

**Level:** Elementary (A2) / Pre-intermediate (A2+)

**Age:** Teenagers

**Time:** This lesson can be divided up in various ways to suit the time you have with your students. Below are three time options which you can choose from depending on the length of your class. However, these are just suggestions and there are plenty of other ways you could divide the lesson up.

90 minutes – Complete all activities in Say the numbers and Fill my head with numbers.

60 minutes – Complete all activities in Fill my head with numbers and one of the games in Say the numbers.

45 minutes – Complete all activities in Say the numbers.

**Aims:** This lesson is divided into two sections: Say the numbers and Fill my head with numbers. In the lesson, students will:

1. match numbers with pictures;
2. find numbers in the classroom;
3. play a numbers game and try and work out the winning strategy;
4. fill a head with numbers.

**Key skills:** speaking, writing, listening

**Subskills:** numbers, personal numbers

**Materials:** one copy of worksheets Numbers and Fill my head with numbers per student

## SAY THE NUMBERS

1. Tell students you are going to count backwards from 30 as a class, as quickly as possible. Say 'thirty' and, then, point to a student at random and tell them to say the number that comes before it: 29. Then, tell them to point to another student who says the number before that. They must be quick. If anyone takes too long or makes a mistake, that person starts the counting from the beginning, nominates someone to continue, and so on.

You can make this more challenging by starting with a bigger number, such as 325 (you can stop before you get to zero), or by getting students to skip two or more numbers: for example, 30 – 28 – 26 – 24 ...

2. Inform students that the lesson today is on numbers. Hand out Say the numbers worksheet 1 and tell them to look at the pictures of numbers. First, they work with a partner, taking turns to point at and say the numbers.

3. Check through the answers together, getting students to call out the correct answers.

4. Students now match the pictures on the worksheet with the places or things listed below. For example, picture H, the receipt, belongs to a shop.

**Key:** 1. h; 2. e; 3. k; 4. g; 5. a; 6. d; 7. b; 8. i; 9. f; 10. j; 11. l; 12. c

5. Check through the answers with the class.

6. Tell students to work in pairs and look around the room counting how many numbers they can find. For example, they may have numbers on their phone, there may be numbers on the board, there may be numbers on the classroom door and so on. Which pair can find the most numbers?

7. Play a counting game with your students. Here are the rules.

Take turns counting, first you and then a student. You can say one or two consecutive numbers. For example, you can say 'one' or 'one, two'. If you say 'one, two', the student can say 'three' or 'three, four'. The person who says the number 'twenty' wins.

Demonstrate the game with a student. Then, get the students to play in pairs to try and work out the winning strategy.

**Key:** The numbers you have to control to be able to say 20 are the following: 2, 5, 8, 11, 14 and 17. In other words, if you start the game, say 'one, two'. If the student says 'three', you say 'four, five'. If the student says 'three, four', just say 'five'. When you say the number 'seventeen', the student has two possibilities: to say 'eighteen' or 'eighteen, nineteen'. Either way, you can finish the game by saying 'twenty'.



## FILL MY HEAD WITH NUMBERS

1. Draw a copy of the head from the Fill my head with numbers worksheet on the board. Write your age in the head. Then, ask a student their date of birth. Write this on the board inside the head, as well. Continue with other examples from the activity page until you have lots of numbers in the head on the board.
2. Ask a student to read out one of the numbers from the head on the board. Then, ask them if they can remember whose number it is and what it refers to. For example, *16 – That's Jin's age.*
3. Give students copies of the worksheet and tell them to do the activity. They must write their numbers inside the head. They must also write some of their own sentences and add the relevant numbers to the head.
4. When they have finished, tell students to cover the sentences (if they've written any of the numbers into the gaps). Then, they compare their picture with a partner. They take turns guessing what each number in the head means. For example, one student points to a number and says it out loud. Then, they ask, 'Is this your age?' The other answers 'Yes' or 'No'.
5. Students will now talk more to their partner about their numbers, asking follow-up questions. Refer them to the Phrasebook. Go through it with them and tell them to make use of this language in their discussion.
6. Ask students to feed back on their discussion – which number(s) told them something interesting about their partner? What was it?

## HOMEWORK TASK

Write the following large numbers on the board. Of course, you may wish to adapt the numbers to the level of your class. Tell students that they must find out how to say the numbers (they could listen using Google Translate), and that they should write them out fully in words. You will be testing them next lesson! They can also test each other with similarly large numbers in the next lesson, for yet more practice.

- 101
- 2,382
- 83,498
- 106,404
- 2,044,012
- 9,999,999,999

### SAY THE NUMBERS

1. Look at the pictures of numbers. Say what each number is in English.



A



B



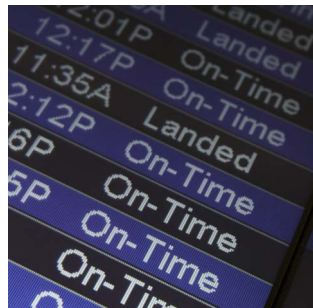
C



D



E



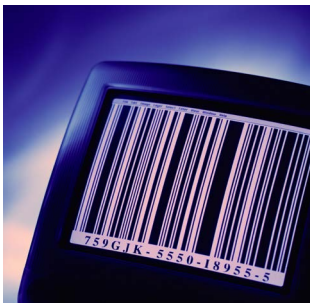
F



G



H



I



J



K



L

2. Match each picture to the things or places below.

- |                          |                        |
|--------------------------|------------------------|
| 1. a receipt             | 7. a thermometer       |
| 2. a clock               | 8. a bar code          |
| 3. money                 | 9. an airport          |
| 4. scales                | 10. a car number plate |
| 5. a motorway            | 11. a ship             |
| 6. a fruit and veg stall | 12. dice               |

## FILL MY HEAD WITH NUMBERS

1. Complete the sentences with your numbers. Then, write the numbers into the head.

2. When you have finished, write a few sentences using your own ideas and write the numbers in the head. See if you can completely fill the head with numbers!

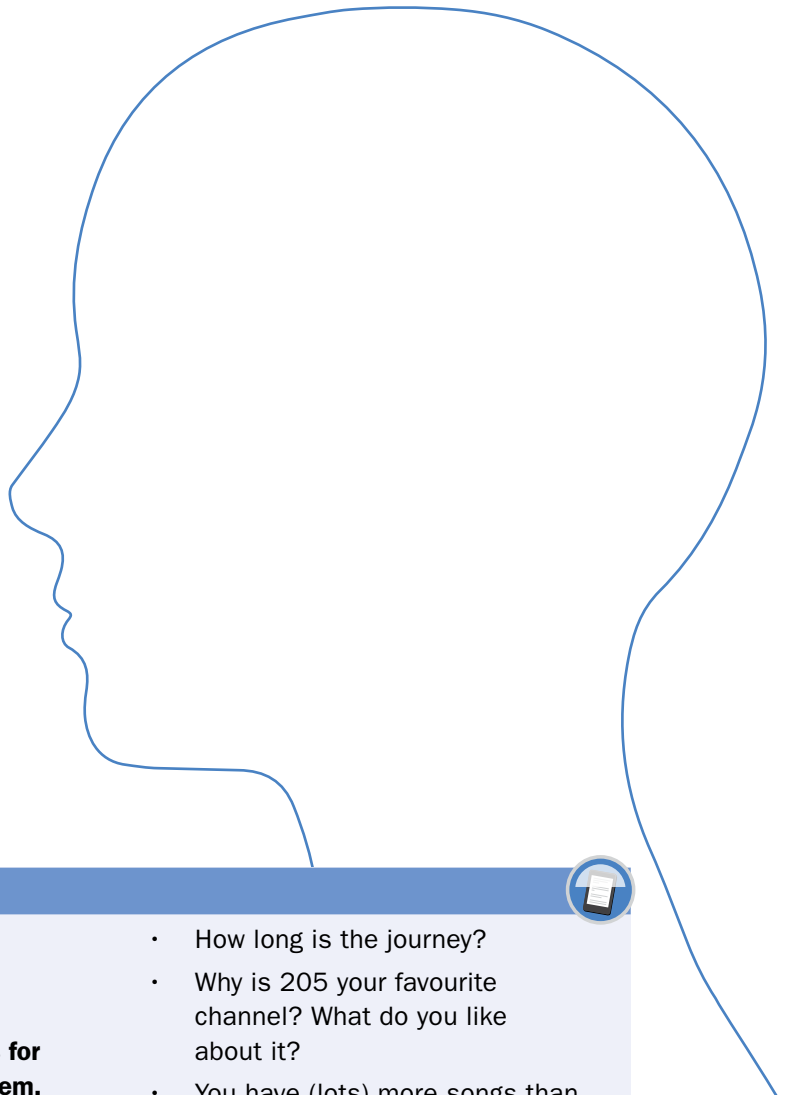
1. My lucky number is \_\_\_\_\_ .
2. My postcode is \_\_\_\_\_ .
3. I have \_\_\_\_\_ pets.
4. I am \_\_\_\_\_ years old.
5. I wish I was \_\_\_\_\_ years old.
6. My date of birth is (DD/MM/YY)  
\_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ .
7. For school, I have to get up at \_\_\_\_\_ .
8. At the weekend, I usually lie in till \_\_\_\_\_ .
9. When I travel by bus, I usually take number(s) \_\_\_\_\_ .
10. My favourite TV channel is number \_\_\_\_\_ .
11. I have approximately \_\_\_\_\_ songs in my collection.
12. I have \_\_\_\_\_ brothers and sisters.

13. I am \_\_\_\_\_ centimetres tall.

14. I have been abroad \_\_\_\_\_ times in my life.

15. \_\_\_\_\_

16. \_\_\_\_\_



### PHRASEBOOK

**Using numbers as the basis of a discussion. Asking for more information.**

**Here are some example questions for your discussion. You can adapt them, if you like.**

- So, five is your lucky number? Why is that?
- You're the same age as me! / You're one year older / younger than me.
- Why do you wish you were 25?
- Do you think March is a good month for a birthday?
- That's earlier / later than me.
- That's late!
- How long is the journey?
- Why is 205 your favourite channel? What do you like about it?
- You have (lots) more songs than me. / You don't have (anywhere near) as many songs as me.
- You have a brother. Is he older or younger than you? How much older / younger is he?
- You say you're 170 cm tall. Well, I'm 165 cm, so I'm a bit shorter than you, then. Let's stand up and check if that's right!
- Which country would you most like to revisit? Why?

