

# Numbers in our lives

## Tell me the time



What's the time?

It's.....

What time is it?

It's.....

Show these times on the clock face:

- Eleven fifty
- Three thirty
- Seven ten
- Two seventeen
- Eight forty five
  
- Six o'clock
- Ten to four
- Five past nine
- Quarter to twelve
- Nine past ten

**What time do you .....?** Write in the space what time you do the activities listed below. Then ask a partner and a friend.

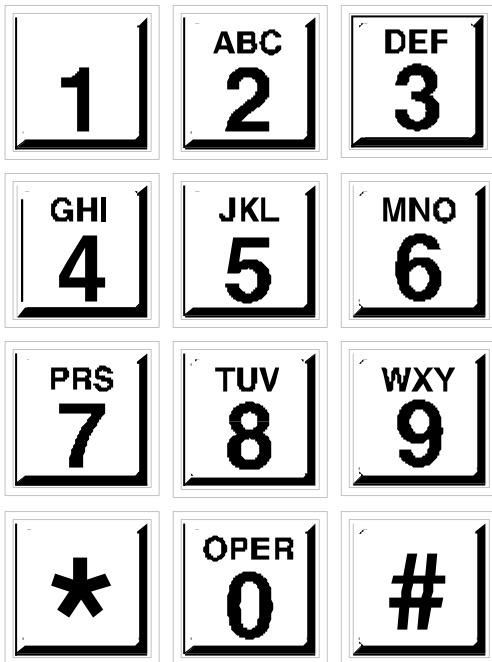


ACTIVITY	YOU	A PARTNER	A FRIEND
get up			
go to bed			
eat dinner			
study English			

Using this resource:

- Use toothpicks or matches as the hands of the clock. Practice telling the time with your learner.
- Have the learner show you the times down the side. The first set of five times are easier.
- "What time do you....?" can be used in groups or one-to-one. As a follow up, activity have the learners report back on what they found or have them ask different questions.

# What's your phone number?



Practise dialling these numbers.

0800 FOR TYRES

0508 KEEP IT

0800 WE FIX IT

0508 SEND IT

If you want to, you can change them to numbers first.

What's your phone number?

It's .....

Jing - Hello

Sophie - Hello, is Rosa there?

Jing - No, she's out at the moment. Do you want to leave a message?

Sophie - Yes. Please tell her that Sophie called. My phone number is 555 2371

Jing - 555 2379

Sophie - No, it's 555 2371

Jing - Okay , 555-2371

Sophie - Yes, that's right. Thank you.

Jing - Bye

Sophie - Bye



Using this resource:

- Practise asking and telling each other your phone numbers. Use the keypad to help remember and explain.
- Practise phone numbers with letters in them using the keypad.
- Have your learner say the number as you dial then swap roles.
- Make a tape of the dialogue. Listen to it before you show it to your learner. Depending on your learner's level have them: write down any number they hear, write down the phone number they hear, take the message, or say what mistake was made.
- As a follow up activity, call your learner during the week and practise on the phone.

# Numbers and Words

Look for the numbers on the list in the word search. Ring them as you find them.

- 15
- 12
- 9
- 64
- 8
- 11
- 91
- 7
- 20
- 40
- 10
- 3
- 2
- 13
- 30

N	F	I	F	T	E	E	N	T	R
I	W	T	T	W	E	L	V	E	T
N	I	N	E	E	T	W	O	N	H
E	V	E	R	N	S	O	F	A	I
T	S	I	X	T	Y	F	O	U	R
Y	E	G	T	Y	E	E	R	H	T
O	V	H	U	F	I	F	T	Y	E
N	E	T	H	I	R	T	Y	E	E
E	N	E	L	E	V	E	N	K	N

How many letters are left after you have found all the numbers?

Clue: It is one of the numbers that you already found.

Your Bank	Home Branch	Date ____/____/____
Pay _____ _____ or Bearer		\$ <input type="text"/>
The sum of _____ _____		
E. S. O. L. Learner		_____
120034 056023 1234567 00		

Using this resource:


- Give it to your learner for homework.
- Discuss when you may need to use words instead of numbers (it is usual in written text to use the word instead of the number in numbers ten and below.)
- Use the page as an introduction to banking and related topics.
- Have learners in a group do it in groups, maybe against a time limit.

# Shopping – How much are.....?

Look at the coupons and tell your partner which ones you would buy and why.

BANANAS


\$3.74  
Per kg



RICE

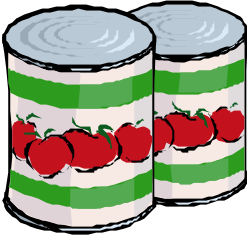
1 kg bags

3 for \$5.00



PEACH  
SLICES IN  
CANS

\$1.10  
(410 gm)



APPLES

\$2.99  
Per kg




FLOUR

5 Kg bag

\$5.50

BAKED  
BEANS

\$1.05  
(410 gm)



Now answer the following questions:

- Which product costs the most?
- Which product costs the least?
- Which is more expensive – the rice or the flour?
- What is the price per kilo of the products?

Using this resource:

- Vocabulary building. Point to the coupon as you say the name of the product, then have your learner point as you say the name of the product. Then you point, and the learner says the name of the product.
- Numeracy skills. Introduce the concept of more expensive, less expensive. Practice by having the learner say which is which.
- Use the questions with learners who are not absolute beginners. If your learner is lower level make up your own questions.
- Extension. Use more coupons or junk mail that you already have. Introduce a wider range of products. Use this sheet to introduce countable and uncountable nouns.