ENGLISH

The Number Game

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There is no easy or obvious way to introduce students to the world of numbers. The actual numbers aren't so many but they can be put together in a myriad of combinations and this makes them difficult to tell apart and remember.
In order to help students through this delicate learning phase ELI has devised a simple yet extremely useful game. The students will begin to use numbers which make up their day-to-day life.
The Number Game allows students to begin to work with numbers rather than seeing them as abstract concepts. They get used to recognising them as both digits and words, playing as they learn.

WHAT IS IT?

The game includes a pack of cards with the numbers from 1 to 100 printed on one side and written as words on the other. 36 bingo cards are also included in the pack, naturally with the figures represented both numerically and alphabetically.

WHY USE THE NUMBER GAME

The Number Game is a great game which can be played both at home, with friends, as a fun way of revising numbers, or used in school as a valid teaching aid.
In order to introduce the game to the students lay out all the cards in the pack on a table so that all the numbers are visible, making 10 rows of 10 cards each. Allow the students to see all the cards from 1 to 100 in groups of ten.This way it is possible to show the students the sequence of numbers and familiarise them with their names by pointing to a number and pronouncing its name clearly, then turning it around and saying it a number of times, getting them to repeat the

name after you. By showing the students the link between the respective numbers and words, learning becomes effortless. You can then try to ask the students questions such as "How old are you?", " In what year were you born?", "Have you go any brothers or sisters? How many?", "How old is your father (brother ... grandfather)?", "How old is your sister (mother ... grandmother)?", "What is your telephone number?", How many chairs (pencils... desks... books... notebooks...) can you see?".
The students answer by either pointing to or lifting up the card which represents the correct answer.

GAMES

Here are some suggestions for learning games which will help you monitor the student's progress while introducing them to some basic language structures.

BINGO

You can play with numbers in many ways, but bingo is without doubt the best way to monitor the student's progress while stimulating both their memory and observation. **The Number Game** allows students to play bingo in four different ways, going from the simplest stage (recognising the number in either digit or word format) to matching the digit with the word.

DIGIT-DIGIT / BINGO

Give the students the cards with the digit side up. Say the number out loud and show the students the number at the same time. The students have to cover the corresponding digits on their own cards.

WORD-WORD / BINGO

Give the students the cards with the word side up. Say the number out loud and show the students the number

written in letters at the same time. They have to cover the corresponding words on their own cards.

WORD-DIGIT / BINGO

Give the students the cards with the digit side up. Say the number out loud and show them the number written in letters. The students have to cover the corresponding digit on their own cards.

DIGIT-WORD / BINGO

Give the students the cards with the word side up. Say the number out loud and show them the number written as a digit. The students have to cover the corresponding word on their own cards.

The winner in all the above games is the player who manages to cover all the numbers first. The game finishes when the winner shouts *Bingo* !

WHAT NUMBER IS IT?

The pack is placed in the centre of the group of players with the number side up. The students take a card in turns and say the number written on it aloud without looking at its written equivalent.
Then they turn the card around to see if they have identified the number correctly. If they get the number right they keep the card, if not, the card is put to the bottom of the pack. The winner is the player with the most cards when the game is over.
A similar game can be played by placing the cards with the written number facing up. For this game the player must identify the number in his/her own language (e.g. *twelve est douze*), or write the number in digits on a separate piece of paper.
Each time a player identifies the number correctly he/she gets a point. The winner is the player with the most points when the game is over.

BLUFF!

Divide the class into two teams with equal numbers of players and give each child three or four cards. The two teams should position themselves oppposite each other so that each students is facing someone from the other team. Before play starts the two teams may choose to quickly show each other their cards. Decide which team is going to start (Team A). The player who starts declares one of his/her cards to the opponent in Team B, without showing the cards in his/her hand (e.g. I have seventy-nine).
Player B must decide if he/she believes A or not.
If B decides to believe A, player B thanks him/her for the information and player A keeps the card without having to show it to B. If player B doesn't believe A, he/she challenges him/her saying "Bluff!" and player A is then forced to reveal the card. If player A was correct he/she keeps the card and takes an extra one from player B. If player B was correct he/she takes the card from A.
The game moves on to B.
The game continues down the line of players. The winning team is the one that has the most cards when the game is over.

MEMORY TESTING

Divide the class into two teams and lay out a number of cards on a desk. Give the students some time to memorise them, then cover them over.
The winning team is the one that writes down the most numbers on a sheet of paper. Another version of the game is to ask the students to write the numbers in word form and then give each team a point for every number that is written correctly. The winning team is the one with the most points.

PERSONAL NUMBERS

Each students writes on a sheet of paper some personal numbers, such as a date of birth, the number of his/her

house, his/her age, how many brothers and sisters he/she has and their ages, his/her lucky number, etc. Then all the players gather in a circle and show their "personal numbers" to everyone else in the group. Taking turns they then ask one of the group questions such as "Guess ... my date of birth" or "Guess ... my lucky number". If the player who is asked the question chooses the correct number from the ones written on the sheet then he/she wins a point and the game continues; if he/she answers incorrectly the player who asked the question wins the point and continues to ask questions.
The winner is the player with the most points when the game is over.

I SPY ...

Lay the cards on the table so that the students can see the digits.
Say: "I spy with my little eye a number made up of..." adding a series of numbers, as difficult or easy as you feel suitable, which go to make up one of the sums present on the cards. (e.g. 4 + 3 "four plus three" or 10 + 2 - 5 "ten plus two minus five"). The player who says the answer aloud first wins the card. The winner is the player with the most cards at the end of the game.

AT THE MARKET

Give each students a bingo card. Tell them to choose one of the numbers on the card.
One students starts by saying "I'm going to the market to buy..." adding the number he/she has chosen followed by a suitable noun. e.g. "fourteen apples". The next students repeats what the previous one said adding his/her own purchase e.g "I'm going to the market to buy fourteen apples and fifty-seven sweets" and so on. If a player makes a mistake while repeating the list he/she is out. Once everyone has had a turn the players who were eliminated are allowed to join the game again, the students choose another number from their

bingo card and the game starts again. The winner is the player who was never eliminated or who was eliminated the least number of times.

ONE HUNDRED!

The players are each given a number of cards (from 5 to 10). They have to make a number as close to 100 as possible using the cards they have. The numbers can be added, subtracted, divided and multiplied. Each number can only be used once. The winner is the player whose total is nearest to 100.
e.g. 23 8 96 37 14 55
96 ÷ 2 = 48
55 - 48 = 7
37 - 23 = 14
7 + 14 = 21
14 x 8 = 112
112 - 21 = 91

If two or more players tie then the winner is the player who has used the most cards.

LUDO

Lay out the cards in numerical order with the digits face up so that they form a path. (You can vary the number of cards you use according to the number of players and the numbers the students are familiar with.)
Ask the students to each make a marker to play with (this could be a small object, a piece of paper with the player's name or initials written on it, etc). Prepare some pieces of paper with instructions such as "Go back 3 spaces" "Miss a turn" " Go to 10" "Throw again" written on them. You could also prepare drawings of dangerous animals, traps, ponds, elves and fairies...
Lay the drawings and instructions along the number path. The players throw a dice to move along the path, saying the names of the numbers out loud as they procede. They miss a turn if they land in a pond or a trap, go back one space if they land on a dangerous

animal and go forward one space if they land on an elf or fairy. They must carry out any instructions on the squares they land on (the instructions could also take the form of tasks they have to carry out such as recite a poem, sing a song or do a calculation).
The first player to reach the end of the path is the winner.

Naturally these are only some suggestions as to the various games you can play using ***The Number Game****. The game can be adapted according to the linguistic level of your pupils and what you want to teach. Enrich the game with your personal teaching experience and use it along with other activities in order to help stimulate the students' learning and enjoyment of the English language.*

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