Activities

5.1 Revision of numbers 1–20 and asking for places pages 44–46
5.2 Number practice page 47

5.1 Objectives
Revision of numbers 1–20 with simple practice of directions and asking for places.

Materials
Board game (provided), counters and dice.

Preparation
Photocopy enough copies of the board game, preferably on card, to allow one per group.

Give each group a board, counters and a die and explain the following game rules:

Everyone takes it in turn to throw the dice. They say aloud the number they’ve thrown in Russian, move their counter the correct number of spaces on the board and then say the number they’ve landed on in Russian.

If they land on a square with a direction, they should read the Russian aloud, then move left, right or straight on as indicated, e.g. land on square two, move back to square one; land on square six, move up to square fifteen; land on square ten, move to square nine.

If they land on a square with an English instruction, they should do as instructed. The rest of the group decides if the Russian given is correct (some tutor intervention may be necessary here!). If correct, that learner has an extra turn. The aim is to be the first to reach 20.

As learners gain confidence in numbers, this activity could be extended, by making a new board going up to 100 and including extra instructions from previous units e.g. give your name; ask for a beer.
5.2 Objective
Number practice 0–100.

Materials
Dice, etc.

1. Ask everyone to select six lottery numbers between one and 49. Call out in Russian seven random numbers which they check off against their 'lottery tickets’ then ask learners to tell the person next to them which numbers they had chosen (given the odds, no-one is likely to win!).

2. In pairs, learners throw two dice and say the number formed by the two numbers thrown and also the sum, e.g. four and six give 46, 64 and 10.

3. Learners each write a list of ten numbers between 10 and 99 in figures. Working with a partner, they read their list out and their partner notes them down in figures. They then change roles. Finally the two sets of lists are compared and any discrepancies sorted out.

4. In groups of five or six, learners play bingo. Each draws a grid 4 x 3 and fills with random numbers between one and 100. One person per group calls out numbers which the others cross off their grid as they hear them.

It is not suggested that all these activities are used one after the other. Numbers need constant revision and these activities are useful ‘fillers’, adding variety to the learning.