

# Numbers and Measurements in English

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**Abstract:** Numbers are important. Whether costs, revenues, performance, targets-most people agree that numbers are significant. Interpretation of these numbers is key; the numbers can influence decisions related to performance, investments and effectiveness among other things. Number sense is so important for our young math learners because it promotes confidence and encourages flexible thinking. It allows our children to create a relationship with numbers and be able to talk about math as a language. In this article we learn about numbers completely.

**Keywords:** numbers, cardinal, ordinal numbers, fractions, decimals, percentages, dates, time.

## INTRODUCTION

There are two main types of numbers:

1. *Cardinal numbers:* one, two, three etc.

2. *Ordinal numbers:* first, second, third etc.

**Fractions, decimals and percentages:** three quarters point seven five seventy-five per cent

*Number of times:* once, twice, three times etc.

**Times and dates.** We use numbers when giving the time and the date: twenty past six October 17th

**Some other measurements.** We also use numbers to express an amount of money, length, weight etc.

## METHOD

Be careful with these spellings: fifteen, eighteen, forty, fifty, eighty.

We can use a or one before hundred, thousand, million etc. There's a hundred/one hundred metres to go! I've told you a thousand times not to do that. Unemployment stands at one million four hundred thousand.

A is informal. One is usual in longer numbers. We cannot leave out a or one. NOT I've told you thousand times.<sup>1</sup>

Hundred, thousand, million etc. are singular except in the of-pattern.

We use and between hundred and the rest of the number (but not usually in the USA).

We put a hyphen in twenty-one, sixty-five etc. but not before hundred, thousand or million.

We can write a thousand as 1,000 or 1 000 or 1000 but not 1.000.

For the numbers 1100, 1200 etc. up to 1900, we sometimes say eleven hundred, twelve hundred etc. The hostage spent over fourteen hundred days in captivity.

In British English one billion can sometimes mean 1,000,000,000,000.

We sometimes use alone dozen for 12. half a dozen eggs (= 6 eggs)  
two. We'll have to wait a couple of minutes.

And in informal English we can use a couple for

## Cardinal Numbers

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<sup>1</sup> "Oxford guide to English grammar" by John Eastwood.

# Numbers in English

**0** zero  
**1** one  
**2** two  
**3** three  
**4** four  
**5** five  
**6** six  
**7** seven  
**8** eight  
**9** nine

**40** forty  
**41** forty-one  
**42** forty-two  
**43** forty-three  
**44** forty-four  
**45** forty-five  
**46** forty-six  
**47** forty-seven  
**48** forty-eight  
**49** forty-nine

**80** eighty  
**81** eighty-one  
**82** eighty-two  
**83** eighty-three  
**84** eighty-four  
**85** eighty-five  
**86** eighty-six  
**87** eighty-seven  
**88** eighty-eight  
**89** eighty-nine

**10** ten  
**11** eleven  
**12** twelve  
**13** thirteen  
**14** fourteen  
**15** fifteen  
**16** sixteen  
**17** seventeen  
**18** eighteen  
**19** nineteen

**50** fifty  
**51** fifty-one  
**52** fifty-two  
**53** fifty-three  
**54** fifty-four  
**55** fifty-five  
**56** fifty-six  
**57** fifty-seven  
**58** fifty-eight  
**59** fifty-nine

**90** ninety  
**91** ninety-one  
**92** ninety-two  
**93** ninety-three  
**94** ninety-four  
**95** ninety-five  
**96** ninety-six  
**97** ninety-seven  
**98** ninety-eight  
**99** ninety-nine

**20** twenty  
**21** twenty-one  
**22** twenty-two  
**23** twenty-three  
**24** twenty-four  
**25** twenty-five  
**26** twenty-six  
**27** twenty-seven  
**28** twenty-eight  
**29** twenty-nine

**60** sixty  
**61** sixty-one  
**62** sixty-two  
**63** sixty-three  
**64** sixty-four  
**65** sixty-five  
**66** sixty-six  
**67** sixty-seven  
**68** sixty-eight  
**69** sixty-nine

**30** thirty  
**31** thirty-one  
**32** thirty-two  
**33** thirty-three  
**34** thirty-four  
**35** thirty-five  
**36** thirty-six  
**37** thirty-seven  
**38** thirty-eight  
**39** thirty-nine

**70** seventy  
**71** seventy-one  
**72** seventy-two  
**73** seventy-three  
**74** seventy-four  
**75** seventy-five  
**76** seventy-six  
**77** seventy-seven  
**78** seventy-eight  
**79** seventy-nine

**LARGE NUMBERS**

100 one hundred	1,000 one thousand
101 one hundred and one	2,000 two thousand
200 two hundred	10,000 ten thousand
300 three hundred	100,000 one hundred thousand
400 four hundred	1,000,000 one million
500 five hundred	10,000,000 ten million
600 six hundred	123,456,789
700 seven hundred	one hundred and twenty-three million,
800 eight hundred	four hundred and fifty-six thousand,
900 nine hundred	seven hundred and eighty-nine.

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Sometimes numbers are written in words, especially small numbers: *one* of *four* super prizes, *two* bedrooms (*one* double and *one* single)

To express a large but indefinite number we can use dozens of, hundreds of, thousands of and millions of. There were *hundreds of people* in the square, NOT *eight hundreds of*...A drop of water consists of *millions of* atoms.

*Note* - We can use a definite number with the of-pattern for part of a quantity: *One of* these letters is for you. *Four of* the passengers were injured.<sup>2</sup>

We can use words and phrases like these to give an approximate number: *about* two years, *around* a thousand pounds, *approximately* four miles

Here are some other ways of modifying a number: *more than* 100 destinations *over* 5 metres long *less than* ten miles *below* 10,000 feet children *under* 3only £14.99 *at least* 3 weeks sleeps up to 6 people<sup>3</sup>

We also use numbers to identify someone or something, for example on a creditcard, passport or ticket. We read each figure separately. *Express Card 4929 806 317 445*-'four nine two nine, eight oh six, three one seven, double four five'*Call us on 0568 92786*- 'oh five six eight, nine two seven eight six'

*Note*

We say 'oh' for the figure 0 in these numbers. When we talk about this figure, we use *nought*.

You've missed out a nought here. But in the USA (and sometimes in Britain) we say 'zero' for 0.

## Ordinal Numbers

We form most ordinals by adding th to the cardinal number, e.g. *ten tenth*. *Twenty*, *thirty* etc. have ordinals *twentieth*, *thirtieth* etc. *First*, *second* and *third* are irregular.

*Note*


<sup>2</sup> "Oxford guide to English grammar" by John Eastwood.

<sup>3</sup> "The importance of numbers"- Reclay Steward Edge.

Be careful with these spellings: *fifth, eighth, ninth, twelfth and twentieth etc.* We also use ordinal numbers in fractions, and dates. George V is spoken 'George the fifth'. An ordinal number usually comes before a cardinal. *For example: The first four runners were well ahead of the others.*<sup>4</sup>

**ENGLISH  
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# ORDINAL NUMBERS



We normally add a **<sup>TH</sup>** to the end of a cardinal number to make it an ordinal number. Be careful of the **spelling exceptions** below:

<b>1<sup>st</sup> first</b>	<b>11<sup>th</sup> eleventh</b>	<b>21<sup>st</sup> twenty-first</b>
<b>2<sup>nd</sup> second</b>	<b>12<sup>th</sup> twelfth</b>	<b>22<sup>nd</sup> twenty-second</b>
<b>3<sup>rd</sup> third</b>	<b>13<sup>th</sup> thirteenth</b>	<b>23<sup>rd</sup> twenty-third</b>
<b>4<sup>th</sup> fourth</b>	<b>14<sup>th</sup> fourteenth</b>	<b>24<sup>th</sup> twenty-fourth</b>
<b>5<sup>th</sup> fifth</b>	<b>15<sup>th</sup> fifteenth</b>	<b>25<sup>th</sup> twenty-fifth</b>
<b>6<sup>th</sup> sixth</b>	<b>16<sup>th</sup> sixteenth</b>	<b>26<sup>th</sup> twenty-sixth</b>
<b>7<sup>th</sup> seventh</b>	<b>17<sup>th</sup> seventeenth</b>	<b>27<sup>th</sup> twenty-seventh</b>
<b>8<sup>th</sup> eighth</b>	<b>18<sup>th</sup> eighteenth</b>	<b>28<sup>th</sup> twenty-eighth</b>
<b>9<sup>th</sup> ninth</b>	<b>19<sup>th</sup> nineteenth</b>	<b>29<sup>th</sup> twenty-ninth</b>
<b>10<sup>th</sup> tenth</b>	<b>20<sup>th</sup> twentieth</b>	<b>30<sup>th</sup> thirtieth</b>
		<b>31<sup>st</sup> thirty-first</b>
		<b>40<sup>th</sup> fortieth</b>
		<b>41<sup>st</sup> forty-first</b>
		<b>50<sup>th</sup> fiftieth</b>
		<b>51<sup>st</sup> fifty-first</b>

**USES OF ORDINAL NUMBERS**

**DATES:** Her birthday is on the **29<sup>th</sup>**.

**CENTURIES:** Shakespeare was born in the **16<sup>th</sup>** century.

**SEQUENCE/ORDER:** My team came **second** in the league.

**FLOORS OF A BUILDING:** His office is on the **tenth** floor.

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**FRACTIONS** - in fractions we use half, quarter or an ordinal number.

$\frac{1}{2}$  a/one half  $1\frac{1}{2}$  one and a half

$\frac{2}{3}$  two thirds  $2\frac{1}{3}$  two and a third

$\frac{1}{4}$  a/one quarter  $6\frac{3}{4}$  six and three quarters

$\frac{4}{5}$  four fifths  $15\frac{1}{16}$  fifteen sixteenths/fifteen over sixteen

With numbers less than one, we use of before a noun phrase.

<sup>4</sup> Grammar rules(learn grammar rules to rule the English language.)

*Two thirds of the field was under water.*

*We get a quarter of the profits.<sup>5</sup>*

With numbers above one, we can use a plural noun.

*We waited one and a half hours.*

*I'd like six and three quarter metres, please.*

*With one and a half/quarter etc. + noun, there is an alternative pattern.*

*one and a half hours/an hour and a half*

*one and a quarter pages/a page and a quarter*

The word directly before the noun is singular. Compare these phrases.

*three quarters of a metre*

*six and three quarter metres*

### **Decimals**

We use a decimal point (not a comma). After the point we say each figure separately.

*0.2 '(nought) point two'*

*7.45 'seven point four five'*

*15.086 'fifteen point oh/nought eight six'*

*Note.* Americans say 'zero' instead of nought' or 'oh'.

### **Percentages**

*Save 10%! ('ten per cent')*

*an annual return of 14.85% ('fourteen point eight five per cent')*

*18 per cent of the total<sup>6</sup>*

### **Number of times**

We can say *once, twice, three times, four times etc.* to say how many times something happens.

*I've done the exercise once. Isn't that enough?*

*We usually go out about twice a week.*

*You've told me that same story three times now.*

*Note.* Once can mean 'at a time in the past'. *We lived in a bungalow once.*

We can use *twice, three times etc* to express degree, to say how many times greater something is.

*I earn double/twice what I used to/twice as much as I used to.*

*You're looking ten times better than you did yesterday.*

### **Times and Dates**

The time of day

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<sup>5</sup> "How do you say 2010?"

<sup>6</sup> "What is number theory?" Brown University

4.00 *four (o'clock)*

8.05 *five (minutes) past eight eight oh five*

2.10 *ten (minutes) past two two ten*

5.12 *twelve minutes past five five twelve*

11.15 *(a) quarter past eleven eleven fifteen*

9.30 *half past nine nine thirty*

1.35 *twenty-five (minutes) to two one thirty-five*

10.45 *(a) quarter to eleven ten forty-five*

7.52 *eight minutes to eight seven fifty-two*

We use o'clock only on the hour. We can leave it out in informal English.

*I usually get home at about six.*

We do not use o'clock with am/pm or after the figures 00: *four o'clock/4 o'clock NOT four o'clock pm and NOT 4.00 o'clock*

In most contexts we can use either way of saying the time. We usually prefer a phrase like *half past five* in everyday contexts and *five thirty* for a timetable. *I got home about half past five/about five thirty. The train leaves at five thirty/at half past five.*

We can use am /ei'em/ meaning 'in the morning' and pm /pi:'em/ meaning 'in the afternoon or evening'. *The match starts at 3.00 pm.* Twelve o'clock in the day is midday or noon. Twelve o'clock at night is midnight.

We sometimes use the 24-hour clock in timetables. *The next train is the 15.30. ('fifteen thirty')* For times on the hour we sometimes say hundred hours. *23.00 'twenty-three (hundred) hours'*

We usually leave out minutes after 5, 10, 20 and 25, but we must use it after other numbers. *seventeen minutes past/to six NOT seventeen past/to six*

In informal speech we can leave out the hour if it is known. *It's nearly twenty past (four), already.* Using half for half past is also informal. *What time is it? ~ Half nine.*

Americans also use after and of, e.g. *ten past/after two, a quarter to/of eleven.*

## Dates

When we write the date, we can use either a cardinal number such as 15 or an ordinal number such as 15<sup>th</sup>. *15 August August 15 15<sup>th</sup> August August 15<sup>th</sup> 3 May May 3 3<sup>rd</sup> May May 3<sup>rd</sup>*

In speech ordinal numbers are usual. *'the fifteenth of August' August the fifteenth'' the third of May''May the third'*

The date can also be spoken like this, especially in the USA. *'August fifteenth'*

*Note.*

*August fifteen'* is also possible.

5/3/93 means 5th March 1993 in Britain and 3rd May 1993 in the USA.

We say the year like this. *1995 'nineteen ninety-five' 1763 'seventeen sixty-three' 347 'three forty-seven' 1500 'fifteen hundred' 1801 'eighteen oh one' 2000 '(the year) two thousand'*

*Note.* Other expressions are the 1980s ('the nineteen eighties'), and a man in his fifties.

## RESULT

For historical reasons and in order to have application to the solution of Diophantine equations, results in number theory have been scrutinised more than in other branches of mathematics to see if their content is effectively computable. Where it is asserted that

some list of integers is finite, the question is whether in principle the list could be printed out after a machine computation. Later results, particularly of Alan Baker, changed the position. Qualitatively speaking, Baker's theorems look weaker, but they have explicit constants and can actually be applied, in conjunction with machine computation, to prove that lists of solutions (suspected to be complete) are actually the entire solution set.

### **CONCLUSION**

In conclusion, numbers are really significant for us. We use numbers in time, date, year, and weather. We use them in school and work, counting money, measurements, phone numbers password on our phone, locks, reading, page numbers, and TV channels. Engineers use number for their calculation to construct building and roads. Doctors use it for blood counts and medicines. Generally, we use them in every time in our daily life. Therefore, we should learn numbers fully.

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