Level: 5TH PRIMARY SCHOOL

GENERAL AIMS:

- To understand oral and written texts which include numbers.
- How to use ordinal and cardinal numbers in everyday/ordinary situations.
- To write texts for various purposes using ordinal and cardinal numbers.
- To obtain some information using ICT.

CONTENTS:

Listening, Speaking and Oral Interaction

- Understanding oral texts which include numbers.
- How to speak and ask questions about real situations using numbers.

Reading and Writing

- To understand and write texts related to situations in which numbers are used.
- How to write texts describing or counting objects, using numbers.
- Learning to read autonomously.
- To use ICT to write texts and pass on information to others.

Knowledge of the language system

- Accurate pronunciation, rhythm and intonation.
- Recognition and use of some structures in order to express how to count.
- Recognition and use of cardinal and ordinal numbers in common situations of daily life.
- Reflection on the pupil's own learning, work organisation and the acceptance of error as part of the process of learning and self-assessment.
The unit is divided into four sections: **Cardinal numbers; Using cardinal numbers; Ordinal numbers** and **THE FOOTBALL WORLD CUP**. Each section contains various exercises that cover the contents described above.

**Sessions:** This unit has been designed to be covered in approximately 240 minutes, that is eight 30 minute teaching sessions; but of course, the actual time spent on it by each group of students will depend on their previous knowledge of the topic, as well as that of the grammar and vocabulary included in the unit.

You can find a printable version of this document with the key to the exercises, the audio-scripts and Consolidation Activities in the root directory of the unit.

The structure of the unit is as follows:

**PART 1 – Cardinal Numbers**

**Exercise 1** presents the first part of a letter that a British Grandfather sends to his Italian granddaughter. He tries to encourage her to learn English numbers properly. Students can hear and read the text at the same time.

**Exercise 2** contains a memory game with numbers from 1 to 10. When students click on the cards, they can hear how the numbers in figures and words are pronounced.

**Exercise 3** provides students with a revision of numbers from 11 to 20. When they run the mouse over the numbers they can see them in words. And if they click on the numbers, they can hear their pronunciation.

**Exercise 4** is a matching exercise of numbers in words and in figures. When students click on the numbers in figures they can listen to their correct pronunciation.

**Exercise 5** consists of the second part of the letter, in which the grandfather justifies the use of large numbers. It has to be read while listened to. There’s also an extra activity available if students click on the telegram. They will learn how to manage large numbers.

**Exercise 6** consists of reading about how to form large numbers. Students can practise large numbers if they click on the telegram again.

**Exercise 7** consists of a matching exercise centred on the identification of numbers in words and in figures.
**Exercise 8** is a listening activity. Students have to listen to numbers that they have to match, looking for the same numbers in figures.

**Exercise 9** is a writing activity. Students have to read the numbers in figures and write them in words. Then they will do the opposite: they will read the numbers in words and write them in figures.

**PART 2 – Using cardinal numbers**

**Exercise 1** consists of a reading activity. Students have to read and keep in mind the details of the reading text in order to use it in the following activities.

**Exercise 2** consists of arranging a list of prices from the lowest to the highest.

**Exercise 3** consists of arranging the same list from the highest to the lowest price.

**Exercise 4** provides students with a text that they have to read in order to write the prices of some violins in words.

**Exercise 5** consists of an activity in which students have to write the prices in words that are supposed to have been written in different cheques.

**Exercise 6** consists of a reading activity that offers students the chance to learn more about numbers used for different purposes in the learning process. The activity also provides some practice.

**PART 3 – Ordinal numbers**

**Exercise 1** is the third and final part of the letter from the Grandfather. In this one, the Grandfather encourages his granddaughter to learn ordinal numbers and to pay attention to the way to express years.

**Exercise 2** is a learning activity of ordinal numbers. Students have to click on each number to listen to their pronunciation.

**Exercise 3** consists of putting some ordinal numbers in order in the right column with the help of the numbers in figures in the left column. They have to drag the words from eleventh to twentieth.
Exercise 4 consists of matching the numbers in words and in figures. Students have to drag the ordinal numbers in figures to the right boxes.

Exercise 5 consists of completing a chart, writing the ordinal numbers in words next to the numbers in figures and the other way around.

Exercise 6 consists of listening while reading the different examples of the use of ordinal numbers in common expressions. Students have to keep them in mind.

Exercise 7 consists of some practice in relation to the previous reading. They have to choose the right answer for each question.

Exercise 8 consists of matching the answers: dates and their expression in words.

Exercise 9 is a matching exercise. Students have to drag the verbs to the right column in order to classify them by their pronunciation. If students run the mouse over the phonetics, they can hear how they are pronounced. And if they click on them, they can watch a video from the BBC with a clear demonstration.

PART 4 – THE FOOTBALL WORLD CUP

Exercise 1 is a reading activity. Students can read and listen to a text regarding the famous Football World Cup. There are links to the original text and the Official webpage.

Exercise 2 is a listening comprehension text related to the information given in the first activity. The information is related to the teams that played the Final match.

Exercise 3 is a reading exercise. If students want to access the official webpage, they have to click on the map.

Exercise 4 is a reading comprehension exercise linked to the previous activity. Students have to fill in the gaps, giving the right answer.

Exercise 5 is another reading activity in which students have to pay attention to the world population, especially in the countries that participated in the FOOTBALL WORLD CUP.

Exercise 6 is a multiple choice activity. Students must choose the right answer from three options.
Part 1: CARDINAL NUMBERS

Scene 1

Dear Susan,

How are you? I'm fine. What's the weather like in Italy now? I suppose it's warm. In England it rains practically every day.

I know you are learning about the numbers in English. Please, learn this lesson very well. You have to use them more than you can imagine...

Scene 5: BIG NUMBERS

...In our daily life we come across large numbers, and that's the reason you must be able to read them.

We use large numbers in cheques, to express the world population, etc.

Scene 8

1. Two hundred and forty-eight
2. Twenty-nine.
3. One thousand, two hundred and thirty-four.
4. Four hundred and fifty-two.
**PART 2: USING CARDINAL NUMBERS**

Scene 5

MORE NUMBERS IN ENGLISH

Decimals  2.36 => two point three six
Fractions
Read the top number as a cardinal number, followed by the ordinal number + 's'

\[
\frac{3}{8} => \text{three eighths}
\]

NOTE:  \(\frac{1}{4} \Rightarrow \text{one quarter}, \frac{2}{3} \Rightarrow \text{two thirds}, \frac{1}{2} \Rightarrow \text{one half}\)

Other expressions

Here are the descriptive names of a number of important numerical expressions:

- Weight 80 kg (kilograms) OR 42 lbs (pounds)
- Telephone number 0171 895 7056
- Temperature 28° C (celsius) OR 72° F (fahrenheit)
- Height 1 m 89 cm
- Score 2-1

**PART 3: ORDINAL NUMBERS**

Scene 1

...Remember, Susan. There are some exceptions:
To write dates, you have to use ordinal numbers.

They are similar to cardinal numbers, but the key is
the use of TH at the end of most numbers.

It's much quicker.

Your grandpa,

**PART 3: ADVENT AND CHRISTMAS**

Scenes 6

*First-born is the first child born in a family.*
Susan is our first-born. Jane was born four years after her. First things first is an expression we use to tell someone that the most important things have to be done before any other thing.

Second thoughts appear when you start to doubt or question, so you are changing your mind.
I’m having second thoughts about our marriage.

A third degree burn is a very serious type of burn.

There was a terrible accident and he suffered third degree burns on his legs.

PART 4: THE FOOTBALL WORLD CUP

Scene 1

The final of the FOOTBALL WORLD CUP was played by The Netherlands and Spain.
A Start list was published on the web. These documents give us a lot of information. For example:
Maarten Stekelengurg played as a Goalkeeper (GK).
He was born on 22nd of September 1982.
He is 1.97 metres tall and he had already played 6 matches, so he has played 540 minutes.
As a Goalkeeper he had 5 goals against, and he had just a single yellow card.

Have a look at the other footballers and answer the questions.
PART 1 – Cardinal numbers

Exercise 2 Match:

Exercise 3 (Big numbers- Read this telegram) drag:
Exercise 4  (Large numbers- Read this telegram) match:

<table>
<thead>
<tr>
<th>Number</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Ten</td>
</tr>
<tr>
<td>100</td>
<td>Hundred</td>
</tr>
<tr>
<td>1,000</td>
<td>Thousand</td>
</tr>
<tr>
<td>10,000</td>
<td>Ten thousand</td>
</tr>
<tr>
<td>100,000</td>
<td>Hundred thousand</td>
</tr>
<tr>
<td>1,000,000</td>
<td>Million</td>
</tr>
<tr>
<td>1,000,000,000</td>
<td>Billion or Thousand</td>
</tr>
<tr>
<td></td>
<td>million</td>
</tr>
</tbody>
</table>

Exercise 7 Match:

Exercise 8 Complete:

<table>
<thead>
<tr>
<th>Number</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>386</td>
<td>Three hundred and eighty six</td>
</tr>
<tr>
<td>65</td>
<td>Sixty five</td>
</tr>
<tr>
<td>809</td>
<td>Eight hundred and nine</td>
</tr>
<tr>
<td>268</td>
<td>Two hundred and sixty eight</td>
</tr>
<tr>
<td>6312</td>
<td>Six thousand three hundred and twelve</td>
</tr>
<tr>
<td>Four hundred and twenty one</td>
<td>421</td>
</tr>
<tr>
<td>Three thousand two hundred and six</td>
<td>3,206</td>
</tr>
<tr>
<td>One hundred and twenty eight</td>
<td>128</td>
</tr>
<tr>
<td>One Hundred thousand</td>
<td>100,000</td>
</tr>
<tr>
<td>Forty five thousand one hundred and twenty two</td>
<td>45,122</td>
</tr>
</tbody>
</table>
PART 2 – Using Cardinal Numbers

Exercise 2

<table>
<thead>
<tr>
<th>Model</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>SKB VIOLIN</td>
<td>109.99€</td>
</tr>
<tr>
<td>PALATINO VIOLIN</td>
<td>134.99€</td>
</tr>
<tr>
<td>ELECTRONIC VIOLIN</td>
<td>159.48€</td>
</tr>
<tr>
<td>WOOD VIOLIN</td>
<td>239.99€</td>
</tr>
<tr>
<td>ZETA VIOLIN</td>
<td>275.99€</td>
</tr>
</tbody>
</table>

Exercise 3

<table>
<thead>
<tr>
<th>Model</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>ZETA VIOLIN</td>
<td>275.99€</td>
</tr>
<tr>
<td>WOOD VIOLIN</td>
<td>239.99€</td>
</tr>
<tr>
<td>ELECTRONIC VIOLIN</td>
<td>159.48€</td>
</tr>
<tr>
<td>PALATINO VIOLIN</td>
<td>134.99€</td>
</tr>
<tr>
<td>SKB VIOLIN</td>
<td>109.99€</td>
</tr>
</tbody>
</table>

Exercise 4 Answer the questions:

1. Two hundred and fifty three.
2. Two hundred and eighty six.

Exercise 5 Answer the questions:

1. Five hundred and ninety three.
2. Four hundred and seventy nine.
3. Ten thousand five hundred and sixty four.
4. Six hundred and twenty nine.
5. Three hundred and eighty nine.
Exercise 6 Complete:

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.96</td>
<td>Three point nine six</td>
</tr>
<tr>
<td>7.32</td>
<td>Seven point three two</td>
</tr>
<tr>
<td>35.68</td>
<td>Thirty-five point six eight</td>
</tr>
<tr>
<td>6/3</td>
<td>Six thirds</td>
</tr>
<tr>
<td>3/4</td>
<td>Three quarters</td>
</tr>
<tr>
<td>2/2</td>
<td>Two halves</td>
</tr>
<tr>
<td>1/2</td>
<td>One half</td>
</tr>
<tr>
<td>3/4</td>
<td>Three quarters</td>
</tr>
<tr>
<td>5/6</td>
<td>Five sixths</td>
</tr>
<tr>
<td>kg</td>
<td>Kilograms</td>
</tr>
<tr>
<td>lbs</td>
<td>pounds</td>
</tr>
<tr>
<td>15.25</td>
<td>Fifteen point two five</td>
</tr>
</tbody>
</table>

PART 3 – Ordinal Numbers

Exercise 2  word ordering
Exercise 3 and 4  Drag the words

Exercise 5  Word ordering

Exercise 5  Multiple choice

1. Second thoughts
2. First things first
3. First-born
4. Third degree burns
Exercise 6  Match

<table>
<thead>
<tr>
<th>29/09</th>
<th>Twenty-ninth of September</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/04</td>
<td>31st of May</td>
</tr>
<tr>
<td>4/12</td>
<td>4th of December</td>
</tr>
<tr>
<td>31/05</td>
<td>Fifth of April</td>
</tr>
<tr>
<td>22/06</td>
<td>Twenty-second of June</td>
</tr>
</tbody>
</table>

Exercise 7 Drag the words

/th/  /ð/  the  that  think  twelfth  third  thirsty

/θ/  they  father  eleventh
PART 4 – THE FOOTBALL WORLD CUP

**Exercise 2 gap-filling**

1. When’s Michel Vorm’s birthday? It's on **20th October**| **October 20th**.
2. When was David Villa born? He was born on **3rd December 1981**| **December 3rd 1981**.
3. How long did Jesús Navas play? He played **118 minutes**.
4. How long did Iker Casillas play? He **played 540 minutes**.
5. When’s Wesley Sneijder’s birthday? It's **on 9th June**| **on June 9th**.
6. How tall is Wesley Sneijder? He’s **1.70 metres** tall.
7. How many matches did Pedro play? He played **four matches**.
8. How tall is Xavi? He’s **1.70 metres**.
9. What was Sergio Busquets' position? He was a **midfielder**.
10. How many goals did Arjen Robben score? He scored **two goals**.
11. How many single yellow cards had Gregory Van Der Wiel got? He had got **two** single yellow cards.
12. How many matches did Fernando Torres play? He **played six matches**.
13. How many goals did the Dutch goalkeeper concede? He conceded **five goals**.

**Exercise 4 gap-filling**

1. How many countries participated in the FOOTBALL WORLD CUP from all over the world? **[32 | Thirty two | Thirty-two]** countries participated.
2. How many countries were from the European Continent? There were **[13 | Thirteen]** teams from Europe.
3. How many countries participated from the Australian continent? Which ones? **[Two | 2]** countries participated from the Australian continent: **[Australia]** and New Zealand.

**Exercise 6 Multiple choice**

1. USA
2. PORTUGAL
3. AUSTRALIA
4. Five million five hundred and sixty thousand six hundred and twenty eight.