Big numbers!

Topic: Big numbers

Aims:
- To help students say big numbers correctly
- To help students understand big numbers correctly
- To develop students' speaking and listening skills

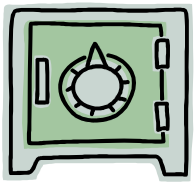
Level: Lower intermediate B1

Introduction
Lots of our students have problems with big numbers. Sometimes they don't know where to say 'and'. Sometimes they confuse numbers like 'sixteen' and 'sixty'. In this lesson students revise big numbers in a fun way. First they play a guessing game, then they play Bingo! They finish with a pair work jigsaw reading activity.

Procedure

Lead in: Big numbers

- Draw this picture of a safe on the board, building the picture up slowly, line by line.



- As you are drawing each part of the safe, ask students to speculate about what you are drawing.
- When a student guesses correctly tell the class that there is a lot of money inside the safe and whoever is able to guess the amount, wins the money!
- Think of a large sum of money and write it on a piece of paper without showing the students. E.g. £123, 456.
- Draw these numbers on the board. Elicit each number from a different student. As the numbers get bigger, help by drawing a '+' in the number to indicate 'and'. E.g. 9+99 = nine hundred *and* ninety-nine.

9

99

999

9,999

99,999

999,999

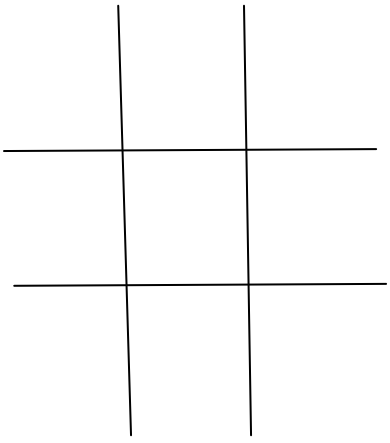
- Elicit any wild guess from a student. Respond by saying ‘more’ or ‘less’. Elicit guesses from students around the class, respondng with ‘more’ or ‘less’ each time until somebody guesses correctly.
- Put students into groups of three to play the game. One student writes a large number (up to 1,000,000) and hides it from the others. The other two students take turns trying to guess the big number. They play a few times changing roles each time. Monitor students while they play, referring them to the board if necessary.

Task 1: Bingo!

- Hand out task 1.

140,342	114, 314	114, 344	616, 966	660, 656
660,566	219, 029	417, 317	470, 317	82, 214
290, 229	219, 129	417, 370	470, 360	82, 240
83, 214	15, 260	50, 260	15, 216	150, 216
999, 113	999, 130	919, 113	919, 130	16, 250

- Tell students to choose nine of the big numbers and write them in a Bingo! grid like this:



- Read the numbers clearly in a random order, pausing between each number to give students time to find it on their Bingo! grid – but don't make it too easy! Mark each number with a 'x' as you call it out.
- Students listen and play Bingo! The student who calls Bingo! has to read out each of their numbers for you to check.
- If you want to play again, get students to draw and complete a new grid with numbers and then read the numbers in a different order.

Task 2: Facts & figures around the world – jigsaw reading

- Put students into pairs, A and B. Give each student a copy of Task 2 (A) or Task 2 (B).

Task 2 (A) Facts & figures around the world

1 The population of Monaco is 32,842.

2 The population of Andorra is _____.

3 The population of San Marino is 27,336

4 The population of Liechtenstein is _____.

5 Mount Kilimanjaro is 5,895 metres high.

6 Mount Everest is _____ metres high.

7 The Yangtze river is 6,418 kilometres long.

8 The Mississippi river is _____ kilometres long.

9 The Burj Khalifa building in Dubai is _____ high.

10 The CN Tower in Toronto is 1,815 feet high.

11 Shanghai is _____ kilometres from Buenos Aires.

12 Tokyo is 9,714 kilometres from Paris.

Task 2 (B) Facts & figures around the world

1 The population of Monaco is _____.

2 The population of Andorra is 67,627.

3 The population of San Marino is _____.

4 The population of Liechtenstein is 32,528

5 Mount Kilimanjaro: _____ metres high.

6 Mount Everest 8,850 metres high.

7 The Yangtze river is _____ kilometres long.

8 The Mississippi river is 6,275 kilometres long.

9 The Burj Khalifa building in Dubai is 2,716 feet high.

10 The CN Tower in Toronto is _____ feet high.

11 Shanghai is 19, 641 kilometres from Buenos Aires.

12 Tokyo is _____ kilometres from Paris.

- Students spend a few minutes looking at the information that is missing from their texts. They think of the questions they will need to ask in order to get the information.
- Students take turns, asking and answering questions to complete the information in their texts.
- Write this prompt on the board to help students formulate their questions:

How (high/long/) is xxx? *How far is xxx from xxx?*