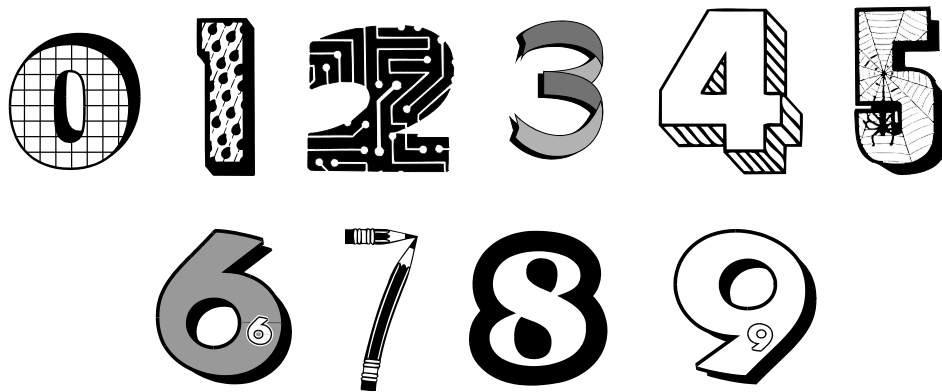| Name (in Romaji):	→
Student Number:	→
Class Day + Period (examples: Monday 2, Friday 3):	→

NUMBERS

Saying numbers in English…especially large numbers…is easier than you think. There are just a few hints you should know. You should soon have little trouble saying even really BIG numbers!

Look at the following numbers:

★   1

△   12

☺   123

★   1,234

△   12,345

☺   123,456

★   1,234,567

△   12,345,678

☺   123,456,789

Notice how the "1" in each of the numbers with the stars (★) are all pronounced "one."   They are, in order, "**_one_**," "**_one_** thousand two hundred and thirty four," and "**_one_** million, two hundred thirty four thousand, five hundred and sixty seven."   The "12" found in each of the numbers with the triangles (△) are all pronounced the same way, too: "twelve!"   Why?   Because these numbers come directly before a comma (or at the end of the number).   Numbers before a comma are read up to **_three_** numerical places (the hundreds), and then the comma name is said.

The comma names, in order, are:

123 , 456 , 789 , 012

billion   **million**   **thousand**
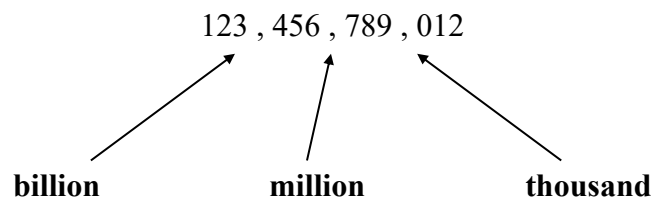
Here are some hints on how to learn numbers:
- Think in groups of 3!
- Remember: the commas have names!
- For big numbers, count and name the <u>commas</u> from right to left, THEN start reading the number from left to right!

So the number written above   (123,456,789,012)   is pronounced:

one hundred twenty-three **billion**

four hundred fifty-six **million**

seven hundred eighty-nine **thousand**

twelve

Practice reading the following numbers? Say each number aloud. ***Watch your pronunciation!!!***

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
25	30	35	40	45	50	57	62	74	89
93	100	101	102	103	105	110	150	195	200
1,000	1,001	1,007	1,010	1,250	1,600	10,000	12,000	15,366	28,410

69,972	100,000	150,000	500,000	770,000	1,000,000

1,654,279	5,852,701	10,000,000	76,942,173
100,000,000	253,845,998	1,000,000,000	2,000,345,111
5,387,546,110	10,000,000,000	45,812,065,776	
100,000,000,000	357,921,005,234	987,654,321,098	

Write your own LARGE numbers, up to 999,999,999,999. Tell them to your partner.	Write down the numbers your partner says to you.
(1) _____	(1) _____
(2) _____	(2) _____
(3) _____	(3) _____
(4) _____	(4) _____
(5) _____	(5) _____

Next, with your partner, decide who is Student #1 and who is Student #2.

Student #1:	**Student #2:**
Write any 9 LARGE numbers up to 999,999,999,999. HOWEVER, make sure your Number 6 is <u>less than</u> your Number 4….	Write any 9 LARGE numbers up to 999,999,999,999. HOWEVER, make sure your Number 4 is <u>less than</u> your Number 1….
Number 1: _____	*Number 1:* _____
Number 2: _____	Number 2: _____
Number 3: _____	Number 3: _____
Number 4: _____	*Number 4:* _____
Number 5: _____	Number 5: _____
Number 6: _____	Number 6: _____
Number 7: _____	Number 7: _____
Number 8: _____	Number 8: _____
Number 9: _____	Number 9: _____

Student #1: go to NUMBER STORY #1 and write your numbers in the blanks in the story. DO NOT READ THE STORY! Just fill in the numbers.

Student #2: go to NUMBER STORY #2 and write your numbers in the blanks in the story. DO NOT READ THE STORY! Just fill in the numbers.

When you are finished, read your story aloud to your partner. Your partner will listen carefully to the numbers you say and fill in the blanks to your story. When the story is finished, check that the numbers you said match the numbers your partner wrote. Then switch!

NUMBER STORY #1

Yesterday, I bought a new car.   It was very cheap!   It was only

(1)_____ yen.   I'm so happy.   It's a very fast car.   It can go

(2)_____ kilometers per hour.   I wanted to show my car to everyone, so I

invited (3)_____ friends to drive with me.   We went to Family Mart together.

We were hungry, so we bought (4)_____ boxes of Pocky.   They

cost only (5)_____ yen.   I ate (6) (less than #4) _____
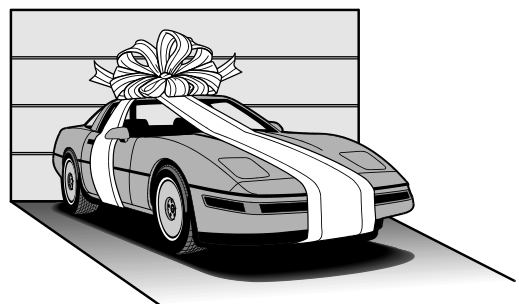
boxes by myself.   That was a lot of Pocky, though.   It took us (7)_____

days to eat it all.   After that, we went to Tokyo Dome to practice baseball.   I hit

(8)_____ home runs.   I was tired from so much baseball, so I went home

and slept for (9)_____ hours.

THE END

NUMBER STORY #2

I have a cat.   My cat's name is Biggy Fatty Cat.   Biggy Fatty Cat just had

(1)_____ kittens.   I'm so happy.   They are very cute, but they eat a lot of

food everyday: (2)_____ cans of cat food!   One can of cat food costs

(3)_____ yen.   That is expensive, and my mother doesn't like cats, so I had to

give (4) *(less than #1)*_____ kittens to my friends.   When I am not playing

with my cats, I go to the movies.   I usually watch (5)_____ movies in one

month.   At the movies, I eat (6)_____ bags of popcorn and drink

(7)_____ cans of Pepsi.   That's too much junk food and sugar.   I gained

(8)_____ kilograms last month.   I need to exercise, so I decided to jog

(9)_____ kilometers every morning before breakfast.

THE END

Cardinal Numbers

Cardinal numbers answer "How many?"

> Example: There are <u>three</u> books on the desk.

If the number is zero (0), it requires a plural noun.

> Example: There are <u>zero</u> books on the desk.

> Example: There are <u>no</u> books on the desk.
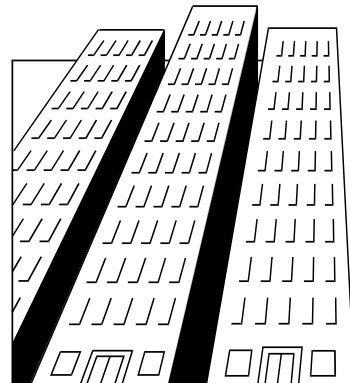
Ordinal Numbers

Ordinal numbers tell about the relative position of something. Use the article *the* before ordinal numbers.   Examples: the <u>first</u> floor   the <u>eighth</u> floor   the <u>twenty-second</u> floor

Ordinal numbers for 1, 2, or 3 are:

The first	the 1st
The second	the 2nd
The third	the 3rd

Ordinal numbers for 5, 8, 9, and 12 are:

The fifth	the 5th
The eighth	the 8th
The twelfth	the 12th

Ordinal numbers for all other numbers just have a *–th* on the end:

The fourth	the 4th
The sixth	the 6th
The seventh	the 7th
The fifteenth	the 15th

Fractions

1/2	one-half	or	a half
3 1/2	three and one-half	or	three and a half
2/3	two-thirds		
6 2/3	six and two-thirds		
3/4	three-fourths	or	three quarters
5/8	five-eighths		
5 5/8	five and five-eighths		

Fractions with measurements:

1/2 cup	half a cup
2/3 teaspoon	two-thirds of a teaspoon
3/4 kilometer	three-fourths of a kilometer
3 5/8 miles	three and five-eighths miles

Decimals

3.5	three point five	6.75	six point seven five
4.9	four point nine	8.32	eight point three two

Write four fractions and four decimals in the two left columns.   Say them to a classmate.   Can your classmate write what you said in the two right columns?

YOUR FRACTIONS	YOUR DECIMALS	FRACTIONS HEARD	DECIMALS HEARD
A)	A)	A)	A)
B)	B)	B)	B)
C)	C)	C)	C)
D)	D)	D)	D)

Telephone Numbers

984-9256   9-8-4 (pause) 9-2-5-6

                  9-8-4 (pause) (92)(56)

385-6541   3-8-5 (pause) 6-5-4-1

                  3-8-5 (pause) (65)(41)

512-708-0773   area code 5-1-2, 7 oh 8, zero 7-7-3

Addresses

8225 Main Street   8-2-2-5 Main Street

                    (82)(25) Main Street

3567 Lake Austin Boulevard

                    3-5-6-7 Lake Austin Boulevard

                    (35)(67) Lake Austin Boulevard

10926 Stone Lane

                    10-9-2-6 Stone Lane

                    1-0-9-2-6 Stone Lane

Japanese Addresses

To say an address located in Japan, such as to write a Japanese address on an envelope, REVERSE THE ORDER of nearly everything. For example:

Japanese Address	**Japanese address written in English**
〒472-1234 愛知県名古屋市中区なんだ町９８７番地	987 Nanda-cho Naka-ku, Nagoya-shi Aichi-ken　〒472-1234

Money

Let's practice money conversions. First, let's look at the American dollar.

Who is this on the front
of the American $1 bill?

Answer: _____

Easy conversion: 1 U.S. dollar = 100 yen. Of course, this is not always accurate. The *exchange rate* changes all the time, but $1 = ¥100 is a fast way to convert money to get a general idea of a monetary amount. Don't forget: "$1" is pronounced "one dollar" and "¥100" is pronounced "one hundred yen." *Never write "1$" or "100¥."* Next, take a look at a list of conversions for both numbers and money.

NUMBERS	**MONEY**
1: 一	$1 = ¥100 (百円)
10: 十	$10 = ¥1,000 (千円)
100: 百	$100 = ¥10,000 (一万円)
1、000: 千	$1、000 = ¥100,000 (十万円)
10、000: 一万	$10、000 = ¥1,000,000 (百万円)
100、000: 十万	$100、000 = ¥10,000,000 (千万円)
1、000、000: 百万	$1、000、000 = ¥100,000,000 (一億円)
10、000、000: 千万	$10、000、000 = ¥1,000,000,000 (十億円)
100、000、000: 一億	$100、000、000 = ¥10,000,000,000 (百億円)
1、000、000、000: 十億	$1、000、000、000 = ¥100,000,000,000 (千億円)
10、000、000、000: 百億	$10、000、000、000 = ¥1,000,000,000,000 (一兆円)
100、000、000、000: 千億	
1、000、000、000、000: 一兆	Hint: add two zeros when going from $ to ¥ and subtract two zeros when going from ¥ to $.

If you want to talk about cents, remember that 100 cents = $1. The cent symbol looks like this: ¢.
It is written *after* the monetary amount (ex: 90¢). $5.35 is pronounced "five dollars and thirty five cents" or "five thirty five."

How do you pronounce these prices?

$8.92 $100.43 $475.13 $20.56 $304.81

Let's practice a few conversions now. Fill in the last three blanks with anything you want. Compare how much you paid for things by easy conversion with how much you paid by real conversion.

ask your teacher!

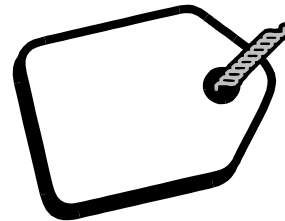| Easy Conversions $1 = ¥100			Real Conversions $1 = ¥_____		
How much did you pay for your....			How much did you pay for your....		
pen?	¥_____	$_____	pen?	¥_____	$_____
bicycle?	¥_____	$_____	bicycle?	¥_____	$_____
shoes?	¥_____	$_____	shoes?	¥_____	$_____
notebook?	¥_____	$_____	notebook?	¥_____	$_____
a family car?	¥_____	$_____	a family car?	¥_____	$_____
TV?	¥_____	$_____	TV?	¥_____	$_____
cell phone?	¥_____	$_____	cell phone?	¥_____	$_____
computer?	¥_____	$_____	computer?	¥_____	$_____
_____	¥_____	$_____	_____	¥_____	$_____
_____	¥_____	$_____	_____	¥_____	$_____
_____	¥_____	$_____	_____	¥_____	$_____

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Next, let's practice converting money with a partner. In the following spaces, draw a picture (or write the name) of **4 different things** you own. Write the prices in the price tags. Write TWO of the prices in yen and TWO of the prices in dollars (use easy conversions). If you remember how much you paid for those things, use those prices. If you cannot remember, any prices are OK.
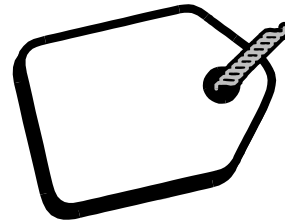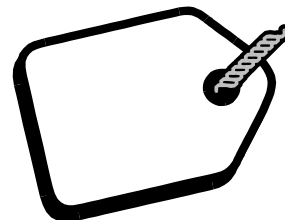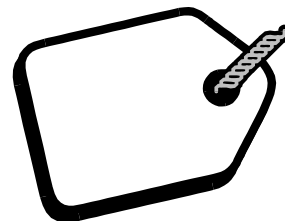
ITEM	PRICE (YEN)
A)	
B)	

ITEM	PRICE (DOLLARS)
C)	
D)	

Speaking Practice

Next, practice the following conversations with your partner.   Conversation 1 is an easy conversion ($1 = ¥100).   Conversation 2 should be at today's exchange rate.

CONVERSATION 1

A: Hi, _____.   That's a nice/Those are nice _____ you have there.
        (partner's name)   (thing/things)

B: Thanks.   It's/They're _____.
                      (new, old, dirty, etc.)

A: How much did it/they cost?

B: It/They cost _____.
               ($5, ¥500, etc.)

A: How much is that in _____?
                     (dollars, yen)

B: About _____.
           ($5, ¥500, etc.)

A: Oh, that's not bad./Oh, that's expensive.

B: Yeah, I know./Not really.

CONVERSATION 2

<div align="right">Today's exchange rate: $1 : ¥_____</div>

A: Take a look at this/these, _____.
                   (partner's name)

B: What is it/are they?

A: It's/They're my _____.
             (thing/things)

B: Where did you get it/them?

A: _____.
        (in Tokyo, from my parents, etc.)
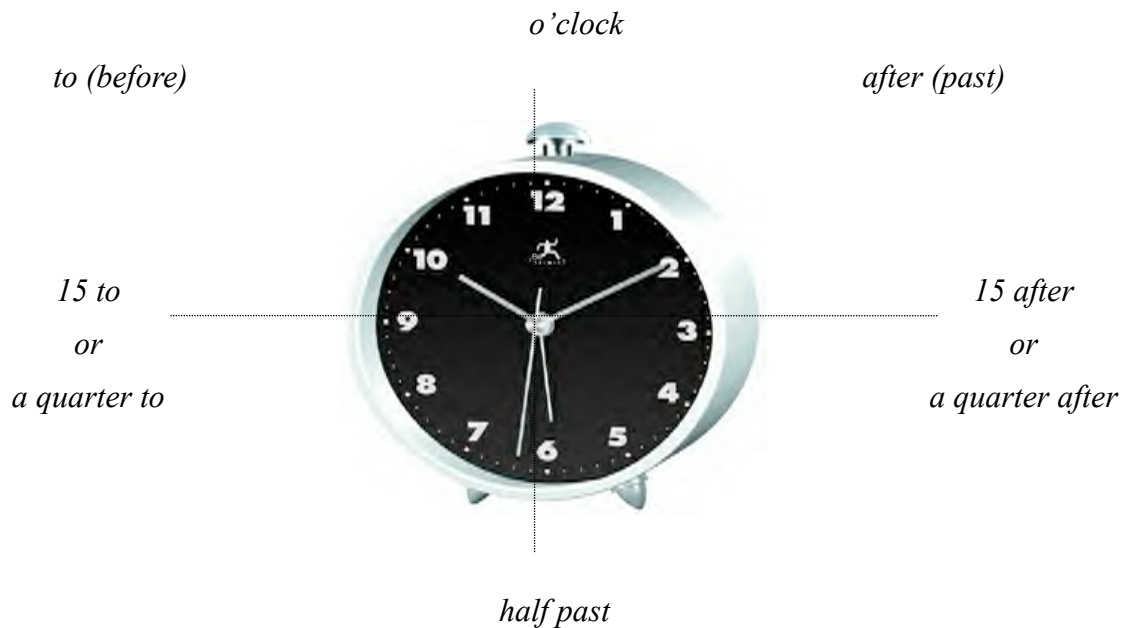
B: Do you know/remember how much it/they cost?

A: Maybe/I believe it was/they were _____.
                     ($5, ¥500, etc.)

B: At today's exchange rate, how much would that be in _____?
                                        (dollars, yen)

A: Close to _____.
          ($5, ¥500, etc.)

B: Wow.   That's _____.
               (a good price, not so good is it?, etc.)

TIME

o'clock

to (before)   *after (past)*

15 to   *15 after*
or   *or*
a quarter to   *a quarter after*

half past

| 1:00 | It's one o'clock. | It's one. |
1:05	It's one "oh" five.	It's five after one.
1:10	It's one ten.	It's ten after one.
1:15	It's one fifteen.	It's fifteen after one. OR It's a quarter after one.
1:20	It's _____.	It's _____.
1:25	It's _____.	It's _____.
1:30	It's one thirty.	It's half past one.
1:35	It's one thirty-five.	It's twenty-five to two.
1:40	It's one forty.	It's twenty to two.
1:45	It's _____.	It's _____.
		OR It's _____.
1:50	It's _____.	It's _____.
1:55	It's _____.	It's _____.
2:00	It's _____.	It's _____.

Notice the use of "quarter."   "Quarter" means one-fourth (1/4).   That is why, in American money, a quarter is 25 cents, or 1/4 of one dollar.

Look at these clocks. Write the time as many ways as possible.

_____

_____

_____

_____

_____

_____

_____

_____

_____
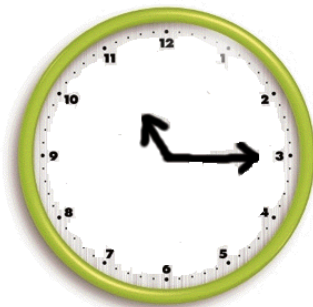
Next, let's talk about actions we do at specific times. Whenever you talk about a time, use the preposition "at" and then the time. For example, "I ride the bus **at** 7:30 in the morning" or "I met my friend **at** 10:45."
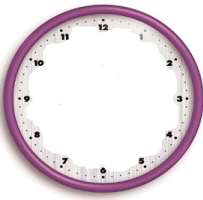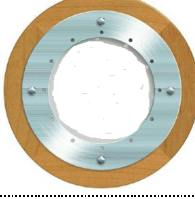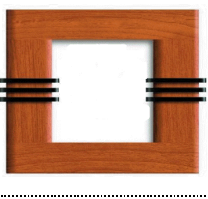
5

Say what you do in a normal day in the order you do them.   You can use the verbs below or use your own.   Fill in the clock with the appropriate time.

eat lunch	go to work/school	get dressed
get changed	eat breakfast	eat dinner
check email	wake up	get up
watch TV	go to sleep	brush my teeth

For example: I eat lunch at twelve o'clock.

MORNING

1		_____	5		_____
2		_____	6		_____
3		_____	7		_____
4		_____	8		_____

NIGHT

Now you want to go out to a coffee shop with your partner. You will have to find out when your partner is free during the day and when you are free. You can only go to the coffee shop if you each have **one hour** free together (ex: from 2:00 to 3:00 in the afternoon). Decide on a possible time to go and use the different ways to tell the time. Use the following dialogue as an example:

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Student A:　　I am free from 2:45 to 4:00.

Student B:　　I finish school at 3:00, but I have club activities at 3:30. How about at 12:30?

Student A:　　At 12:30? Class starts at 1:00. How about at 6:15.

Student B:　　At 6:15? I eat dinner at 7:30. OK. Let's go to the coffee shop at 6:15.

Write down your schedule in the left column. You might have to just choose one day (such as today). When discussing free time with your partner, you may make notes in the right column about your partner's busy and free times if necessary to help you decide a time to meet.

YOUR SCHEDULE	YOUR PARTNER'S SCHEDULE
8:00 -　　(　　)_____ 9:00	8:00 -　　(　　)_____ 9:00
-　　(　　)_____ 10:00	-　　(　　)_____ 10:00
-　　(　　)_____ 11:00	-　　(　　)_____ 11:00
-　　(　　)_____ 12:00	-　　(　　)_____ 12:00
-　　(　　)_____ 1:00	-　　(　　)_____ 1:00
-　　(　　)_____ 2:00	-　　(　　)_____ 2:00
-　　(　　)_____ 3:00	-　　(　　)_____ 3:00
-　　(　　)_____ 4:00	-　　(　　)_____ 4:00
-　　(　　)_____ 5:00	-　　(　　)_____ 5:00
-　　(　　)_____ 6:00	-　　(　　)_____ 6:00
-　　(　　)_____ 7:00	-　　(　　)_____ 7:00
-　　(　　)_____ 8:00	-　　(　　)_____ 8:00
-　　(　　)_____ 9:00	-　　(　　)_____ 9:00

Based on your discussion with your partner, check the appropriate box.　　Did you decide on a time?

　　　　□　　Yes.　　We will go to the coffee shop from _____ to _____ .

　　　　□　　No.　　We don't have free time at the same time.