UNIT 1
NUMBERS

Structures in this unit:

how to say big numbers
different expressions for 0
using numbers to make comparisons (twice as good as... / three times more... than...)
dates and times
how to say vulgar and decimal fractions
numbers out of / in

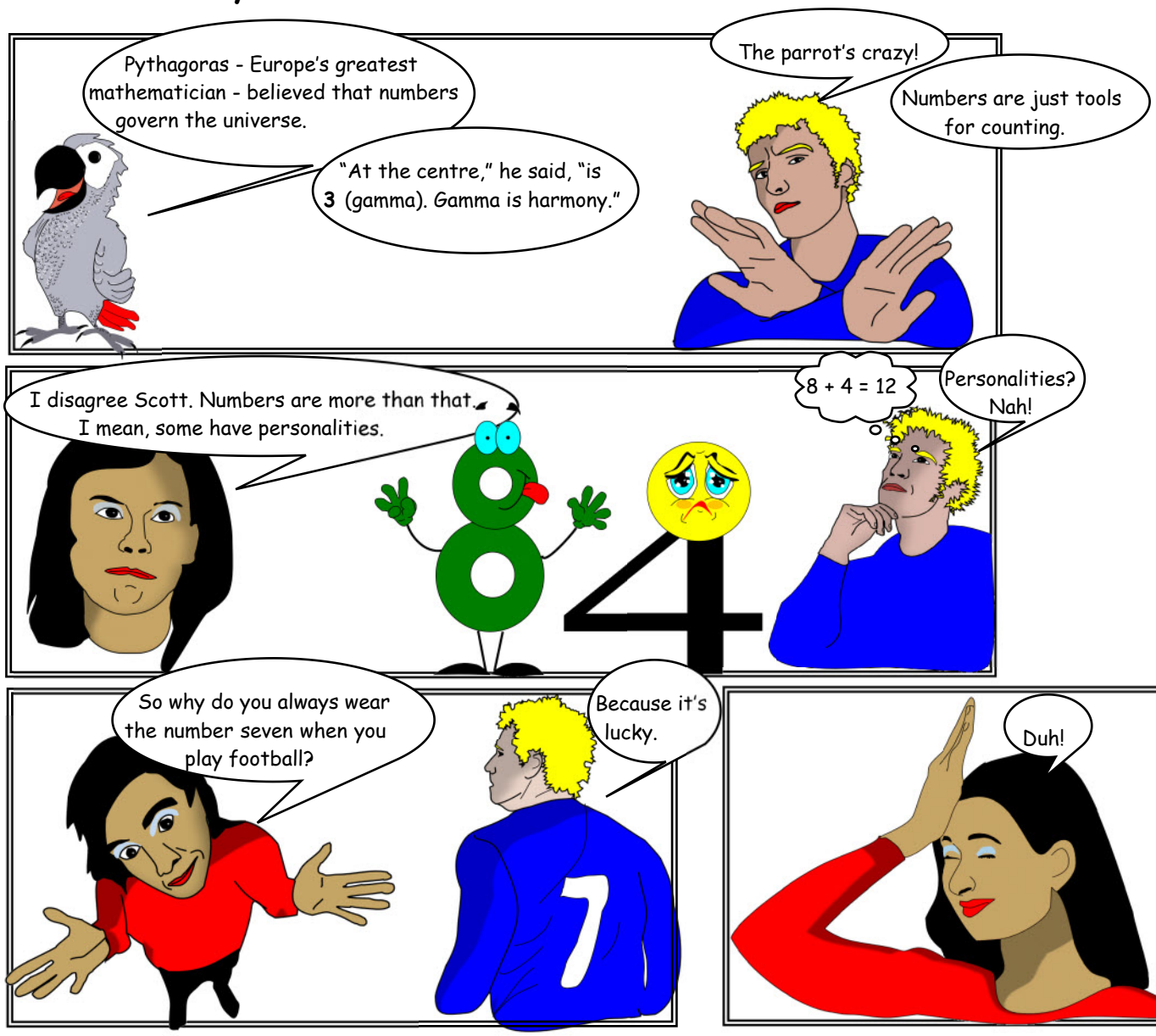
Vocabulary in this unit:

figure
numeral / digit
consecutive
(to) count
(to) number
odd / even
alternate
minus /negative
every other ...
cardinal / ordinal
decimal point
nought / zero / nil / oh / love
double / treble / -fold
random
zillion (colloquial)
half / halves

PREPARATION

Can you think of any more examples?

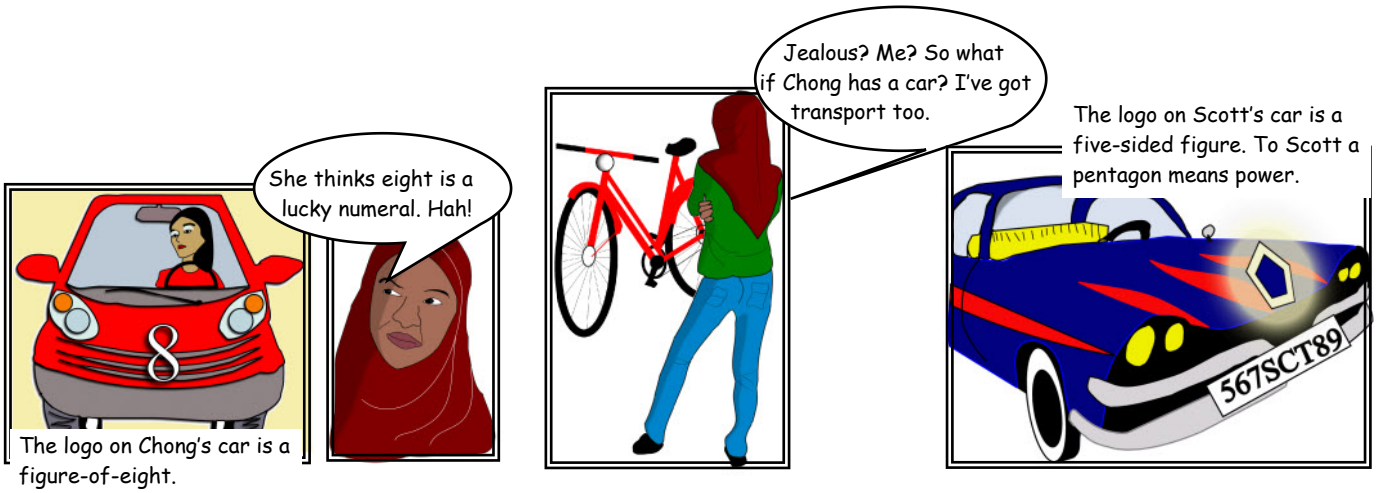
Smart Alex says:



Do you have a lucky number? What is it? Find out other students' lucky numbers. Are there reasons for choosing one particular number to be lucky?
What numbers (if any) are important in your life?

THE WORD 'FIGURE'

A number can be a *figure*, *digit* or *numeral*.
A *figure-of-eight* is this thing: 8.
An *eight-figure number* is a number made up of eight digits. Example: 65,478,901.
To *figure out (something)* means to work out something - a sum or a problem.
A 'figure' can be a shape. For example an octagon is an eight-sided figure- a shape with eight sides.



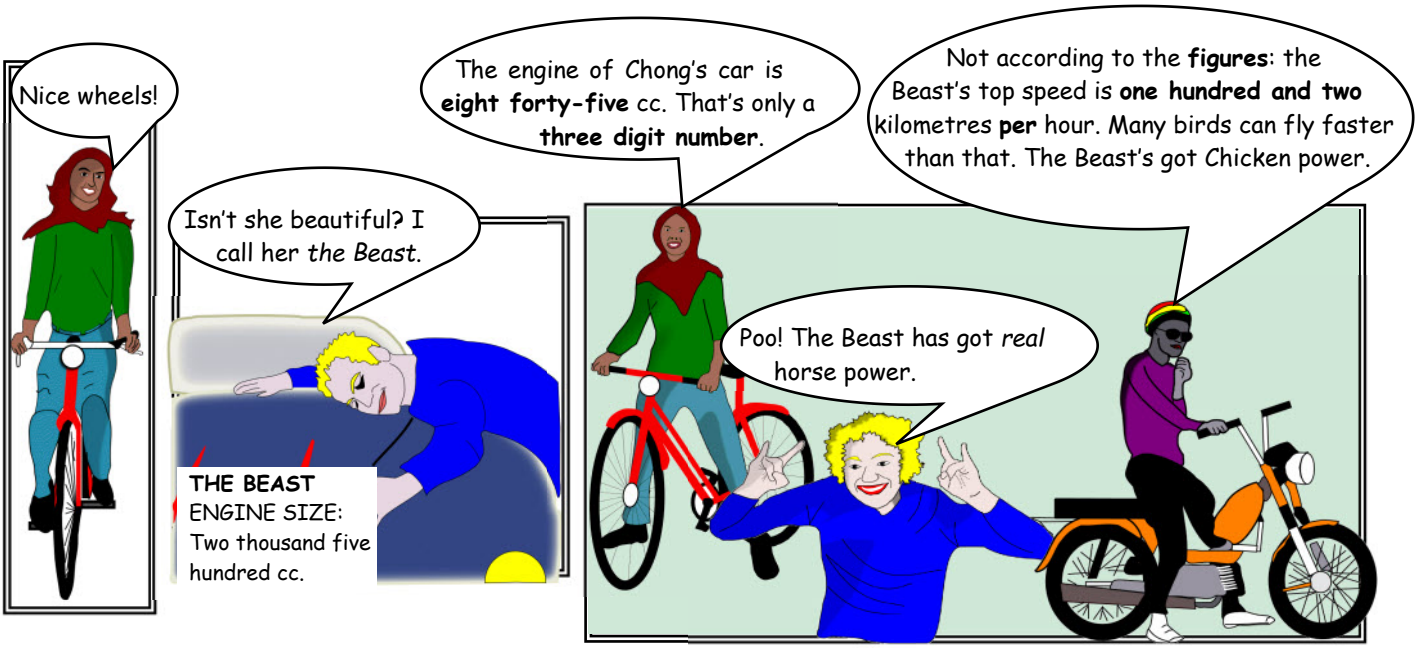
HOW TO SAY BIG NUMBERS

Rule 1. Compound numbers are numbers made up of more than one digit. British English uses *and* before compound numbers between 21 & 99 when they are part of a larger number.
Example: 1,053 is 'one thousand *and* fifty-three'.

Rule 2. You can sometimes use 'a' instead of 'one' in small numbers ('a' is pronounced 'uh').
Example: 150 can be either '*a* hundred and fifty' or '*one* hundred and fifty.'
But, in big numbers use 'one.'
Example 2,150 is 'two thousand *one* hundred and fifty', *not* 'two thousand *a* hundred and fifty'.

Rule 3. In big numbers speak all number labels as singular.
Example 10,400 is 'ten thousand four hundred' *not* 'ten thousand<u>s</u> four hundred<u>s</u>'.

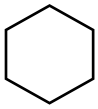
Rule 4. You can say three and four figure numbers in hundreds instead of thousands.
Example: 1500 can be 'fifteen hundred'.



EXERCISE 1.

Use the labels to identify a, b & c:

a single digit number | a six-figure number | a six-sided figure

a. 

b. 666666

c. 6

EXERCISE 2.

1. Which is the correct way to say *1,008*?
a. One thousand and eighty
b. One-oh-eight
c. One thousand and eight.

2. How do you say *290,857*?
a. Two hundred and ninety thousand eight hundred and fifty-seven.
b. Two hundred and ninety thousand and eight hundred fifty-seven.
c. Two hundred and ninety thousand eight-five-seven.

3. Which is the right way to speak the number *2,004,091*?
a. two millions four thousands and ninety-one
b. two million and four thousand ninety-one.
c. two million, four thousand and ninety-one.

4. How do you say *376*?
a. three seventy-six
b. three and seven six
c. three seventy and six

EXERCISE 3.

Listen and choose the numbers you hear from a, b & c.

1. (a hundred and twenty)
a. 120
b. 20
c. 102

2. (five thousand five hundred and five)
a. 5,500
b. 1,500
c. 5,505

3. (one million, one hundred thousand one hundred and one)
a. 1,001,000
b. 1,100,001
c. 1,000,100

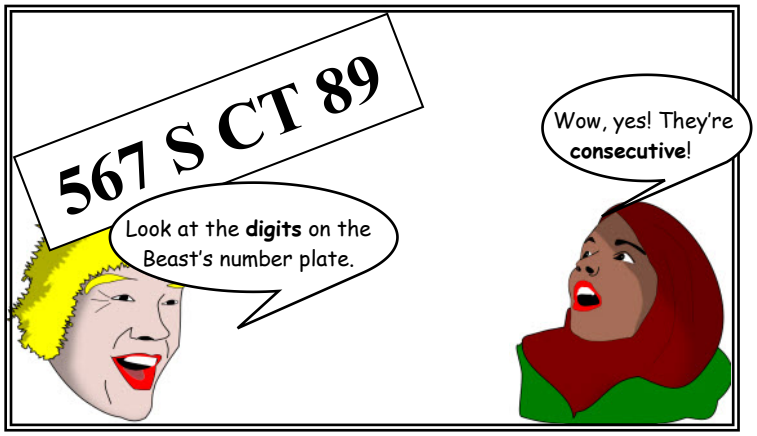
4. (two hundred and twenty seven thousand)
a. 227,000
b. 2,027
c. 1,227

THE WORD 'NUMBER'

random numbers (numbers in no particular order).
odd numbers (1,3,5,7 etc.) and *even* numbers (2,4,6,8 etc.)
alternate numbers (every second number in a series) - also known as *every other* number
every third / fourth / fifth number
remaining numbers (numbers left over after a division sum).
ordinal numbers (first / second / third etc.) and *cardinal* numbers (one / two three etc.)
minus / negative numbers (-5 is minus five / negative five).

The word '*number*' has different meanings.
1. (verb) To include.
Example: *We number Pythagoras among the world's greatest mathematicians.*
2. (verb) To give a number to or put a number on.
Example: *She numbers the pages of her essay.*
3. To add up to a total.
Example: *The people in the room number fifty.*
4. Several (no specified amount).
Example: *There are a number of problems.*
6. Limited (numbered).
Example: The Team lost. *Its days at the top are numbered.*

(to) count
When you go:
'one-two-three-four'
You can count in tens:
'ten-twenty-thirty-forty'.
You can 'do a count':
Example: 'Do a count of people in a room.'



EXERCISE 4. COMPREHENSION

1. How many interests does Scott say he shares with Chong? (tick)
A few ☐
None ☐
Many ☐

2. Why doesn't Chong give Scott her phone number immediately?
She has nothing to say. ☐
She has forgotten it. ☐
She is busy. ☐

3. What's wrong with Chong's script?
Pages are missing. ☐
The pages have no numbers on. ☐
There are too many. ☐

4. According to Asmara, how many boys want Chong's phone number?
Some ☐
One or two ☐
A lot ☐

5. What does Scott think of the number Chong gives him?
It's meaningless ☐
It's very long ☐
It's wrong ☐

6. Which numbers does he cross out?
Every second number ☐
Every number two ☐
Two of them ☐

7. How does Asmara arrange the digits?
Highest first ☐
In no order ☐
Increasing in size ☐

EXERCISE 5.

Match each term with the numbers in boxes.

a. consecutive numbers
b. odd number
c. even number
d. negative number
e. every other number
f. ordinal numbers
g. cardinal number
h. random numbers

3rd, 4th,	3 and 4	-53	9,10,11,12
1,7,6,0,6,7	6,10,8,2	5,11,7,1	19,0,165,

EXERCISE 6.

Which of the following do *not* mean *a lot*? (tick)
zillion ☐
umpteen ☐
random ☐
countless ☐
remaining ☐
zip ☐

EXERCISE 7. Choose the correct word.

a. Do you have my **number / numbering / numbered**?
b. I have tried ringing this number **random / countless / every other** times. There is no answer.
c. All the pages are **numbered / number / to number** on the left.
d. The **numbering / numbers / number** is all wrong - look, it goes, seven, eight, nine, then fifteen.
e. There are a **number /countless / zillions** of people in the room.
f. The Prime Minister is unpopular and I think her days are **numbered / a number / remaining**.
g. There are **numbered / countless / random** stars in the sky.
h. I'm very good with **numbers / a number / numeral**.
i. China has the highest **number / numbers / numbering** of people.
j. The **number / numbers / numbered** is going up every year.

HOW TO SAY NOTHING

How many ways can you say '0' in the language you are learning? Make a list.

The word you use often depends on the context. Take sport for example...

Count the number of ways to say '0' in the sports commentary (right).

None of them is any good. Talent: **zero**.

Each gets **nought out of ten** for performance.
On a scale of nought to ten for effort they score **half marks**.

EXERCISE 8. COMPREHENSION

1. When did Asmara's match start?
a. in the evening
b. early
c. mid-day

2. Which of these statements is true about Asmara's team?
a. They were losing at half time but finally got a draw.
b. They did not score any goals.
c. They won by eight goals.

3. What happened to Chong?
a. She lost three games.
b. She fell down.
c. She enjoyed the match.

4. What do we know about Scott?
a. He likes birds.
b. He didn't score.
c. His team lost.

5. How many points do they each get for effort?
a. five
b. none
c. $\frac{1}{2}$

6. What does Tyrone want to do?
a. get better
b. change nothing
c. change everyone

EXERCISE 9.

Complete the sentences with words from the box.

oh	nil	no
zero	none	
nought	nothing	

a. I have absolutely _____money.
b. I have absolutely _____.
c. The flight is at ____-eight-thirty.
d. The match was a draw: _____- all.
e. Three - two - one - _____.
f. _____of my answers were right.
g. _____out of ten is a terrible result.

EXERCISE 10.

Listen and complete the sentences

a. The train departs at _____. oh-one hundred hours
b. The final score was _____. nil all
c. Your password is _____. zero-nine-three-one
d. A draw is better than _____ zip
e. I give you only five on a scale of _____. nought to one hundred

EXERCISE 11.

Read these sentences aloud to a partner.

Student A

1. The 07:05 bus is leaving.
2. 0 x 1.09.
3. There's 0 left.
4. Dial 1-5-0-0-2.
5. It's 0°.
6. The result was 2-0.
7. There is 0 in this box.

Student B

1. We leave at 08:00.
2. I scored 0/20 for the test.
3. I know 0 about it.
4. Money? I've got 0.
5. The ETA of flight 105 is 09.00.
6. .00001

COMPARING NUMBERS

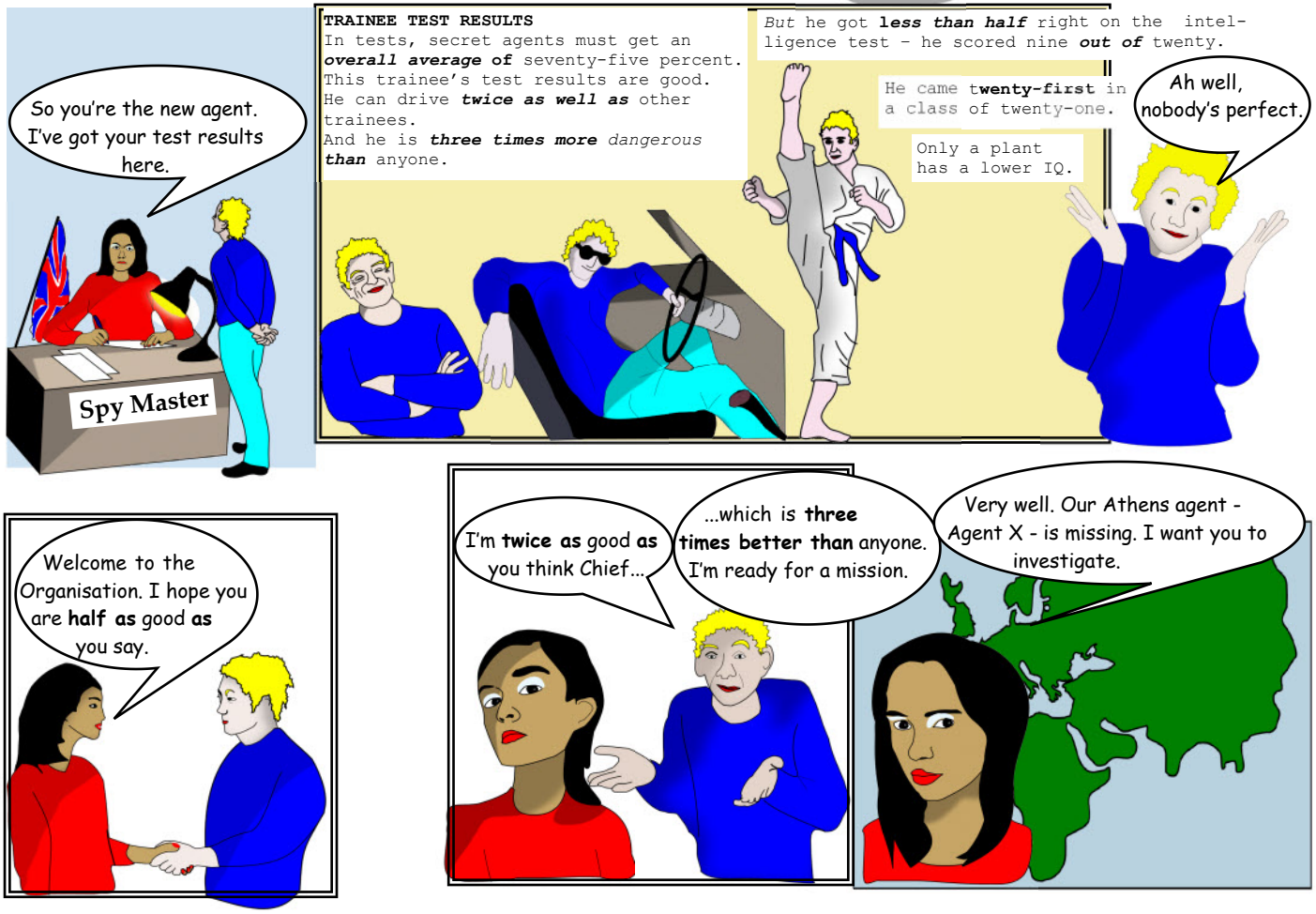
Rule 1. To compare sizes of numbers, use a comparative adjective (bigger, greater, smaller, less, fewer, more…) + *than*.
Example: *ten is greater than five*.

Rule 2. To say *how much* greater / smaller etc. use *a number + times + than*.
Example: *fifteen is three times bigger than five*.

Or use a number + times + as + adjective + as.
Example: *fifteen is three times as big as five*.
For fractions use fraction + the size of+ number.
Example: *three is one third the size of nine.*

Rule 3. To compare a test score with a possible total use number + out of + number. Example: *three out of ten (3/10).*

THE SPY SERIAL: FINDING X
PART ONE. The new secret agent



EXERCISE 12. COMPARISONS

Answer these questions quickly using expressions in the dialogue

a. What is the **pass mark** of the secret agents' exams?
b. **How** good a driver is Scott?
c. **How** dangerous is Scott?
d. **How did he do** in the intelligence test?
e. **Where** did Scott **come** in the intelligence test?

EXERCISE 13.
Complete the speech bubbles.

EXERCISE 14.
Complete these sentences:

a. Throw a _____ six with the dice to win.
b. _____twenty on a dart board is the highest possible score of sixty.
c. Temperatures have gone up from 10° to 40°. That's a _____ increase.
d. Prices have increased _____ from $10 to $50.
e. Four is _____ as much as two.
f. From four to sixteen is a four_____ increase.

VULGAR & DECIMAL FRACTIONS

Rule 1. Speak vulgar fractions with a cardinal number on top and (unless a one is on the top) a plural ordinal number on the bottom.
Example: *seven eighths* (⅞) .

Rule 2. Alternatively you can say vulgar fractions like this: *seven over eight (⅞)*.

Rule 3. Vulgar fractions end in –th(s) except ¼, ⅓, ½ (quarter, third, half). Plural of half is *halves*.

Rule 4. Put 'and' between full numbers and fractions.
Example: 2⅜ is *two and three eighths.*

Rule 5. The dot in a decimal fraction is a *point.* Speak the numbers following the point separately.
Example: 2.05 is *two point zero five* or *two point nought five*.

DOUBLE / TREBLE / -FOLD

When two or three numerals are the same in a series, you can use *double or triple* .
Example: phone number 3555612 is *three triple-five six one two*.

x2 is *double*, x3 is treble, x4 is *fourfold*, x10 is *tenfold* etc.
Example: *Prices have increased fivefold.*

FINDING X: Now read on...

Later that day Agent Point-Double-Oh-Seven arrives at the airport. He is going to Athens to find X. He must succeed for he knows that success in this mission means promotion to a **whole number** and a **three-fold** pay increase.

EXERCISE 15.
Read aloud this airport announcement

Good evening. The date is 6/6 and the time is now 17.12.

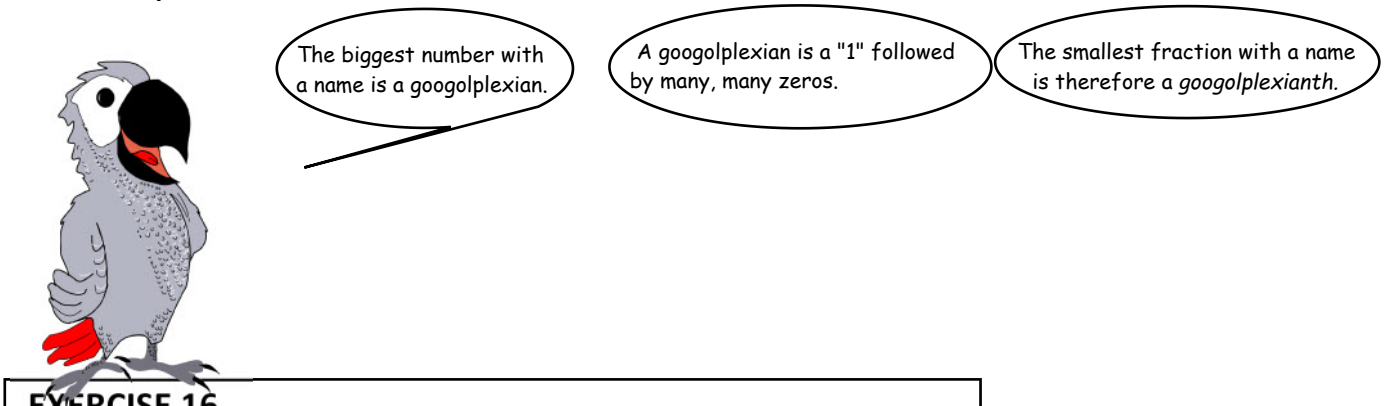
Will passengers for flight OJ192 departing for Johannesburg at 09.31 please go to departure gate T17.

We regret to announce that flight PM090 for Moscow is delayed by 45 minutes. Departure time is now expected to be at 10.30.

Will Mr. Smith travelling on flight FW663 to Amsterdam and due to depart at 11.47 from gate Z16 please report to the transit desk.

FINDING X Continues in Unit 2...

Smart Alex says:



EXERCISE 16.
Dates and times

Speak these dates and times aloud with a partner.

a. The year 1713
b. 1914-18
c. 2nd August
d. (in words) 5.12.2017
e. (in words) 30.6.1925
f. The time is 10.45

EXERCISE 17.
Decimal fractions
Speak these numbers aloud:

a. 07.30
b. 09.109
c. 15.2976
d. 3.14159

EXERCISE 18.
Vulgar fractions
◀ Listen and write the numbers you hear.
a.
b.
c.
d.
e.
f.

a. 9½
b. $^{3}/_{2}$
c. 888 $^{8}/_{80}$
d. $2^{x}/_{y}$
e. 3 ⅓
f. 6 ¼