

Reading Large Numbers

Practice reading and using large numbers.

1. Warm up

Discuss the following with a partner.

1. Do you watch YouTube? Do you know this video?
2. How tall are you?
3. How long does it take you to come to English class?



11,447,856,187 views

2. Reading

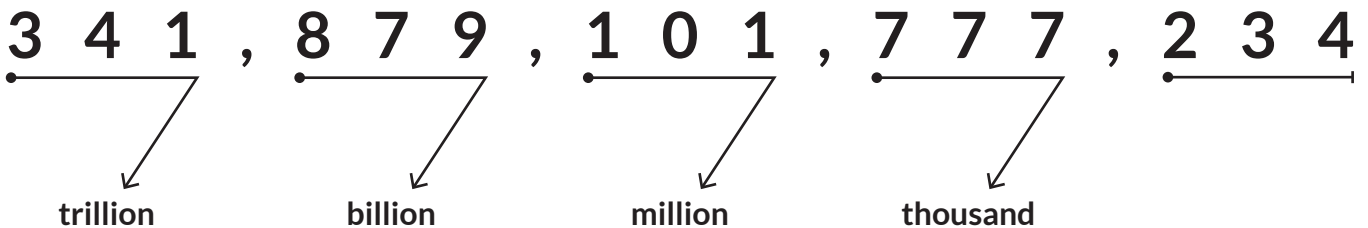
A. Follow the arrows to read the numbers below.

- | | | | | | |
|----|------------------------------|-----------------------------------|----|------------------------------|--------------------------------------|
| 1. | ↓ 1 | one | 5. | ↓ 9 | nine |
| 2. | ↓ 4
↓ 0 | forty | 6. | ↓ 7
↓ 0 | seventy |
| 3. | ↓ 3
↓ 0
↓ 0 | three hundred | 7. | ↓ 8
↓ 0
↓ 0 | eight hundred |
| 4. | ↓ 3 ↓ 4 ↓ 1
↓ 0 ↓ 0 | three hundred
and forty
one | 8. | ↓ 8 ↓ 7 ↓ 9
↓ 0 ↓ 0 | eight hundred
and seventy
nine |

B. Write the following numbers in full. Notice the 'and' after the hundreds.

1. 341 Three hundred and forty-one.
2. 879 _____
3. 101 _____
4. 777 _____
5. 234 _____

C. Follow the arrows from left to right to read the large number below.



Three hundred and forty-one **trillion**, eight hundred and seventy-nine **billion**, one hundred and one **million**, seven hundred and seventy-seven **thousand**, two hundred and thirty-four.

3. Practice (Student A)

A. Read your numbers to Student B. Student B will write down the numbers they hear.

- | | |
|--------------|-------------------|
| 1. 28,244 | 4. 101,000,001 |
| 2. 222,001 | 5. 120,283,901 |
| 3. 1,234,567 | 6. 12,001,145,980 |

B. Write down the numbers you hear from Student B.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

C. Ask your partner questions to complete the facts. Use the examples for help.

e.g. How (high/tall/long) is _____ ?

How far is _____ from _____ ?

1. Mount Fuji in Japan is _____ meters high.
2. Mount Kilimanjaro in Tanzania is 5,895 meters high.
3. Mount Everest is _____ meters high. It is the highest mountain in the world.
4. The Mississippi river is 3,778 kilometers long.
5. The Amazon river is _____ kilometers long.
6. The Burj Khalifa building in Dubai is 829.8 meters tall. It is the tallest building in the world.
7. The moon is _____ kilometers from Earth.
8. Tokyo is 10,849 kilometers from New York.
9. _____ people live in Japan.
10. 5,124,100 people live in New Zealand. (June 2022)

3. Practice (Student B)

A. Write down the numbers you hear from Student A.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

B. Read your numbers to Student A. Student A will write down the numbers they hear.

1. 879,284
2. 777,123
3. 101,000,001
4. 4,567,114
5. 1,100,100,100
6. 8,184,094,100

C. Ask your partner questions to complete the facts. Use the examples for help.

e.g. How (high/tall/long) is _____?

How far is _____ from _____?

1. Mount Fuji in Japan is 3,776 meters high.
2. Mount Kilimanjaro in Tanzania is _____ meters high.
3. Mount Everest is 8,850 meters high. It is the highest mountain in the world.
4. The Mississippi river is _____ kilometers long.
5. The Amazon river is 6,992 kilometers long.
6. The Burj Khalifa building in Dubai is _____ meters tall. It is the tallest building in the world.
7. The moon is 384,400 kilometers from Earth.
8. Tokyo is _____ kilometers from New York.
9. 125,563,804 people live in Japan. (November 2022)
10. _____ people live in New Zealand.

Reading Large Numbers



Level: Beginner: A1
Elementary: A2

Updated: Nov 15, 2022

Language: Function: Asking and answering questions. Comprehending text.
Forms: Adjectives.

Target time: 60 minutes.

Overview: Help your students read large numbers correctly. Students will practice the language needed to read large numbers as well as listening to large numbers by asking and answering how questions with adjectives high, far, and long.

0. PREPARATION

Distribute Page 2 and Page 3 to students in pairs; Page 2 for Student A and Page 3 for Student B.

1. WARM UP

A warm up activity helps set the mood for the topic/lesson and is a good opportunity to assess students' ability to generate language as well as elicit target vocabulary used in the lesson. If students struggle to engage with their partners, ask questions to encourage participation. Allow a few minutes for students to complete the activity and continue the conversation if interesting.

Elicit answers from students.

2. READING

A. In pairs, students read numbers 1-8 by following the arrows. Ensure they can read numbers in the hundreds. You may want to board more examples and practice with the class if they struggle. Use Part 1A as a model.

B. Individually, students write numbers 2-5 in full. Students can compare their answers with a partner and discuss any differences or check answers as a class. Note that 'and' is used in British English (BrE) after the hundreds if tens or ones exist. This is often omitted in American English (AmE).

- 341 Three hundred and forty one.
- 879 Eight hundred and seventy nine.
- 101 One hundred and one.
- 777 Seven hundred and seventy seven.
- 234 Two hundred and thirty four.

Demonstrate how to read a large number to your students by reading the number to the class and having student follow the arrows with their fingers. First read the 3-digit number, then the word for the group.

If students are working in pairs, have one student read the number in full below and the listener follow the speaker with their finger along the line. Change roles and repeat.

You may need to introduce the words: thousand, million, billion, and trillion.

3. PRACTICE

A. In pairs, Student A reads the numbers and Student B writes the number they hear. Student can compare their answers with their partner and discuss any differences.

- 28,244

Twenty-eight thousand, two hundred and forty-four.

- 222,001
Two hundred and twenty-two thousand, and one.
- 1,234,567
one million, two hundred and twenty-three thousand and four, five hundred and sixty seven.
- 101,000,001
One hundred and one million, and one.
- 120,283,901
One hundred and twenty million, two hundred and eighty-three thousand, nine hundred and one.
- 12,001,145,980
Twelve billion, one million, one hundred and forty-five thousand, nine hundred and eighty.

B. Students change roles and practice again with Student A writing the numbers they hear from Student B.

- 879,284
Eight hundred and seventy-nine thousand, two hundred and eighty-four.
- 777,123
Seven hundred and seventy-seven thousand, one hundred and twenty-three.
- 101,000,001
One hundred and one million, and one.
- 4,567,114
Four million, five hundred and sixty-seven thousand, one hundred and fourteen.
- 1,100,100,100
One billion, one hundred million, one hundred thousand, one hundred.
- 8,184,094,100
Eight billion, one hundred and eighty-four million, ninety-four thousand, one hundred.

C. This activity will help students practice reading and listening to large numbers by asking and answering how questions with adjectives high, far, and long. In pairs, students take turns asking their partner for the missing information on their paper using the model questions as a guide.

- A How long is the Amazon river?
B The Amazon river is six thousand, nine hundred and ninety-two kilometers long.

Encourage students to ask questions if they couldn't hear or need the number repeated.

e.g. I'm sorry, could you say that again?

Could you speak more slowly please?