

English Ready

22637VIC Course in EAL
VU23577 - Recognise and use numbers and money from 50 to 100
for highly familiar activities

Numbers and money 50 - 100



Name _____

Teacher _____

Class _____

Date _____

This workbook is designed to be used with the support of a teacher.

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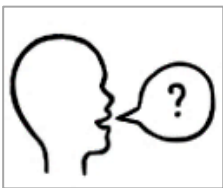



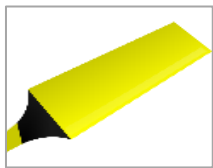


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1. Instructions



Project and mime each instruction.



1.		listen	2.		say
3.		read	4.		write
5.		ask	6.		copy
7.		match	8.		circle
9.		highlight	10.		tick
11.		work with a partner	12.		clap

2. Meet the students and teachers.



The students



Carim



Sahra



Tahiil



Anika



Ming

The teachers

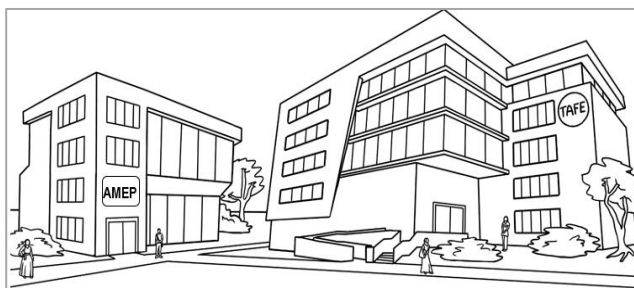


Jenny



Wendy

The learning centres



3. Numbers 1 - 50



1. Give instructions to circle some numbers.

Circle 5.



See the Course in Initial Student Workbook, **VU23493 Numbers** for extended work on the numbers from 1 – 50. The exercises on these two pages are revision work only.

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50									



2. Row **a**. Highlight 8 and 14.




Give instructions to highlight two or more numbers in each row.

a.	2	4	6	8	10	12	14	16	18	20
b.	3	6	9	12	15	18	21	24	27	30
c.	4	8	12	16	20	24	28	32	36	40
d.	5	10	15	20	25	30	35	40	45	50
e.	6	12	18	24	30	36	42	48		

1.  Copy the numbers.

For guidance in the formation of numbers see the Course in Initial Student Workbook, **VU23493 Numbers** pages 3 – 6.
Note the formation of the numbers 1, 7 and 9. Many printed numbers vary from font to font.

0	1	2	3	4	5	6	7	8	9
1									
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50									

2.  Write the missing numbers.



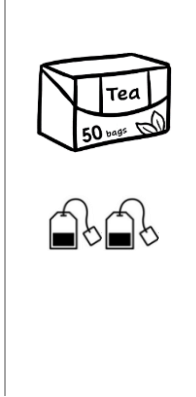
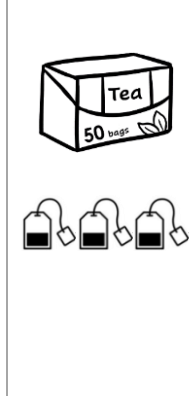
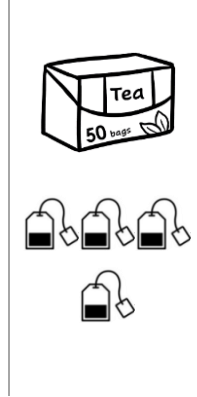
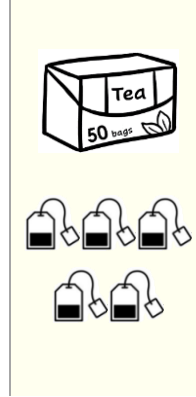
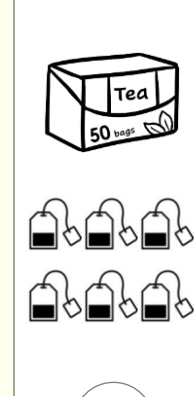
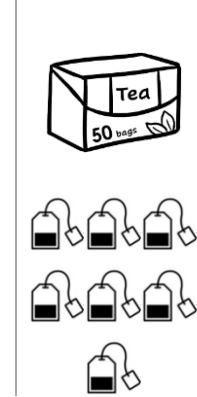
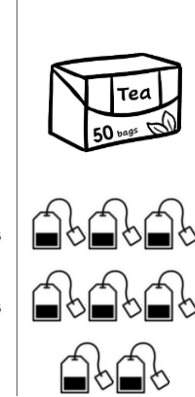
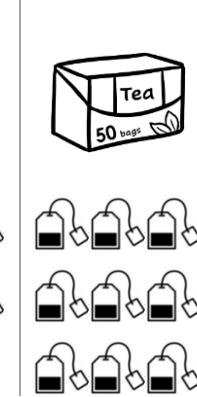


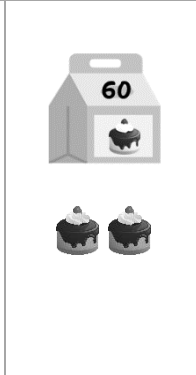
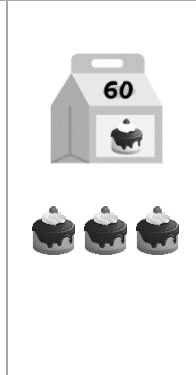
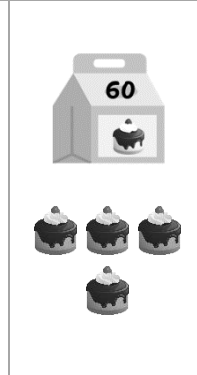
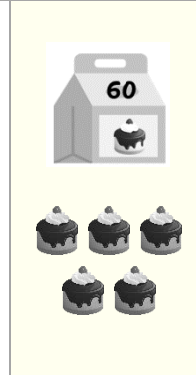

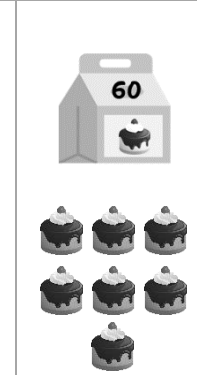
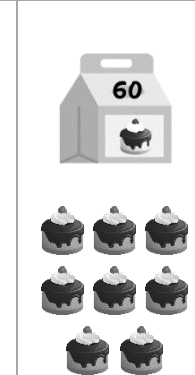
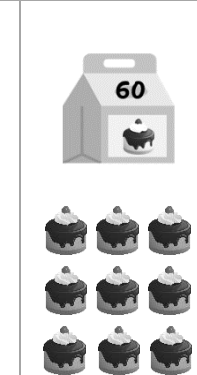
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10		12	13		15		17	18	
	21		23	24		26	27		29
30		32		34	35	36		38	39
	41		43		45		47	48	
50									












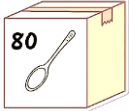
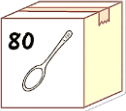

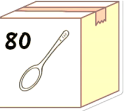
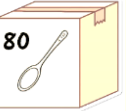














4. Numbers 50 - 100



Circle 56.

See this section in the Teacher Resources for a range of activities to consolidate and extend the work on pages 8 – 9.

									
50	51	52	53	54	55	56	57	58	59
									
60	61	62	63	64	65	66	67	68	69

									
70	71	72	73	74	75	76	77	78	79
									
80	81	82	83	84	85	86	87	88	89
									
90	91	92	93	94	95	96	97	98	99

100







1.    A revision exercise - Read aloud together and then give instructions to circle some numbers.

Circle 52.




→

50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99
100									

Project the table above, point to a number and ask students, *What's **that** number?* [Stress **that**.] The whole class say the number. Students then work with a partner, and take turns to point to a number and ask, *What's **that** number?* e.g. Anika points to 76.

2.     What's **that** number? 76.

What's = What is

3.  4.   **Play Bingo.** Students highlight any five numbers on the table below. Then read out numbers at random. Students circle their highlighted numbers as they hear them. Once their five numbers are called, they shout, **Bingo!**

50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79




1. Copy the numbers.

50	51	52	53	54	55	56	57	58	59
50									
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99
100									



2. Write the missing numbers.
For an extra challenge, students could cover the table above.

50	51	52		54		56	57		59
60	61		63		65	66		68	
	71	72		74	75		77		79
80		82	83	84		86		88	89
90	91		93		95		97	98	

1.  Use the numbers from the grey boxes to complete the number sequences.

2.  Read the number sequences aloud with a partner.

73	67 ✓	49	57	70	74	89
81	63	52	90	71	55	41

a. 66 67 68 → b. 71 72 _____

c. _____ 75 76 d. 69 _____ 71

e. _____ 58 59 f. 79 80 _____

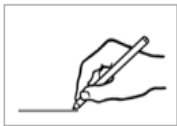
g. 48 _____ 50 h. 88 _____ 90

i. 62 _____ 64 j. 50 51 _____

k. 89 _____ 91 l. _____ 56 57

m. 70 _____ 72 n. 40 _____ 42

1.



Draw a line joining the numbers 50 - 100.

2.



Take turns to read the numbers aloud with a partner.

50	51	58	59	65	73	75
53	52	60		74	72	71
			58			
54		61	57	75	69	70
	62					89
55		56		76		85
					68	
64	63	59	67			84
	54			77		
65		66		78	83	81 86
67			79			
	96	80	81	82	87	
97				89		
	92 95	94		99	91	88
98			96	93		
	99				92	90 89

100

See this section in the Teacher Resources on page 24 for a slightly harder maze.

5. Did you say 15 or 50?



Listen, say and clap all the teens, then all the tens.
Next, read each teen and ten, e.g. 13, 30 etc.
Once complete, read and clap all numbers.

13		
----	--	--

30		
----	--	--

14		
----	--	--

40		
----	--	--

15		
----	--	--

50		
----	--	--

16		
----	--	--

60		
----	--	--

17		
----	--	--

70		
----	--	--

18		
----	--	--

80		
----	--	--

19		
----	--	--

90		
----	--	--



In **a**,
circle **13**.



Dictate one number in each pair.
Emphasise the stressed syllable.
Students circle the number.

a.	13	30	→	b.	14	40
c.	15	50		d.	16	60
e.	17	70		f.	18	80
g.	19	90		h.	15	50
i.	16	60		j.	17	70
k.	18	80		l.	19	90



Dictate any of the numbers above.
Students write the numbers under
the letters.

Under **a**,
write **50**.



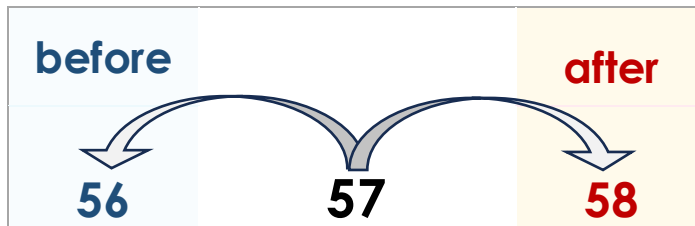
a.	b.	c.	d.	e.	f.
50					

g.	h.	i.	j.	k.	l.

6. Before and after



What's the number **before** 57 and the number **after** 57?

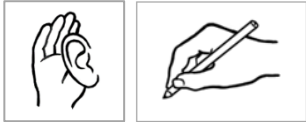


See this section in the Teacher Resources for a similar exercise to prepare students for this one, or to provide further practice.



before	the number	after
a. 49	50	51
b.	65	
c.	74	
d.	88	
e.	91	
f.	69	
g.	70	
h.	99	

3.



Write the number **before 54.**



Read any number between 50 – 100 and students write the number **before** it.

a. 53	→	b.	c.	d.
e.	f.	g.	h.	
i.	j.	k.	l.	

4.



Write the number **after 67.**



Read any number between 50 -100 and students write the number **after** it.

a. 68	→	b.	c.	d.
e.	f.	g.	h.	
i.	j.	k.	l.	

5.





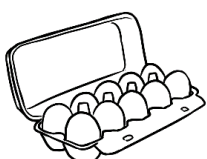
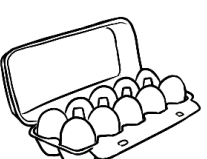
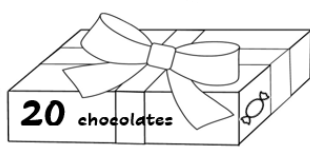
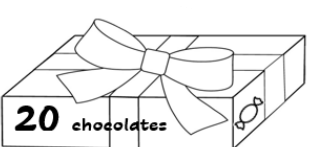






Write the numbers in the correct sequence.

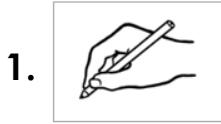
a.	54 52 53	b.	60 58 59	c.	67 66 68
	<u>52</u> <u>53</u> <u>54</u>		___ ___ ___		___ ___ ___
d.	71 73 72	e.	86 85 84	f.	100 98 99
	___ ___ ___		___ ___ ___		___ ___ ___

7. Add the numbers.



Project the page. Read the additions aloud together. Ask students to highlight the **plus** and **equals** signs. For an extension activity, see this section in the Teacher Resources on pages 43-45.



<p>a. </p> <p>5 people</p>	+	<p></p> <p>5 people = 10 people</p>
<p>b. </p> <p>10 eggs</p>	+	<p></p> <p>10 eggs = 20 eggs</p>
<p>c. </p> <p>20 chocolates</p>	+	<p></p> <p>20 chocolates = 40 chocolates</p>
<p>d. </p> <p>30 days</p>	+	<p></p> <p>30 days = 60 days</p>
<p>e. </p> <p>40 biscuits</p>	+	<p></p> <p>40 biscuits = 80 biscuits</p>
<p>f. </p> <p>50 tea bags</p>	+	<p></p> <p>50 tea bags = 100 tea bags</p>

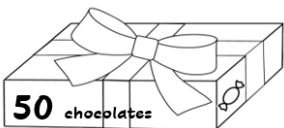
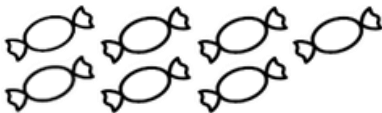


How many is that?



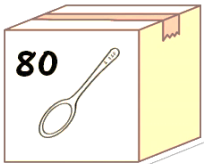

Complete the additions as a class or individually. Read together once completed.

a.   50 teabags + 3 teabags = 53 teabags

b.   $\underline{\quad}$ chocolates + $\underline{\quad}$ chocolates = $\underline{\quad}$ chocolates

c.   $\underline{\quad}$ cakes + $\underline{\quad}$ cakes = $\underline{\quad}$ cakes

d.   $\underline{\quad}$ biscuits + $\underline{\quad}$ biscuits = $\underline{\quad}$ biscuits

e.   $\underline{\quad}$ spoons + $\underline{\quad}$ spoons = $\underline{\quad}$ spoons

f.   $\underline{\quad}$ mugs + $\underline{\quad}$ mugs = $\underline{\quad}$ mugs

8. Money



How many cents?



Say and copy the value of the coins. See this section in the Teacher Resources for further work on the recognition, values and addition of money.



50 cents



_____ cents



_____ cents



_____ cents

2.

Write the value of the two coins.

c = cents



a. 15 c



b. _____ c



c. _____ c



d. _____ c



e. _____ c



f. _____ c



Match the dollar values.



Say and copy the dollar values.

Note: singular - one dollar
plural - two dollars

How many dollars?



\$2
\$2

\$ = dollar

\$10

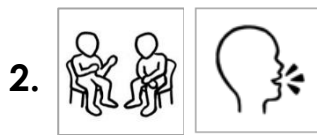
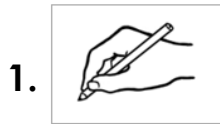
\$50

\$1

\$5

\$100

\$20



That's \$10.50

Students take turns to point to and read the amounts.
e.g. *That's \$10.50*

a.   \$10.50

b.   _____

c.   _____

d.   _____

e.   _____

f.   _____

g.   _____

h.   _____





Point to the +, = and \$ signs. Copy the money amounts and the + and = signs on the lines below. Read the additions to a partner. e.g. *Ten dollars plus fifty cents equals ten dollars fifty cents.*

a.  

\$10 + 50c = \$10.50

b.  



\$20 + 50c = \$20.50

c.  

\$20 + \$5 = \$25

d.  

\$50 + 50c = \$50.50

e.  

\$50 + \$1 = \$51



Write the money totals.

How much is that?



$$\$50 + \$2 = \underline{\$52}$$



$$\$50 + \$5 = \underline{\hspace{2cm}}$$



$$\$50 + \$10 = \underline{\hspace{2cm}}$$



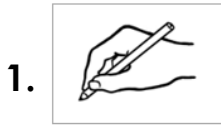
$$\$50 + \$20 = \underline{\hspace{2cm}}$$



$$\$50 + \$50 = \underline{\hspace{2cm}}$$



Read the additions to a partner.



Write the money additions.

a.  

$$\underline{\quad \$20 \quad + \quad \$50 \quad = \quad \$70 \quad}$$

b.  

$$\underline{\quad \quad + \quad \quad = \quad}$$

c.  

$$\underline{\quad \quad + \quad \quad = \quad}$$

d.  

$$\underline{\quad \quad + \quad \quad = \quad}$$

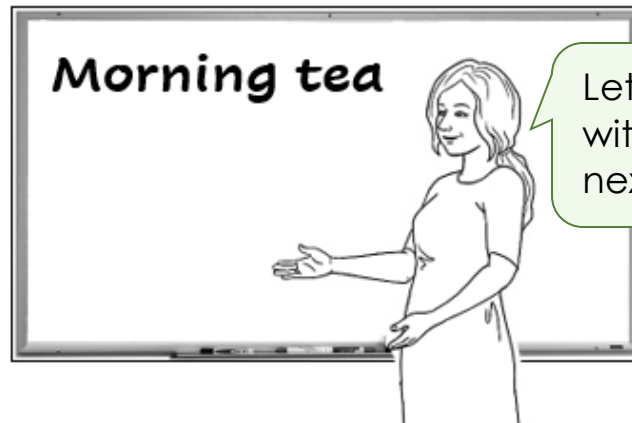
e.  

$$\underline{\quad \quad + \quad \quad = \quad}$$



Read the additions to a partner.

9. Morning tea






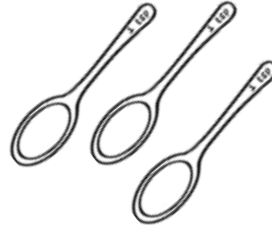








Let's have morning tea with another class next Tuesday.



What do we need for morning tea?

Read the list of things needed for a morning tea – **tea, coffee, milk, sugar, biscuits, cakes, juice, spoons, mugs and tissues**. Students tick each item.

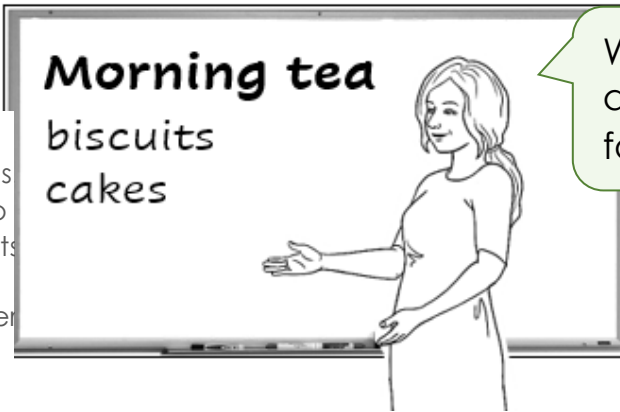
 <p><input type="checkbox"/> tea bags</p>	 <p><input type="checkbox"/> coffee</p>	 <p><input type="checkbox"/> vegetables</p>	 <p><input type="checkbox"/> milk</p>
 <p><input type="checkbox"/> sugar</p>	 <p><input type="checkbox"/> spoons</p>	 <p><input type="checkbox"/> biscuits</p>	 <p><input type="checkbox"/> cakes</p>
 <p><input type="checkbox"/> juice</p>	 <p><input type="checkbox"/> cereal</p>	 <p><input type="checkbox"/> mugs</p>	 <p><input type="checkbox"/> tissues</p>

cereal = breakfast food

1.



Organise a morning tea with another class. Ask your class to help by making the biscuits and cakes. See this section in the Teacher Resources for an activity to buy ingredients for baking



Who can make some biscuits and cakes? We need **enough** for 50 people.

enough =

Students write **enough** in their language in the blue box.

2.



What do we need to buy?

The exercise below is a model for a morning tea.
1. Work out what you have and what you need. Ask, *Do we have enough mugs? spoons? etc.*
2. Dictate the amounts in red below. *The answers are not in the student workbook.*

We have

We need

a



30 mugs

___20___ mugs

b



40 spoons

___10___ spoons

c



No milk

___4___ litres of milk

d



No tea bags

___1___ box of tea bags

e



No coffee

___2___ jars of coffee

f



No sugar

___2___ kilos of sugar

g



No juice

___2___ litres of juice

h



No tissues

___1___ box of tissues

1. 



There's a sale at the supermarket.



Ask students to guess the prices of the supermarket products. Then dictate the prices. Adjust these to more current prices if necessary. *The prices below are not in the student workbook.*

Supermarket



SALE!



\$12



2 for \$26



\$3

2 for \$10



2 for \$6





10 for \$15

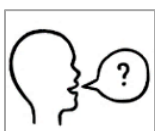


20 for \$60



\$4

2.



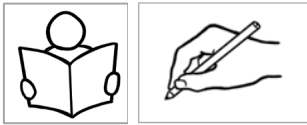
How much **is** the coffee?

2 for \$26


How much **are** the mugs?



\$12








a.  I'll buy the coffee and sugar.


Supermarket 

	coffee	\$ <u>26</u>
	sugar	\$ <u>3</u>
Total		\$ <u>29</u>


b.  I'll buy the juice and tissues.



Supermarket 

	juice	\$ _____
	tissues	\$ _____
Total		\$ _____


c.  I'll buy the tea and milk.

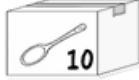

This is an unnamed student in the class. If necessary, students could choose a name for him.

Supermarket 

	tea	\$ _____
	milk	\$ _____
Total		\$ _____

d.  I'll buy the spoons and mugs.

Supermarket 

	spoons	\$ _____
	mugs	\$ _____
Total		\$ _____

10. At a café

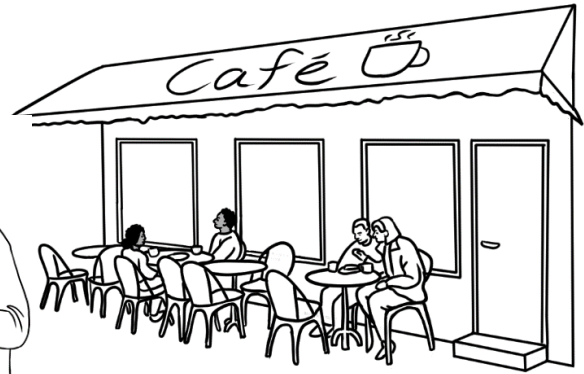
1.



Project the page and introduce new vocabulary. See this section in the Teacher Resources for an information gap activity.

Let's go to a café for lunch.

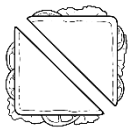
Good idea.



This is Sahra's brother, **Abdi**. He features in other Course in EAL, English Ready books.

Café Menu

Food



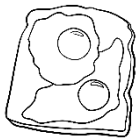
Sandwich \$12.00



Salad \$10.50



Pizza \$22.00



Eggs \$11.00



Noodles \$14.00



Chips \$6.00

Drinks



Tea \$4.00



Coffee \$5.00



Orange juice \$5.50

Cakes



Cake \$7.00

2.



How much **is** the sandwich?


\$12.00

How much **are** the chips?

\$6.00













Students take turns to ask their partner the price of food on the menu.
Note the use of **is** and **are** when talking about singular and plural items.

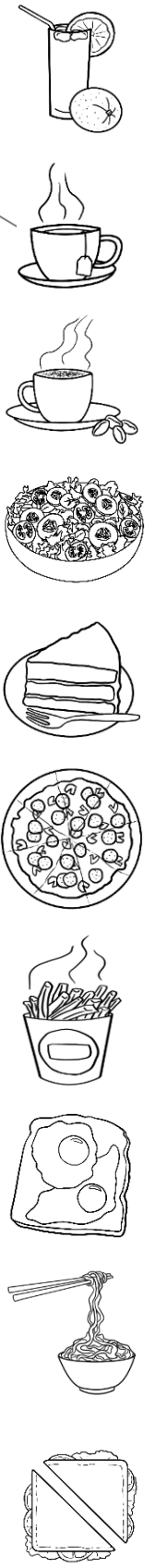
1. 

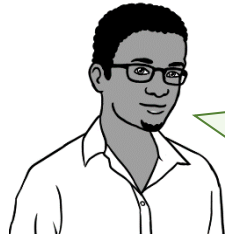
Write the prices.

2. 

Match the prices and items.

a.		<u> </u>	<u>\$4.00</u>
b.		<u> </u>	<u> </u>
c.		<u> </u>	<u> </u>
d.		<u> </u>	<u> </u>
e.		<u> </u>	<u> </u>
f.		<u> </u>	<u> </u>
g.		<u> </u>	<u> </u>
h.		<u> </u>	<u> </u>
i.		<u> </u>	<u> </u>
j.		<u> </u>	<u> </u>







Let's have a pizza and a salad.



Ok.


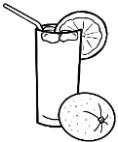
a.

	a pizza	\$ _____
	a salad	+ \$ _____
	Total	_____

Hani can have some noodles and an orange juice.



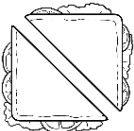

b.

	noodles	\$ _____
	an orange juice	+ \$ _____
	Total	_____



I'll have a sandwich and a coffee.

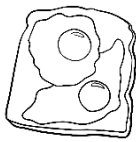














c.

	a sandwich	\$ _____
	a coffee	+ \$ _____
	Total	_____





Do you have enough money?

The red ticks are not in the student version of the workbook.

					Yes	No			
a.		\$11.00	+		\$5.50	=			<input checked="" type="checkbox"/>
b.		_____	+		_____	=		<input checked="" type="checkbox"/>	
c.		_____	+		_____	=			<input checked="" type="checkbox"/>
d.		_____	+		_____	=		<input checked="" type="checkbox"/>	
e.		_____	+		_____	=		<input checked="" type="checkbox"/>	
f.		_____	+		_____	=			<input checked="" type="checkbox"/>

11. At a men's clothes shop

1.  I need a jacket and a cap. 

See this section in the Teacher Resources for an introduction to the vocabulary here including plural forms for *pairs of jeans* etc. There is also a parallel exercise with a women's clothes shop.



River Road Clothes



jacket
\$70.50



jumper
\$59



hoodie
\$60



track pants
\$35.50



jeans
\$65



shorts
\$40.50



cap
\$20



shirt
\$50



runners
\$80





t-shirt
\$30




boots
\$90



socks
\$9

2.   How much **is** the jacket? \$70.50

How much **are** the runners? \$80 

Students take turns to ask their partner the price of the clothes.
Note the use of **is** and **are** when talking about singular and plural items.



Draw a line to match the items to their prices.



\$9



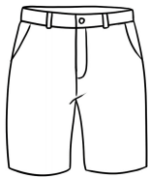
\$20



\$30



\$35.50



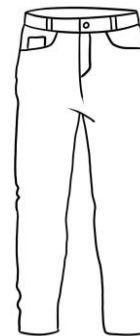
\$40.50



\$50



\$59



\$60



\$65

\$70.50

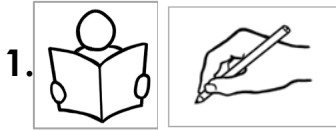


\$80



\$90





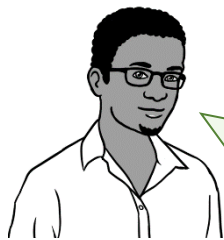


I need a jacket and a cap.



a.



	a jacket	\$70.50
	a cap	+ \$20.00
Total		<u>\$90.50</u>



I need a hoodie and some track pants.

Note the common use of **some** in speech as a substitute for **a pair of**.

b.

	a hoodie	\$ _____
	track pants	+ \$ _____
Total		_____

Note the addition of **s** for Present Simple, 3rd person singular.

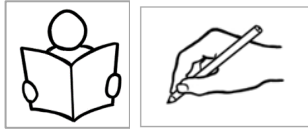
My friend needs some shorts and a shirt.



c.

	shorts	\$ _____
	a shirt	+ \$ _____
Total		_____

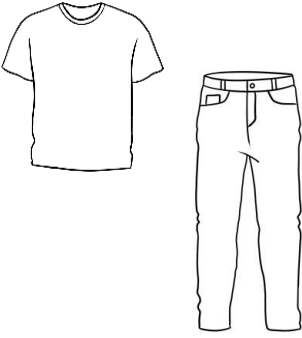
2.



My grandson needs some jeans and a t-shirt.



b.



a t-shirt	\$ _____
jeans	+ \$ _____
Total	_____



I need some boots and socks.

b.

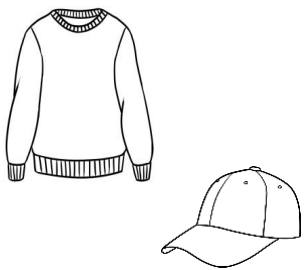


boots	\$ _____
socks	+ \$ _____
Total	_____

My husband needs a jumper and a cap.



c.





a jumper	\$ _____
a cap	+ \$ _____
Total	_____

12. At an office shop

See this section in the Teacher Resources for an introduction to the vocabulary here.

1.  How much **is** the keyboard? How much **are** the ear buds?

2.   Students take turns to ask the teacher the price of each item and then to write the price next to the items in the ad below. **Note** the use of the definite article when referring to specific objects.
The red prices are not in the student version of the workbook.



The Office Warehouse



desk
\$80



chair
\$70



keyboard
\$40



mouse
\$25



headphones
\$60



lamp
\$50.50



USB
\$15




ear buds
\$55



fan
\$30










See this section in the Teacher resources for activities and exercises around a **Kitchen Shop**.

2. 

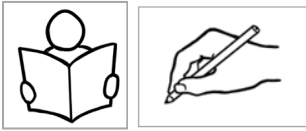
Write the prices.

2. 

Match the prices and items.

a.		<p>\$15</p>
b.		<p>_____</p>
c.		<p>_____</p>
d.		<p>_____</p>
e.		<p>_____</p>
f.		<p>_____</p>
g.		<p>_____</p>
h.		<p>_____</p>
i.		<p>_____</p>






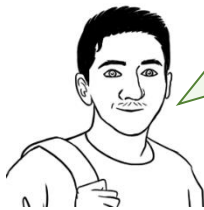
I need a desk and a USB.



a.




a desk		\$ _____	
a USB	+	\$ _____	
Total		_____	



I need a mouse and some headphones.

Note the use of **some** as a common substitute for **a set of** or **a pair of**.

b.




a mouse		\$ _____	
headphones	+	\$ _____	
Total		_____	

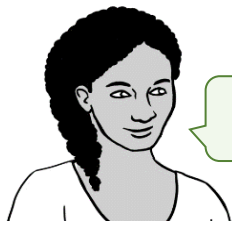
I need some ear buds and a fan.



c.





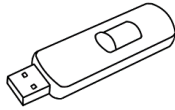


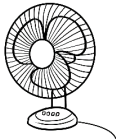




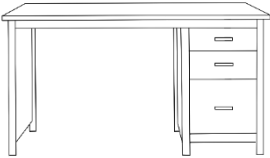
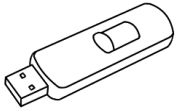

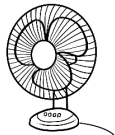




ear buds		\$ _____	
a fan	+	\$ _____	
Total		_____	



Do you have enough money?

The red ticks are not in the student version of the workbook.

					Yes	No
						<input checked="" type="checkbox"/>
g.	\$40	+	\$55	=		
						
						<input checked="" type="checkbox"/>
h.	_____	+	_____	=		
						
						<input checked="" type="checkbox"/>
i.	_____	+	_____	=		
						
						<input checked="" type="checkbox"/>
j.	_____	+	_____	=		
						
						<input checked="" type="checkbox"/>
k.	_____	+	_____	=		
						
						<input checked="" type="checkbox"/>
l.	_____	+	_____	=		
						

13. Let's go out.



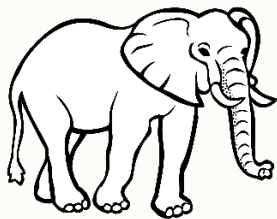
1. Organise an excursion to a place of interest and use the prices of tickets, food etc as a numeracy exercise. A group student booking would reduce prices.

expensive
= not cheap



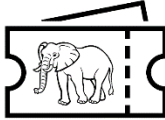






Let's go to the zoo on Saturday.

How much is a zoo ticket?
Is it **expensive**?



WILDLIFE ZOO



Prices	Zoo tickets 	Bus tickets 
Adult 	\$41.00	\$6.00
Concession  	\$30.00	\$4.00
Child 	\$21.00	\$3.50
Family 	\$85.00	\$13.00



2. Students take turns to ask their partner the price of the zoo and bus tickets.


How much is a **concession zoo** ticket?

\$30


How much is a **child's bus** ticket?

\$3.50



3.  Anika and her mother catch the bus to the zoo on Saturday.



4.  Students circle the answers.

a. How much are 2 concession **bus** tickets?

\$6.00

\$8.00

\$13.00

b. What money do they need?



c. How much are 2 concession **zoo** tickets? 

\$82.00

\$50.00

\$60.00

d. What money do they need?



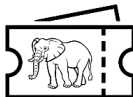
e. 

Students write and add the sums.



bus tickets

\$ _____



zoo tickets

\$ _____

Total

\$ _____

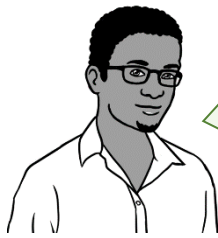
f. They have \$100.
Do they have enough?



_____ yes _____ no

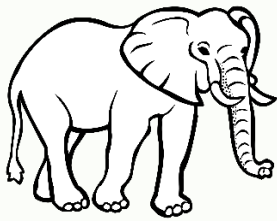


Dictate the prices for students to write.
The prices are not in the student version of the workbook.



Let's go to the zoo.
The tickets are cheap
this Sunday.

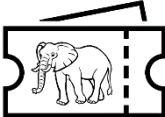






How much are
the tickets?



WILDLIFE ZOO



Cheap prices this Sunday!!

Prices	Zoo tickets 	Bus tickets 
Adult 	\$35.00	\$4.00
Concession  	\$25.00	\$3.00
Child 	\$15.00	\$2.50
Family 	\$70.00	\$10.00



How much is a **family**
zoo ticket?

\$70

How much is an **adult**
bus ticket?

\$4



Students take turns to ask their partner the price of the zoo and bus tickets.



Sahra and her family catch the bus to the zoo on Sunday.



Students write and add the sums.

a. How much is a family **bus** ticket?

- \$9.00 \$9.50 \$10.00 \$10.50

b. What money do they need?



c. How much is a family **zoo** ticket?

- \$85.00 \$80.00 \$70.00

d. What money do they need?

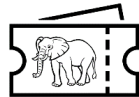


Students write and add the sums.



bus ticket

\$ _____



zoo ticket

\$ _____

Total

\$ _____

f. They have \$100.

Do they have enough?










_____ yes _____ no



More places to go








1.

Dictate the prices for students to write.

 Swimming Pool		
Prices		 Tickets
Adult		\$9.50
Concession	 	\$7.00
Child		\$6.50
Family		\$25.00

2.

Explain that most art galleries are free, but people need to pay to see special exhibitions.

 Art Gallery		
Prices		 Tickets
Adult		\$25.00
Concession	 	\$20.00
Child		\$13.00
Family		\$63.00