

TEACHER'S GUIDE · EVERYDAY ENGLISH

How do we say numbers?

LEVEL
A1 · Beginner

TIME
60 min

SKILLS
Speaking · Pronunciation · Reading · Vocabulary

Learning objectives

In this lesson, you can:

- say *-teen* and *-ty* numbers clearly (13 / 30)
- say years, dates and times
- say prices in dollars and cents, and decimals with *point*
- say a phone number

Key vocabulary

year · date · first / second / third · o'clock · half past · a quarter · point · dollar · cent · oh (0)

Materials

- this worksheet
- web page: *Circulating Coins* (U.S. Mint)

1 Warm up

SPEAKING

Look at the pictures. What can you see? How are they connected to the topic? Then answer the questions with your teacher.



PICTURE A · times on a board



PICTURE B · US coins



PICTURE C · a calendar

1. What numbers do you see every day? (prices, times, dates…)
2. What is the date today? What time is it now?
3. Do you know any American coins? What are their names?

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2 Vocabulary preparation

VOCABULARY

Part A: Match the words with the numbers.

first | twelve o'clock | thirty | twenty-five cents | thirteen | third

1. _____ 13
2. _____ 30
3. _____ 1st
4. _____ 3rd
5. _____ 12:00
6. _____ 25¢

Part B: *-teen* or *-ty*? Your teacher says one number. Circle it.

1. 13 / 30
2. 40 / 14
3. 15 / 50
4. 60 / 16
5. 17 / 70
6. 90 / 19

3 Main input: read and learn

READING · NUMBERS

The U.S. Mint makes the coins of the United States. Read two parts of its web page: **Currently in Circulation** and **Past Denominations**. Look at the numbers: money, years and dates.

WEB PAGE

Circulating Coins
U.S. Mint (United States government) · about 300 words to read (2–3 minutes) · free
https://www.usmint.gov/learn/coins-and-medals/circulating-coins

Read quickly. How many cents is a dime? How many cents is a quarter?

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Language focus: how to say numbers in English

Read the rules and the examples. Say every example with your teacher.

1. -teen or -ty?

-teen: strong at the END, long "een"	-ty: strong at the START, short "dee"
13 thirTEEN	30 THIRty (thir-dee)
14 fourTEEN	40 FORty (for-dee)
15 fifTEEN	50 FIFty (fif-dee)
18 eighTEEN	80 EIGHty (ay-dee)

In American English, the **t** in *-ty* sounds like a soft **d**: thirty → "thir-dee". In *-teen*, the **t** is clear: "thir-TEEN".

2. Years

Write it	Say it
1998	nineteen ninety-eight (two pairs: 19 | 98)
1776	seventeen seventy-six
1906	nineteen **oh** six
2000	two thousand
2005	two thousand (and) five
2010	twenty ten
2026	twenty twenty-six

Rule: say most years in two pairs. From 2000 to 2009, say **two thousand** + the number. From 2010, use pairs again (*two thousand twenty-six* is also correct).

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3. Dates: month first + ordinal number

Write it	Say it
Nov 20	November twentieth
July 4	July fourth
March 1	March first
Oct 2	October second
May 3	May third
Jan 31	January thirty-first

Ordinal numbers: 1st first · 2nd second · 3rd third · 4th fourth · 5th fifth · 12th twelfth · 20th twentieth · 22nd twenty-second. In the US, 11/20/2026 = **month** / day / year: *November twentieth, twenty twenty-six*. (British English: *the twentieth of November*.)

4. Times

Write it	Say it
9:00	nine **o'clock** (only for exact hours)
9:05	nine **oh** five / five past nine
9:15	nine fifteen / a quarter past nine
9:30	nine thirty / half past nine
9:45	nine forty-five / a quarter to ten
12:00	twelve o'clock / **noon** (day) / **midnight** (night)

a.m. = from midnight to noon · **p.m.** = from noon to midnight. Don't say "nine o'clock thirty".

5. 24-hour (military) time

Write it	Say it
07:30	oh seven thirty
14:00	fourteen hundred (hours)
21:45	twenty-one forty-five

Use it for flights, trains, hospitals and the army. In everyday conversation, most Americans say *2 p.m.*, not *fourteen hundred*.

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6. Decimals: say **point**

Write it	Say it
2.5	two **point** five
0.75	zero **point** seven five
3.14	three **point** one four

After the point, say each number alone (7 5, not seventy-five). Don't say *dot* (= internet addresses) or *period* (= the end of a sentence).

7. Money: dollars and cents

Write it	Say it
$1	one dollar
$5	five dollar**s**
25¢	twenty-five cents
$4.99	four dollars and ninety-nine cents / four ninety-nine
$2.50	two dollars and fifty cents / two fifty

We write **$** before the number, but we say **dollars** after it. Don't say "point" for money. Coins: penny = 1¢ · nickel = 5¢ · dime = 10¢ · quarter = 25¢.

8. Phone numbers

Write it	Say it
202-555-0147	two oh two ↗ · five five five ↗ · oh one four seven ↘
0	oh (or zero)
55	five five (British English also: double five)

Say each number alone, in groups (3 + 3 + 4 in the US). Make a short pause after each group. Your voice goes up ↗ at the end of a group and down ↘ at the end of the number.

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Practice: Write the numbers in words. Then say them.

1. 1985 → _____
2. 2008 → _____
3. 2026 → _____
4. July 4 → _____
5. 7:30 → _____
6. 3.5 → _____
7. $6.75 → _____
8. 202-555-0193 → _____

4 Reading comprehension

READING

Part A: Read the web page again. Are the sentences true (T) or false (F)? Circle.

1. A nickel is worth five cents. T / F
2. A dime is worth twenty-five cents. T / F
3. In 2026, some coins have the dates "1776 ~ 2026". T / F
4. The penny stopped circulating in 2025. T / F
5. Half dollars are worth fifteen cents. T / F
6. The two-cent coin was made from 1863 to 1873. T / F

Part B: How do you say these numbers from the text? Choose the correct answer.

1. 1938
   (a) one thousand nine hundred thirty-eight (b) nineteen thirty-eight
   (c) nineteen thirteen eight
2. 25¢
   (a) twenty-five cents (b) twenty-five point cents (c) cents twenty-five
3. $2.50
   (a) two point fifty dollars (b) dollars two fifty (c) two dollars and fifty cents
4. 2006
   (a) twenty six (b) two thousand six (c) two hundred six
5. 1794
   (a) seventeen ninety-four (b) one seven nine four (c) seventeen nine four

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Part C: Answer with a number. Then say it in words.

1. When did the penny stop circulating?

2. In what year did the dime start to show President Franklin D. Roosevelt?

3. How many quarter designs are there in 2026?

5 Speaking practice and discussion

SPEAKING

Part A: Choose TWO cue cards. Talk about each card with your teacher for 1–2 minutes.

Cue card 1: My birthday

- The date (month + day)
- What do you do?
- A special year

Cue card 2: My day

- I get up at...
- I start work at...
- I go to bed at...

Cue card 3: At the café

- A coffee: $3.50
- A sandwich: $6.99
- The total is...

Cue card 4: My contacts

- My work phone (you can invent it)
- An important number
- Say it slowly, in groups

Cue card 5: Important dates

- A national holiday
- An important year for me
- A meeting next week: date and time

Part B: Answer the questions with your teacher. Give reasons and examples.

1. What is your favorite day of the year? What is the date?
2. What time do you start and finish work?
3. How much is a coffee in your city? Say the price in dollars and cents too.
4. What year did you start your job or your studies?
5. Can you say your phone number in English? (You can invent one.)

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6 Lesson takeaway and wrap-up

REVIEW

Complete the sentences. Then tell your teacher.

1. My birthday is on _____
2. Today is _____
3. My phone number is _____ (you can invent it)
4. A coffee costs _____

Takeaway: thir**TEEN** ≠ **THIR**ty. Years in pairs (nineteen ninety-eight, twenty twenty-six), but *two thousand five*. Dates: month + first, second, third... Decimals: *point*. Money: number + dollars and cents. Phone numbers: one by one, 0 = *oh*.

+ Optional extension / homework

WRITING

Write eight numbers from your life: a date, a time, a price, a year, a decimal, a phone number (you can invent it)... Then write them in words.

Alternative activity:

Record a short voice message (30 seconds): your name, a phone number (invent one), the date and the time of a meeting. Play it for your teacher in the next class.

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References

United States Mint. (n.d.). *Circulating coins*. Retrieved November 20, 2026, from https://www.usmint.gov/learn/coins-and-medals/circulating-coins

Original materials: vocabulary, language examples and exercises were written for NATeacher for A1 learners.

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Teacher's guide

Learning objectives. By the end of the lesson, the student can: hear and say the difference between -teen and -ty numbers; say years, dates (month + ordinal), times (o'clock, half past, a quarter past / to, 24-hour time), decimals with *point*, prices in dollars and cents, and phone numbers with *oh* and natural intonation.
Total time: approx. 60 minutes — Warm up 6 · Vocabulary 7 · Main input 10 · Comprehension 14 · Speaking 18 · Wrap-up 5. The extension is optional homework.

▶. Main input: about the resource

Resource: *Circulating Coins*, United States Mint (official US government website). Free; no login. https://www.usmint.gov/learn/coins-and-medals/circulating-coins

What to read: the parts "Currently in Circulation" (nickel, dime, quarter, half dollar) and "Past Denominations" (penny, dollar coin, gold eagle) — about 300 words. The student reads for numbers, not for every word. If the browser translates the page automatically, switch the translation off.

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Key information: Nickel = 5 cents; "Monticello" reverse since 1938; President Jefferson obverse since 2006; 2026: "1776 ~ 2026" dual date. Dime = 10 cents; Franklin D. Roosevelt on the obverse since 1946; 2026: Lady Liberty and an eagle. Quarter = 25 cents; in 2026 there are five quarter designs (Mayflower Compact, Revolutionary War, Declaration of Independence, U.S. Constitution, Gettysburg Address). Half dollar = 50 cents (mostly for collectors). Penny (one cent): stopped circulating in 2025 after 232 years; still made in small numbers for collectors. Dollar coins: first made in 1794. Gold eagles: 1795–1933, from $2.50 to $20. Two-cent coin: 1863–1873; three-cent silver: 1851–1873; three-cent nickel: 1865–1889.

1. Warm up

6 mins.

Show the pictures. Ask the student to find the numbers in them (times, coins, dates). Ask the questions slowly; accept short answers.

Possible answers: "Picture A: times, for flights. Picture B: coins — quarters. Picture C: a calendar, dates." "Today is November twentieth."
Support: point to the numbers and say them first; the student repeats. **Challenge:** ask the student to read all the times on the board in picture A.

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2. Vocabulary preparation

7 mins.

The student completes Part A and Part B alone. Check together, say the words aloud and ask the student to repeat the difficult ones.

Part A

1. thirteen
2. thirty
3. first
4. third
5. twelve o'clock
6. twenty-five cents

Part B

Teacher says: 1. thirty 2. fourteen 3. fifteen 4. sixty 5. seventy 6. nineteen. Then swap: the student says a number and you circle it.

Pronunciation: exaggerate the stress at first (thir-**TEEN** / **THIR**-ty), then say the numbers naturally. In American English the *t* in *-ty* is a "flap" (a quick, soft d). A useful check: "Thirteen? One-three?" — "No, thirty. Three-oh."

3. Main input and language focus

10 mins.

Open the web page on screen. The student reads quickly for the gist questions, then reads the two parts again and underlines every number. **Answers:** A dime is 10 cents; a quarter is 25 cents.

Go through the eight boxes one by one (about 1 minute each): say each example, the student repeats, then the student reads the examples alone. Do the practice orally first, then in writing.

Practice

1. nineteen eighty-five
2. two thousand (and) eight
3. twenty twenty-six
4. July fourth
5. seven thirty / half past seven
6. three point five
7. six dollars and seventy-five cents / six seventy-five
8. two oh two · five five five · oh one nine three

Common mistakes: "thirty" for 13 (stress!) → thir**TEEN**; "one thousand nine hundred ninety-eight" for a year → **nineteen ninety-eight**; "November twenty" → November **twentieth**; "nine o'clock thirty" → **nine thirty**; "three dot five" → three **point** five; "dollars five" / "five dollar" → **five dollars**; "one dollars" → **one dollar**; "zero" is fine, but **oh** is more natural in phone numbers.

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4. Reading comprehension

14 mins.

The student reads again and answers alone. Then the student reads every answer aloud — check the pronunciation of each number, not only the answer.

Part A

1. T 2. F (10 cents) 3. T 4. T 5. F (fifty cents — 50, not 15!) 6. T

Part B

1. b 2. a 3. c 4. b 5. a

Part C

1. In 2025 (twenty twenty-five). 2. In 1946 (nineteen forty-six). 3. Five.

Accept: in Part B, only the natural forms; in Part C, the number with or without a full sentence.
Support: before reading, write the key numbers on screen (5, 10, 25, 50, 1938, 1946, 2025) and practise saying them. **Challenge:** the student explains all the coins and their values without looking at the text.

5. Speaking practice and discussion

18 mins (cue cards 6 · questions 12).

The student chooses two cards and speaks for 1–2 minutes on each. Then ask the five questions one by one. Let the student finish, then ask follow-up questions: "Can you say it again, slowly?", "Is that thirteen or thirty?", "What time is that in 24-hour time?"

Model answer (Q2): "I start work at eight thirty a.m. and I finish at five p.m. On Fridays I finish at four o'clock."
Evaluate: clear -teen / -ty stress; years in pairs; ordinal numbers in dates; correct use of o'clock; *point* for decimals; *dollars* after the number; phone numbers digit by digit with pauses and intonation.
Correction: note mistakes while the student speaks and correct 2–3 of them at the end, so you don't interrupt fluency.

6. Lesson takeaway and wrap-up

5 mins.

The student completes the sentences and says them aloud. Dictate three numbers (a year, a price, a phone number); the student writes them and reads them back.

Possible answers: "My birthday is on March third." "Today is November twentieth, twenty twenty-six." "My phone number is three oh five, five five five, oh one two two." "A coffee costs three dollars and fifty cents."

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+. Optional extension / homework

Check: correct words for each number; years in pairs (or *two thousand* + number for 2000–2009); ordinal numbers in dates; *point* for decimals; *dollars / cents* after the number; phone numbers digit by digit with *oh*.

✓. Did the student reach the objectives?

- Can the student hear and say the difference between 13 and 30, 14 and 40, etc.?
- Does the student say years, dates and times correctly?
- Does the student use *point* for decimals and *dollars / cents* correctly for money?
- Can the student say a phone number in groups, with *oh* and natural intonation?

✓. Resource verification log

Resource	Institution / URL	Type · length	Checks (20 Nov 2026)	Result
Circulating Coins	United States Mint (US government) https://www.usmint.gov/learn/coins-and-medals/circulating-coins	Web page · about 300 words to read (2–3 min)	Page loads; English text read from the original page; content matches the exercises; free, no login; suitable for A1 with support; government site, not a language school	**Approved**

Photos: credits listed in the references (Unsplash). No image links are included in the worksheet.

References

United States Mint. (n.d.). *Circulating coins*. Retrieved November 20, 2026, from https://www.usmint.gov/learn/coins-and-medals/circulating-coins

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