We write:	We say:
$\frac{1}{2}$	a half OR one half
$\frac{1}{4}$	a quarter OR one quarter
$\frac{3}{4}$	three quarters
$\frac{1}{3}$	a third OR one third
$\frac{2}{3}$	two thirds
$\frac{1}{5}$	a fifth OR one fifth
$\frac{3}{5}$	three fifths
$\frac{1}{8}$	an eighth OR one eighth
$\frac{5}{8}$	five eighths
$1\frac{1}{2}$	one and a half
$5\frac{3}{4}$	five and three quarters

Although the system of fractions is not used much these days, we commonly use a few simple fractions in everyday speech, for example:

- They phoned **half an hour** ago.
- Hurry up! The bus leaves in **a quarter of an hour**.
- The police station is about **three quarters of a mile** past the traffic lights.

EnglishClub TIP

Note that after "one and a half", the noun is plural:

- Go straight on for **one and a half kilometres**. (OR ...one kilometre and a half)
- We had to wait for **one and a half hours**. (OR ...an hour and a half)

EXERCISE 09: Write 20 fractions (in numerical expression and its description)

. DECIMAL SEPARATOR | POINT

The decimal separator separates a whole number from its fractional part to the right:

1.23

In English, the decimal separator is usually a point (.). Note that in some languages the decimal separator is a comma (,).

EXERCISE 10: Write 10 decimal expressions

, THOUSANDS SEPARATOR

In English, the thousands separator separates whole numbers into groups of three from the right.

10,987,654,321

In English, the thousands separator is usually a comma (,). Note that in some languages the thousands separator is a point (.) or sometimes a space ().

EXERCISE 11: Write 10 expressions in thousand

% PERCENT SIGN

The **percent sign** indicates a number or ratio as a fraction of 100 (**percentage**).

40%

forty percent

Only forty percent of the people voted for her.
What percentage voted for her? Forty percent.

EXERCISE 12: Write 10 percents as a math expression and its description

√ SQUARE ROOT

$\sqrt{16} = 4$

the square root of sixteen equals four
the square root of sixteen is four

EXERCISE 13: write 10 roots as a mathematical expression and its description

EGRAPHY (OF THE NEW CONTENT INCLUDED IN THIS VERSION OF THE DOCUMENT)

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