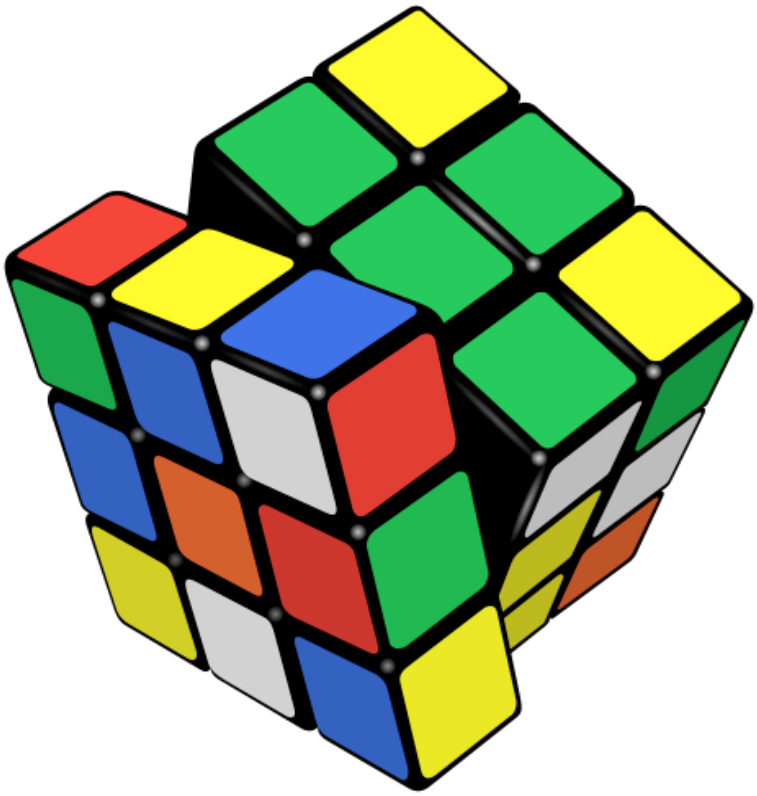
The numbers game

Language level:	Beginner
Learner type:	Young learners; Teens; Adults
Time:	20 minutes
Activity:	Betting game
Topic:	Rubik's Cubes
Language:	Numbers (1 – 30)
Materials:	Video; Number flashcards



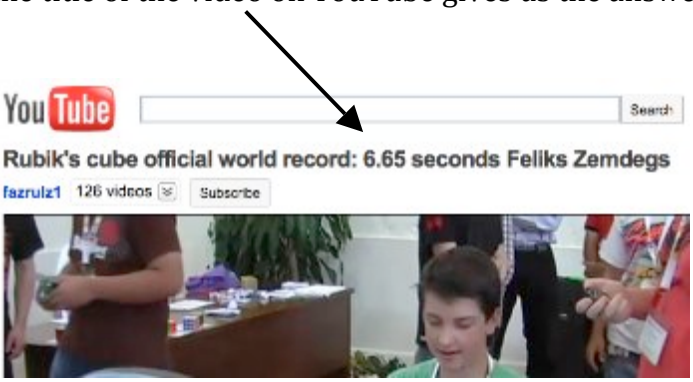
(Image taken from Wikimedia Commons:
http://en.wikipedia.org/wiki/File:Rubik%27s_cube.svg)

Preparation, materials and equipment

1. For this activity, you will need the video of the world's fastest time for solving a Rubik's Cube. At the time of writing, the record is 6.65 seconds and is held by Australian Feliks Zemdegs. The YouTube clip can be seen here:

   http://bit.ly/dUPAoB

   For this activity, students are going to guess record time. Unfortunately, the title of the video on YouTube gives us the answer.



   It is important that students don't see this and there are two ways of getting around the problem:

   - Set up the video display on full-screen mode. In YouTube's full-screen mode, titles are not displayed.
   - Download the clip (using www.savevid.com for example) and give it a new name. Note that in doing this however, you will be breaching YouTube's Terms of Use.

2. If possible, take a Rubik's Cube into the classroom (not essential).

3. Cut up one copy of the number cards on page 5

Decide how you are going to display the clip in class. Possibilities include:

- Laptop or desktop (good for small groups)
- Computer, projector + screen
- iPhone, iPad or other mobile device (good for one-to-ones/intimate classes)

Don't forget the loudspeakers

Lesson plan

1. Write the following numbers on the board and drill pronunciation of them:

6	8	12	30	36

2. Tell students that you have a mystery object in your bag, behind your back, in your mind, etc. Tell students that the numbers on the board relate it. Give students the following clues about the mystery object and ask them to guess what it is by writing down answers rather than shouting them out:

   - It has/It's got 6 faces
   - It has/It's got 8 corners
   - It has/It's got 12 edges (teach students this word by running your finger along the edge of a table)
   - It has/It's got 36 stickers
   - It was 30 years old last year (i.e. in 2010)

3. Find out if anyone knows what the mystery object is. Show students your own Rubik's Cube or use an image search engine to show a picture of one.

4. Show students the first frame of the paused video. Tell them that the young man's name is Feliks Zemdegs. Ask students to guess what he is going to do. Establish that he is going to set the word record fastest time for solving a Rubik's Cube.

Note that the title of the clip on YouTube tells us that Feliks solves the cube in 6.65 seconds. It is important that students do not see this information. See **Materials, preparation and equipment** on page 2 for suggestions on how to overcome this problem.

5. On the board, write and drill the question: ***How many seconds does Feliks need to solve the Rubik's Cube?*** Hold your finger to your lips to signal that you don't want students to shout out answers, especially if they have an idea about what the record is.

6. Place all of the cards number-side-up on a table or on the floor. Invite students to take turns to choose a number (i.e. to choose their closest possible prediction). Let students take it in turns to pick up cards until there are none left. So, for example, if you have five students in the class, they will each end up with six cards.

7. Every now and again, ask students to say the numbers that they choose before drilling the whole class's pronunciation of the number.

8. When all of the cards have been picked up, play the clip and find out who won. In this case it will be the student who chose the number 7 (the closest to 6.65).

Variation

Play the game with the cards number-side-down. This way students then have no control over which numbers they pick. Once all cards have been picked up, give students the opportunity to swap numbers. However, they should do this by telling each other what numbers they have and not showing their cards. That way, students are given the opportunity to practice spoken production of the target language as well as listening. You may want to pre-teach some phrases for this purpose (**I've got *x* / Who's got *y?* / Would you swap *x* for *y*?** etc.)

Follow up

There are many other clips that can be used for this activity. For example:

- How many bricks can this man carry on his head?
- How many times does the hamster go round the wheel after he loses control?
- How many seconds does it take this washing machine to die after a brick is thrown into it?

See clips here: http://bit.ly/dUPAoB

One	Two	Three	Four	Five
Six	Seven	Eight	Nine	Ten
Eleven	Twelve	Thirteen	Fourteen	Fifteen
Sixteen	Seventeen	Eighteen	Nineteen	Twenty
Twenty-one	Twenty-two	Twenty-three	Twenty-four	Twenty-five
Twenty-six	Twenty-seven	Twenty-eight	Twenty-nine	Thirty