

# English Ready

22637VIC Course in EAL

VU23577 - Recognise and use numbers and money from 50 to 100  
for highly familiar activities

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Numbers and money 50 - 100

## Teacher resources



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**Acknowledgements:** The design team would like to acknowledge the use of the EAL Framework which underpins the design of this book.

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## Introduction to the books

### The Teacher Resources

The oral and kinaesthetic activities in this book utilise a variety of senses to improve memory retention. This is particularly important for students impacted by trauma. The most productive classes are noisy and active. Resources here aim to promote noisy active learning. They include:

- drawings for use in the design of additional materials
- flashcards for printing
- individual and class activities
- revision and homework exercises
- extension exercises.

The book is an electronic reference. Print pages as needed.

### The Student Workbook

The student book requires teacher direction and is **not intended for independent learning**. It is also not intended to be the only material used to teach these units or to be used as an assessment task. It is recommended that students buy and use a notebook for general class work and practice.

The book is available as a Word document so that teachers can:

- localise and update the content
- adjust the material to suit the requirements of particular classes and students
- delete, add and grade materials as required. If you add or deduct pages, be mindful of the layout of the document.

### Note:

- A teacher version of the student workbook contains additional notes and guidance for activities.
- Considering the cost of photocopying, colour has been used sparingly in the Student Workbook and the Teacher Resources.
- The illustrations drawn by Madelena Scott are copyright-free and can be used in the creation of additional materials. The few drawings in the books from Creative Commons can be also used, but need to be acknowledged in the way that they are acknowledged on the inside cover page of each book.

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## 1. Instructions

### Instruction icons

The icons used in the numeracy units are similar to those used in all units in the Course in EAL. They aim to simplify the instructions, support the teacher instructions and develop independence in learning.

### Activity 1 – Word stress in instruction words

Project the following page and clap the syllables. In the two-syllable instructions the stress falls on the first syllable. Clap the stressed syllable harder.

### Activity 2 – Bingo







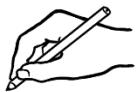











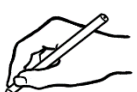





The aim of this game is to familiarise students with hearing and recognising the instructions.

- Print and cut up the bingo sheets on pages 4-5.
- Read out the instructions in any order.
- Students circle the instructions as they hear them and shout *bingo*, when all their instructions have been called.







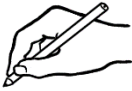

















**Activity 1 – Word stress**

●	● ●
 <p>say</p>	 <p>listen</p>
 <p>read</p>	 <p>copy</p>
 <p>write</p>	 <p>circle</p>
 <p>ask</p>	 <p>highlight</p>
 <p>clap</p>	 <p>partner</p>
 <p>tick</p>	
 <p>match</p>	

Activity 2 – Bingo cards

 	 <p data-bbox="726 459 853 526">Bingo</p> 	 
 	 <p data-bbox="726 918 853 985">Bingo</p> 	 
 	 <p data-bbox="726 1366 853 1433">Bingo</p> 	 
 	 <p data-bbox="726 1814 853 1881">Bingo</p> 	 

**Activity 2 – Bingo cards - [Continued]**

 	 <div style="background-color: #e0f2f7; padding: 5px; text-align: center;">Bingo</div> 	 
 	 <div style="background-color: #e0f2f7; padding: 5px; text-align: center;">Bingo</div> 	 
 	 <div style="background-color: #e0f2f7; padding: 5px; text-align: center;">Bingo</div> 	 
 	 <div style="background-color: #e0f2f7; padding: 5px; text-align: center;">Bingo</div> 	 



## 2. Meet the students and teachers.

Project the following page and introduce the students and teachers who feature in the workbook. More detailed information about the characters can be found in the other Course in EAL units including a chart of personal details. See the Teacher Resources for the following units:

- VU23496 & VU23498
- VU23497 & VU23499

**The students**



Carim



Sahra



Tahii



Anika



Ming

**The teachers**

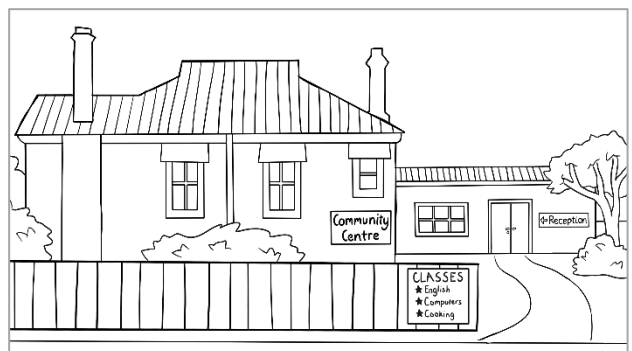
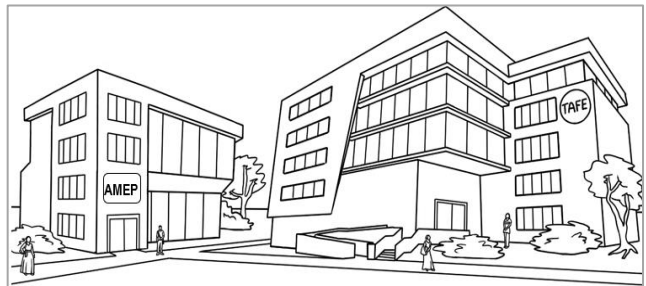


Jenny



Wendy

**The learning centres**



### 3. Numbers 1 - 50

#### Revision

The numbers from 1 – 50 are introduced in Course in Initial EAL, unit VU23493 *Recognise, copy and use numbers and money from 1 – 50*. However, it is helpful to revise these lower numbers before moving onto higher ones. The work on numbers 1 - 50 would be particularly important for students who may not have completed the Course in Initial EAL.

#### Activity 1 – Counting *Class activities*

Incorporate counting into class activities. e.g.

- Count the students in class today. Record the number on the board.
- Excursions - Walking somewhere with students? Get the students to count aloud as they walk - houses, cars, poles, stairs etc
- Count steps - How many steps to the door/ the white board/ the library? etc.
- A competition in teams of 3 or 4. Make a list on the board of countable objects such as windows, tables and chairs in the classroom, doors in the hallway, posters. Each team makes a copy of the items, and when they are ready, the students count and record the number of each item. The first team to finish with the correct answers wins.

#### Activity 2 – Listening *Pair work*

- Organise the class into pairs. Give each pair the number chart on the page 9.
- Warm up with some counting. Count numbers aloud together. Write on the board the numbers to start from and to count to. e.g. Count from 5 to 22, count from 19 and 39. Count backwards from 45 to 32.
- Allocate a colour to each person in a pair. One student is red, the other blue.
- Call *red* and say a number. The red student circles the number on the chart. Call *blue* and say a number. The blue student circles the number on the chart. Each time, all students repeat the number aloud.

#### Activity 3 – Number Card Slap *A game in small groups*

- Make cards for numbers zero to fifty on pages 10-15, a set for each group.
- Students spread out and sequence the cards.
- The teacher calls out a number and the first student to say and slap that number card keeps it. The winner is the student with the most cards at the end of the game.
- Simplify the game by writing the number on the whiteboard as it is called.

**Variation** – Use two fly swats and project the grid on the following page.

Two students stand at the board/screen with the fly swats. A number is called and the first student to hit the number with the swat is the winner.

**Activity 2 – Listening**

									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

**Activity 3 – Number Card Slap**

0	1
2	3
4	5
6	7
8	9

**Activity 3 – Number Card Slap** [Continued]

10

11

12

13

14

15

16

17

18

19

**Activity 3 – Number Card Slap** *[Continued]*

20

21

22

23

24

25

26

27

28

29

**Activity 3 – Number Card Slap** *[Continued]*

30

31

32

33

34

35

36

37

38

39



**Activity 3 – Number Card Slap** *[Continued]*

40

41

42

43

44

45

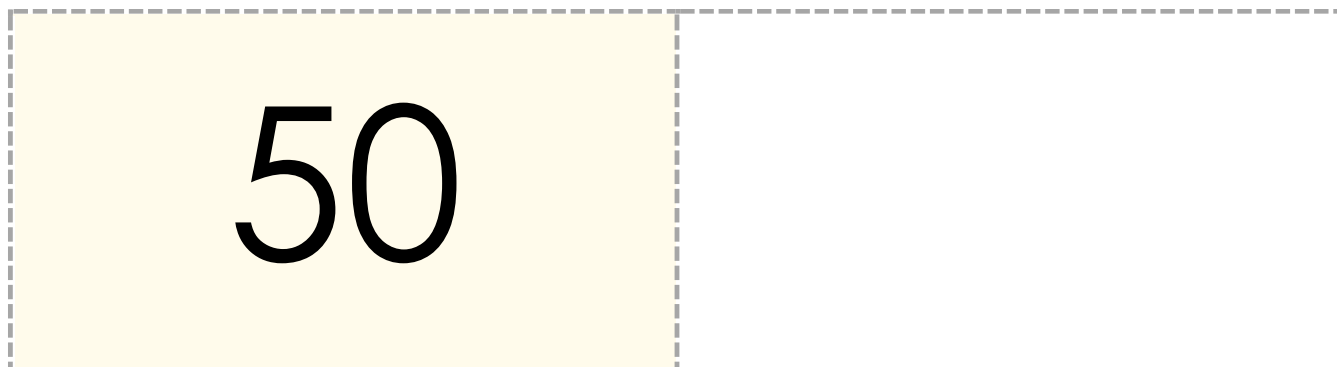
46

47

48

49

**Activity 3 – Number Card Slap** *[Continued]*



**Activity 4 – Bingo 1 – 50** *Class activity*

- Print, cut up and give each student a bingo card.
- Read out any number between **1** and **50**. Students circle the number if it is on their card. Encourage students to repeat the numbers as you call them.
- Cross out the numbers on the master card as you read to prevent repetition.
- Continue to call out numbers until a student has circled all the numbers on their card and shouted **Bingo**.

**Variation** - Students can create their own bingo cards using the blank bingo templates on page 18. Student write 8 numbers on their card using the number grid on page 6 in the student workbook.

**Bingo master sheets**

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

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

**Activity 4 – Bingo 1 – 50 Student cards**

0	16	32
48	Bingo	6
24	40	8

1	17	33
49	Bingo	7
25	41	9

2	18	34
50	Bingo	8
26	42	10

3	19	35
1	Bingo	9
27	43	11

4	20	36
2	Bingo	10
28	44	12

5	21	37
3	Bingo	11
29	45	13

6	22	38
4	Bingo	12
30	46	14

7	23	39
5	Bingo	13
31	47	15

**Activity 4 – Bingo 1 – 50 Student cards** *Blank templates*



## 4. Numbers 50 - 100

### Activity 1 – One, two, three counting game *Class activity*

- Choose a number to count to. e.g. 78
- Round the class, students take turns counting to 78. Students can say one, two or three numbers when it is their turn.
- The student who has to say the last number [78] is out of the game.
- Then choose another number to count to. Continue the game in this way.

**Variation** - Rather than count forward, count backwards.

### Activity 2 – Listening *Worksheet*

#### Exercise 1 *Teacher directed*

- Give each student the worksheet on the next page.
- Say a number and students circle the number on their grid. Each time, all students repeat the number aloud.
- Continue in this way until enough numbers have been circled.

#### Exercise 2 *Pair work*



- In the second number grid, students work in pairs. Each student highlights any 10 numbers, making sure they don't show their numbers to their partner.
- Students take turns to dictate their highlighted numbers for their partner to circle on the table and write below.
- Swap roles. When both students have finished circling and writing the numbers, they check that the numbers circled and written are correct.

### Activity 3 – Make a new number. *A game for pairs or small groups*

You will need a pair of 10-sided dice for each group. Alternatively use an on-line dice or spinner phone application. e.g. University of Cambridge *Dice and Spinners Interactive* [Dice & Spinners Interactive | NRICH \(maths.org\)](https://www.nrich.org.uk/maths/dice-spinners-interactive) On this site, you can select two dice or spinners with an option to see dots or numerals on the dice.

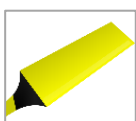
- Organise students into pairs or small groups and give each group a copy of the recording sheet on page 21.
- Project the recording sheet and demonstrate the game to the class.
- Roll the two dice. Write one number on the dice in the *ten's* column, and the other number in the *unit's* column. Write the same numbers in that order in the *New number* column. [See the example on page 21.] Say the number together.
- Students take turns to roll the dice and record the numbers on the sheet.
- At the end of the game, each group reads out their list of new numbers.
- Record the new numbers on the board. Circle or tick repeated numbers.

**Activity 2 – Listening - Exercises 1 & 2**

1.  

→

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									

2.  10 numbers

3.  

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									

4.   

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Activity 3 – Make a new number.**

	10	1	New number
a	8	4	84
b			
c			
d			
e			
f			
g			
h			
i			
j			
k			
l			
m			
n			
o			



**Activity 4– Sequencing maze**

The maze on page 24 is a little more difficult than the one in this section in the student workbook. Once students have drawn the path through the maze, they could highlight the squares on the path. More advanced students may like to do the maze backwards, from 100 to 50.

**Activity 5 – Number and values cards 50 – 100**

These cards can be printed and used for a variety of activities.

**a. Matching numbers and values** *Individual or pair work*

Print and cut up sets of both cards for matching. This would be helpful for students with limited formal maths experience.

**b. Dictate the numbers** *Pair work.*

- You will need two sets of **values** cards if there are more than 16 students.
- Put the cut-up cards in a container.
- One student in each pair selects any six cards.
- Without showing their partner the cards, the student dictates each number value to their partner who writes it down.
- Once the six numbers have been dictated, the students check their work by comparing the cards and the numbers written.
- The cards are returned to the container and the second student selects six cards and repeats the exercise.

**c. Sequencing #1** *Class activity*

- Use one set of the number cards and give the 50s cards to 10 students.
- These students bring the cards out to the board and attach them in order with magnets.

50	51	52	53	54	55	56	57	58	59
----	----	----	----	----	----	----	----	----	----

- Then give out the 60s cards to another ten students who sequence their cards in a line under the 50s.
- Once all the cards are on the board, read them together as a class.
- Gradually remove a few numbers drawing a line in the space left, and read together again.
- Continue removing numbers in this way and reading in sequence.
- When enough numbers have been removed, ask some students to write the missing numbers in their spaces on the board.

**d. Sequencing #3** *Class activity*

- Use one set of the number cards.
- Give each student any one of the numbers from 50 to 100 and ask them to stand in a line, in order from the lowest to the highest number.
- Once in order, students read their numbers. As there won't be 50 students in the class, there will be gaps in this order, making the exercise a little more complex.

**Variation** - The class counts from 50 to 100 and when each student's number is called, they hold up their card.

**e. Sequencing #4** *Pair work*

- Print enough copies of the number cards, so that each pair of students has a complete set.
- Students sequence the numbers in rows and read aloud together as they order the numbers.

**Activity 4 – Sequencing maze**



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

**Activity 5 – Number cards 50 – 100**

50

51

52

53

54

55

56

57

58

59

**Activity 5 – Number cards 50 – 100** *[Continued]*

60

61

62

63

64

65

66

67

68

69

**Activity 5 – Number cards 50 – 100** *[Continued]*

70

71

72

73

74

75

76

77

78

79

**Activity 5– Number cards 50 – 100** *[Continued]*

80

81

82

83

84

85

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89

**Activity 5 – Number cards 50 – 100** *[Continued]*

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99



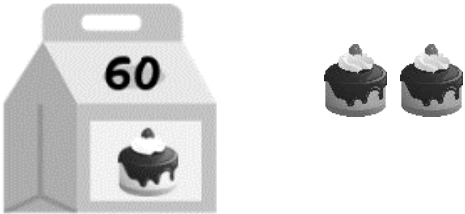

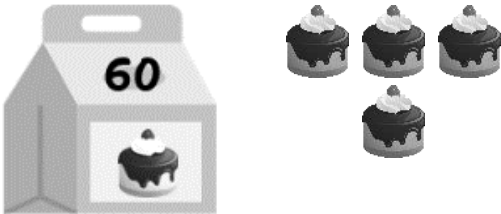
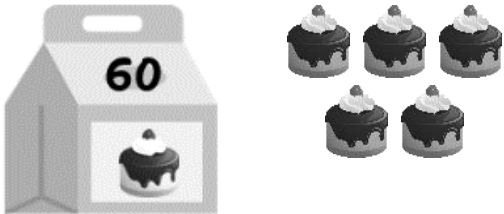






**Activity 5 – Number cards 50 – 100** *[Continued]*






















Activity 5 – Number values 50 – 100


Activity 5 – Number values 50 – 100 [Continued]



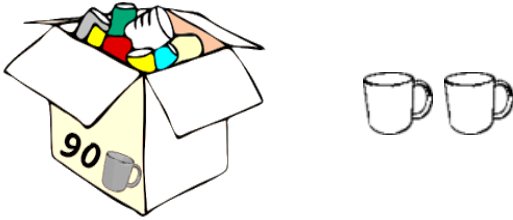
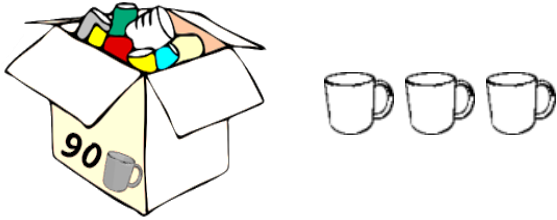
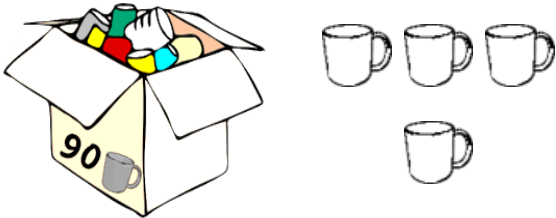
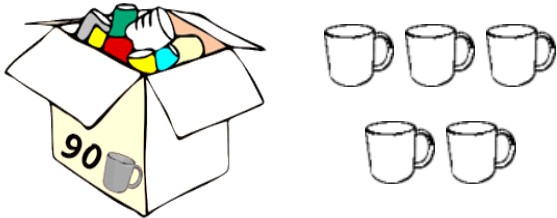
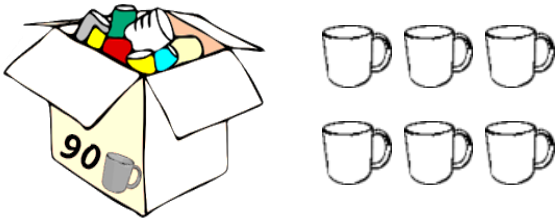



Activity 5 – Number values 50 – 100 [Continued]

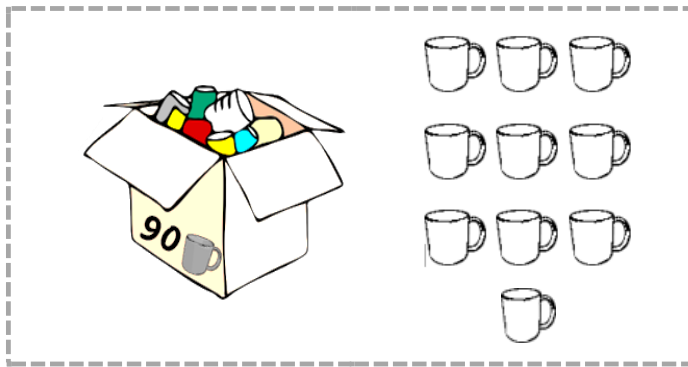
			
			
			
			
			

Activity 5 – Number values 50 – 100 [Continued]

Activity 5 – Number values 50 – 100 [Continued]

**Activity 5 – Number values 50 – 100** *[Continued]*

## 5. Did you say 15 or 50?

### Pronunciation – Word stress patterns in numbers

The changing stress pattern between pairs of numbers such as *thirteen* and *thirty* can confuse new learners and kinaesthetic techniques can make them more aware of the stress pattern and help them to remember it.

### Activity 1 – Using action to remember stress patterns

- Project the next page which shows large and small dots to indicate the stressed and unstressed syllables respectively.
- Large rubber bands are useful to demonstrate and help students remember the stressed syllable. Give each student a rubber band to hold between the thumbs and index fingers of each hand.



Stretch the band out on the stressed syllable and bring the fingers together on the unstressed one. The stressed syllable is said a little louder and longer. A rubber band has the advantage of being both a visual as well as a tactile aid. Once students have used the rubber band, you can mime the movement showing the stressed syllable without using the rubber band.

- Alternatively, students can clap their hands, stamp their foot, tap the table or click their fingers to make the stronger stress.

### Activity 2 – Number stress Bingo

- Print, cut up and give each student a bingo card on page 39 and slowly read the numbers on the master sheet below, circling the numbers as you read them. As you read, emphasise the stress patterns.
- Students circle each number on their card as it is called, and shout *Bingo* when all their numbers are circled.


### Activity 2 – Number stress Bingo - Master sheet

14	95	85	97	13	79	16	80	59	75
89	18	57	40	70	15	59	67	17	60
65	90	69	50	96	19	47	38	30	83



**Activity 1 – Using actions to remember stress patterns**


13
14
15
16
17
18
19


30
40
50
60
70
80
90

**Activity 2 – Number stress Bingo - Student cards**

14	57	80
13	<b>Bingo</b>	95
65	60	69

40	83	18
90	<b>Bingo</b>	13
15	67	59

59	13	38
96	<b>Bingo</b>	50
19	60	47

14	30	79
19	<b>Bingo</b>	89
96	60	57

70	16	38
18	<b>Bingo</b>	69
97	85	90

19	85	50
75	<b>Bingo</b>	67
15	17	80

## 6. Before and after

The following worksheets could be printed back-to-back and completed together in preparation for, or as an extension of the work on pages 16 – 17 in the student workbook.

### **Activity 1 – Numbers *before* and *after*. Worksheet 1**

Print copies of the worksheet for each student.

#### Exercise 1

- Ask students to circle a number either *before* or *after* a number you nominate. e.g. *Circle the number before 72.*
- Ask, *What's the number?* Students tell you the number.
- Continue in this pattern, asking students to circle numbers *before* or *after* particular numbers.

#### Exercise 2

- In this exercise, students need to draw a line to connect short number sequences. Demonstrate by writing several similar sequences on the board and asking students to match them
- When students have completed the exercise, read the sequences together.

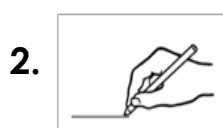
### **Activity 2 – Write the numbers *before* and *after*. Worksheet 2**

The exercise on the worksheet is similar to the one in the student workbook on page 16. It could be projected and completed as a class before students do the one in their workbook. Alternatively it could be given as additional work afterwards.

**Activity 1 – Numbers *before* and *after* Worksheet 1**



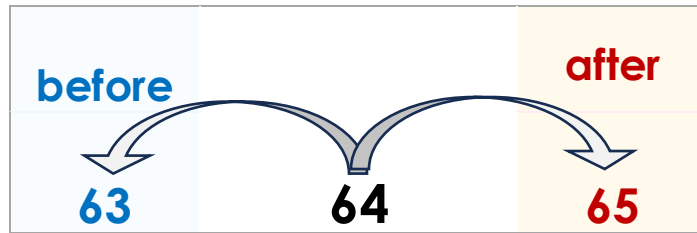
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99
100									



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

**Activity 2 – Write the numbers before and after.** *Worksheet 2*

What's the number **before 64** and the number **after 64**?



<b>before</b>	<b>the number</b>	<b>after</b>
a. 54	55	56
b.	61	
c.	79	
d.	83	
e.	99	
f.	67	
g.	80	
h.	91	

## 7. Add the numbers.

### Activity 1 – Addition cards *Pair and class work*

The cards on the following two pages are an extension of the work on page 18 in the student workbook. The aim of the exercises below is to familiarise students with the addition and equals signs and the ordering of simple additions.

#### *Pair work*

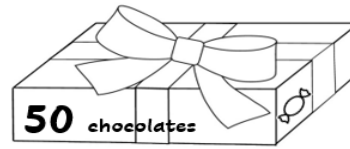
- Print the following two pages.
- Cut off and retain the blue *total* strip before giving the pages to each pair of students to cut up into small cards.
- Students assemble the cards in the addition order shown on page 18 in their workbook.
- Each pair works out the total of the sums and writes down their answers.
- Check the answers by asking students to read their additions aloud, emphasising the maths vocabulary.  
*e.g. Five people **plus** 10 people **equals** 15 people.*
- Give out the answers for students to cut up and place at the end of each sum.
- Students can then copy the additions into their notebooks.
- Store the cards in individual envelopes for later revision.

#### *Class work*

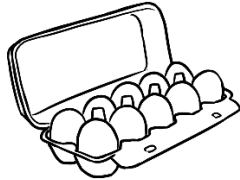
- Print the following two pages on A3 and cut up.  
**Note:** Keep the equal signs and totals connected for this activity.
- Give each student a card - either a quantity, a plus sign, or an equal sign with a total.
- Ask the class to mingle and form a group of three to create the additions.
- Students take turns to read out their sums. The sums could also be ordered on the board with magnets.
- This grouping of three students can then play the game in **Activity 3 – How many is that?** on page 49-50.



5 people



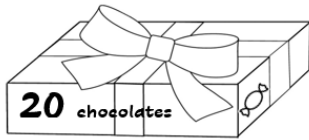
50 chocolates



10 eggs

July						
Mon	Tues	Wed	Thurs	Fri	Sat	Sun
	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			

31 days



20 chocolates



10 people

June						
Mon	Tues	Wed	Thurs	Fri	Sat	Sun
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					

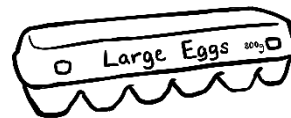
30 days



30 tea bags



40 biscuits



12 eggs



50 tea bags






50 biscuits

+	=	15 people
+	=	22 eggs
+	=	70 chocolates
+	=	61 days
+	=	90 biscuits
+	=	80 tea bags



**Activity 2 – Cuisenaire rods 50 – 100** *Class and individual activity*

For students who have had a limited educational background, Cuisenaire rods can help to develop a more concrete understanding of maths. At Course in EAL, the rods provide a visual image of number values and simple addition. Although the wooden Cuisenaire rods don't show the unit lines, they have been added to the rods on the following pages to clearly show the value of each rod.

- one 
- five 
- ten 

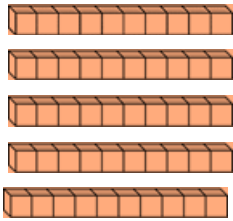

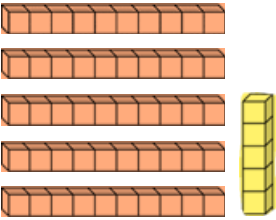

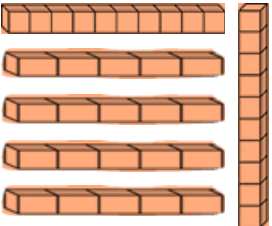

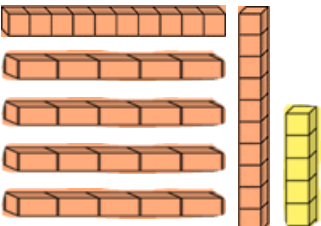

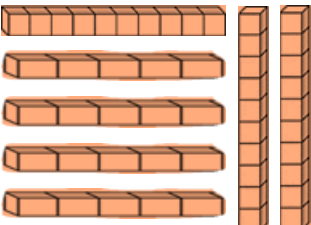

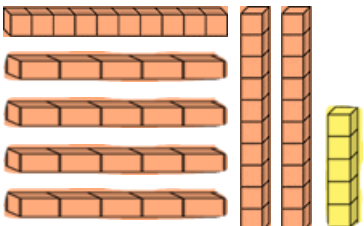

Students can see and count the 10 single units in 10, then add the 5 to make 15. In this way, the rods can develop a visual understanding of basic addition.

- Project the following two pages.
- Point to and count the 10s rods in **Row a**.
- Read the example addition, pointing to the numbers, the plus and equals signs and the total.
- Work through the rows, asking students to write the numbers of each addition on the board.
- Chant the totals – 55, 60, 65, 70 etc.
- Individual work - Print the following two pages. Students write the numbers on the worksheet, then copy the additions into their notebooks.

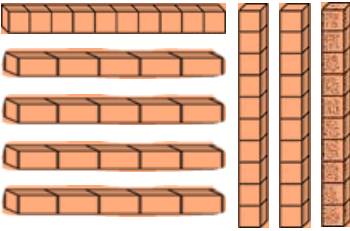

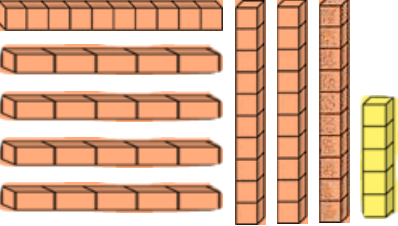

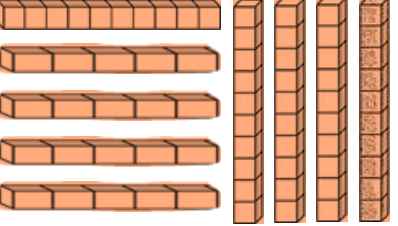
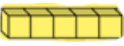
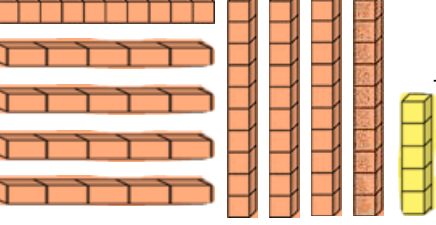

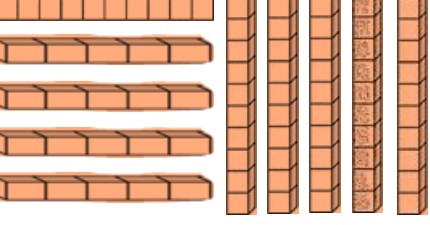

**Activity 3 – How many is that?** *A game for small groups*

- Organise students into groups of 3 or 4. Enlarge and print copies of the game on page \_\_\_\_ on A3 paper, enough so each group has a copy. Give each group a dice and 3 or 4 counters, buttons, stones etc.
- Print a copy of the answers.
- Students take turns to throw the dice and move round the board. When they land on a space, they need to add the numbers and give the total. If they are right, they stay on the space, but if they are wrong, they move back two spaces.
- Keep the copy of the answers at the front of the room, so students can come and check their answers if they are unsure.
- The first player to finish is the winner.

**Activity 2 – Cuisenaire rods 50 – 100**

<b>a</b>		$\underline{50}$	+		=	$\underline{55}$
<b>b</b>		_____	+		=	_____
<b>c</b>		_____	+		=	_____
<b>d</b>		_____	+		=	_____
<b>e</b>		_____	+		=	_____
<b>f</b>		_____	+		=	_____

**Activity 2 – Cuisenaire rods 50 – 100** *[Continued]*

<b>g</b>		_____	+		=	_____
<b>h</b>		_____	+		=	_____
<b>i</b>		_____	+		=	_____
<b>j</b>		_____	+		=	_____
<b>k</b>		_____				

Activity 3 – How many is that?

How many is that?

Start

$10 + 20$

$30 + 42$

$70 + 12$

$14 + 40$

$64 + 10$

$20 + 31$

$44 + 5$

$6 + 71$

$80 + 16$

$20 + 36$

$50 + 15$

$11 + 40$

$20 + 75$

$34 + 50$

$60 + 32$

$40 + 11$

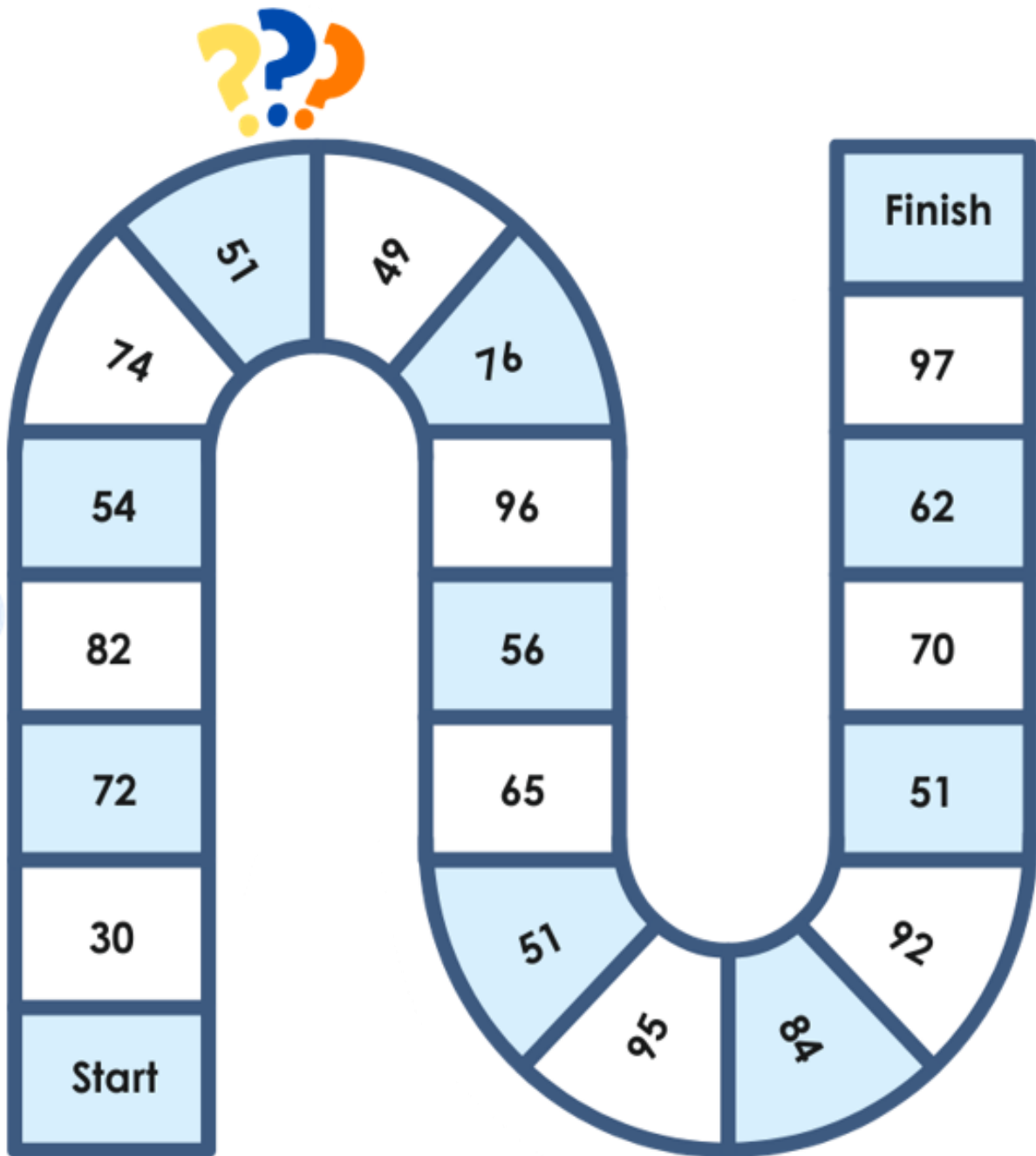
$60 + 10$

$52 + 10$

$7 + 90$

Finish

**Activity 3 – How many is that?** *Answers*



## 8. Money

The first two matching activities support students who are unfamiliar with Australian currency. Either print and cut up the cards for students to assemble, or provide scissors so students can cut them up.

**Note:** For students who have had little formal education, using scissors can help to develop the fine motor skills in the hands and wrists necessary for writing.

### Activity 1 – Matching basic coins and notes to their amounts

### Activity 2 – Matching combinations of coins and notes to their amounts

### Activity 3 – Money bingo

- Give each student a bingo card and slowly read money amounts on the master sheet on page 60, circling the amounts as you read them.
- Students circle each number on their card as it is called, and shout *Bingo* when all their numbers are circled.

### Activity 4 – How much is that? *Game in small groups*

- Organise students into groups of 3 or 4. Enlarge and print copies of the game on page 62 on A3 paper, enough so each group has a copy. Give each group a dice and 3 or 4 counters. [ buttons, stones etc. ]
- Print a copy of the answers.
- Students take turns to throw the dice and move round the board. When they land on a space, they need to add up the money and give the total. If they are right, they stay on the space, but if they are wrong, they move back two spaces.
- Keep the copy of the answers at the front of the room, so students can come and check their answers if they are unsure.
- The first player to finish is the winner.

**Note** - The blank game template on page 64 can be used to create a new game with different simple additions.

### Activity 1 – Matching basic coins and notes to their amounts

**Activity 1 – Matching basic coins and notes to their amounts** *[Continued]*

5c

10c

20c

50c

\$1

\$2

\$5

\$10

\$20

\$50

\$100



**Activity 2 – Matching combinations of coins and notes to their amounts**

Activity 2 – Matching combinations of coins and notes to their amounts [Continued]



**Activity 2 – Matching combinations of coins and notes to their amounts** *[Continued]*

**Activity 2 – Matching combinations of coins and notes to their amounts** *[Continued]*

55c	60c
70c	\$1
\$1.50	\$2
\$2.10	\$2.50

**Activity 2 – Matching combinations of coins and notes to their amounts** *[Continued]*

\$3

\$4

\$7

\$10

\$15

\$20

\$25

\$30

**Activity 2 – Matching combinations of coins and notes to their amounts** *[Continued]*

\$40

\$55

\$60

\$70

\$100

**Activity 3 – Money bingo** *Teacher call charts*

\$55	\$84	\$30	\$92
\$61.50	\$60	\$77	\$25
\$90.50	\$20	\$70	60c
\$10	\$2.50	\$61	\$100
55c	\$40	\$85	\$36

\$55	\$84	\$30	\$92
\$61.50	\$60	\$77	\$25
\$90.50	\$20	\$70	60c
\$10	\$2.50	\$61	\$100
55c	\$40	\$85	\$36

\$55	\$84	\$30	\$92
\$61.50	\$60	\$77	\$25
\$90.50	\$20	\$70	60c
\$10	\$2.50	\$61	\$100
55c	\$40	\$85	\$36

## Activity 3 – Money bingo cards

\$85	\$84	\$60
\$100	Bingo	55c
\$55	60c	\$77

\$90.50	\$77	\$85
\$20	Bingo	\$61.50
\$30	\$2.50	\$36

\$77	\$60	\$25
\$92	Bingo	55c
\$90.50	\$4	\$2.50

\$36	\$10	\$60
\$84	Bingo	\$90.50
\$55	\$2.50	\$20

\$92	\$30	\$85
\$36	Bingo	\$70
55c	\$25	\$61.50

\$40	\$61.50	\$10
\$100	Bingo	\$61
\$30	60c	\$25



**Activity 4 – How much is that?**

How much is that?



Start	$\$50 + \$4$	$\$72 + \$5$	$\$81 + \$8$	$\$66 + \$3$		
$\$54 + \$32$	$\$50 + \$28$	$\$35 + \$43$	$\$65 + \$4$	$\$20 + \$10$		
$\$12 + \$73$	<table border="1" style="margin: auto;"> <tr> <td><math>\\$100 + 0</math></td> <td style="background-color: #fff9c4;">Finish</td> </tr> </table>		$\$100 + 0$	Finish	$\$25$ $\$24$	$\$13 + \$10$
$\$100 + 0$	Finish					
$\$64 + \$33$	$\$62 + \$37$	$\$11 + \$68$	$\$17 + \$22$	$\$61 + \$38$		
$\$42 + \$37$	$\$73 + \$24$	$\$44 + \$25$	$\$78 + \$11$	$\$63 + \$22$		
				$\$82 + \$12$		

**Activity 4 – How much is that?** *Answers*

Start	\$54	\$77	\$89	\$69		
\$86	\$78	\$78	\$69	\$30		
\$85	<table border="1"> <tr> <td>\$100</td> <td>Finish</td> </tr> </table>		\$100	Finish	\$49	\$23
\$100	Finish					
\$97	\$99	\$79	\$39	\$99		
\$79	\$97	\$69	\$89	\$85		
				\$94		

**Activity 4 – How much is that?** *Template for a new game*

How much is that?



## 9. Morning tea


A morning tea with another class not only creates situations for the practice of skills in numeracy, but also provides opportunities for developing:

- conversation skills
- class cohesion in the planning and hosting of the event
- friendships and communication with a wider range of students
- student confidence.

### Activity – Buying the ingredients for biscuits and cakes

- Project the vocabulary list on the following page. The list includes food items commonly used in baked goods. Revise or introduce the vocabulary.
- Print the two pages of the worksheet back-to-back and give each student a copy.
- The worksheet extends the exercise in this section of the student workbook:
  - The students ask the teacher, *How much is the flour? How much is the sugar? etc.*
  - The teacher dictates the prices for students to write next to each item. Students need to write the dollar signs as well as the dollar values.
  - Students then complete the additions on the second page.
  - Correct this together by writing the additions with their totals on the board for students to check their work.

**Activity – Buying the ingredients for biscuits and cakes** *Vocabulary*

 <p>sugar</p>	 <p>flour</p>	 <p>butter</p>
 <p>oil</p>	 <p>eggs</p>	 <p>milk</p>
 <p>coconut</p>	 <p>honey</p>	 <p>dates</p>


Activity – Buying the ingredients for biscuits and cakes


Worksheet answers

**Supermarket** 

		
\$6	\$2	\$5.50
		
\$3	\$3.50	\$5
		
\$2.50	\$6.50	\$7

Activity – Buying the ingredients for biscuits and cakes *Worksheet page 1*

1.  How much **is** the flour? How much **are** the eggs?

1.  

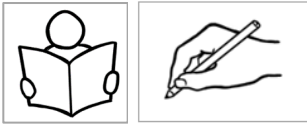
**Supermarket** 


  


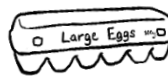
  

**Activity – Buying the ingredients for biscuits and cakes** *Worksheet page 2*



a.  I need some flour and eggs.

**Supermarket** 


	flour	\$ <u>2</u>
	eggs	\$ <u>5.50</u>
<b>Total</b>		\$ <u>7.50</u>

b.  I need some sugar and butter.

**Supermarket** 


	sugar	\$ _____
	butter	\$ _____
<b>Total</b>		\$ _____



c.  I need some dates and coconut.

**Supermarket** 

	dates	\$ _____
	coconut	\$ _____
<b>Total</b>		\$ _____

d.  I need some milk and honey.

**Supermarket** 


	milk	\$ _____
	honey	\$ _____
<b>Total</b>		\$ _____



## 10. At a café

### Activity 1 - What's for lunch? Pair work

- Project the pictures below and revise the vocabulary.
- Ask students to guess how much each food item costs.
- Divide the class into pairs – Student A and Student B.
- Print and cut the worksheet in half. Give each student a copy of their section.
- Demonstrate how to do the exercise with a confident student.

**Note** -  The star indicates the student who asks the first question.


The grammar: *How much **is** the orange juice?*

*How much **are** the chips?*

- Encourage students to use polite forms to ask for repetition when they don't understand. e.g. *Can you say that again please?*

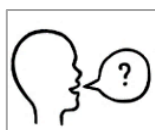
### Activity 2 - What's for lunch? Pair work

This activity is the same as Activity 1 except that the students make up their own prices. Student A write their prices in the yellow boxes and Student B in the blue boxes. It doesn't matter if the prices are unrealistic, as this is part of the fun. However, no price can be over \$100. In this game, Student B asks the first question.

 <p>orange juice</p>	 <p>pizza</p>	 <p>sandwich</p>	 <p>banana</p>
 <p>salad</p>	 <p>chips</p>	 <p>eggs</p>	 <p>noodles</p>

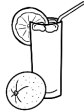







**Activity 1 - What's for lunch?**

**Student A**



How much is the \_\_\_\_ ?

Can you say that again please?

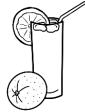







a.	How much is the orange juice?		_____
b.	How much is the pizza?		\$6.00
c.	How much is the sandwich?		_____
d.	How much is the banana?		\$1.00
e.	How much is the salad?		\$8.50
f.	How much are the chips?		_____
g.	How much are the eggs?		\$12.50
h.	How much are the noodles?		_____

**Student B**

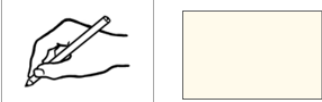



How much is the \_\_\_\_ ?

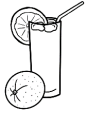

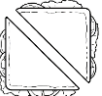





Can you say that again please?

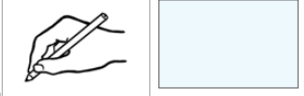
a.	How much is the orange juice?		\$5.00
b.	How much is the pizza?		_____
c.	How much is the sandwich?		\$10.50
d.	How much is the banana?		_____
e.	How much is the salad?		_____
f.	How much are the chips?		\$6.50
g.	How much are the eggs?		_____
h.	How much are the noodles?		\$12.00


**Activity 2 - What's for lunch?**

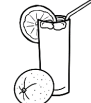







**Student A** 1. 

2.  How much is the \_\_\_\_ ?

a.	How much is the orange juice?		<input type="text"/>
b.	How much is the pizza?		<input type="text"/>
c.	How much is the sandwich?		<input type="text"/>
d.	How much is the banana?		<input type="text"/>
e.	How much is the salad?		<input type="text"/>
f.	How much are the chips?		<input type="text"/>
g.	How much are the eggs?		<input type="text"/>
h.	How much are the noodles?		<input type="text"/>

**Student B** 1. 

★ 2.  How much is the \_\_\_\_ ?

a.	How much is the orange juice?		<input type="text"/>
b.	How much is the pizza?		<input type="text"/>
c.	How much is the sandwich?		<input type="text"/>
d.	How much is the banana?		<input type="text"/>
e.	How much is the salad?		<input type="text"/>
f.	How much are the chips?		<input type="text"/>
g.	How much are the eggs?		<input type="text"/>
h.	How much are the noodles?		<input type="text"/>

## 11. At a clothes shop

### Activity 1 - Pairs of clothes

The introduction of vocabulary for the men’s and women’s shops can also cover the use **a pair of**. In the student workbook, the word **some** is used instead of *a pair of*, as *some* is more commonly used in casual speech.

In the two grids on the following pages, the clothing that comes in pairs is shaded in grey. You could expand on other clothes and objects that come in pairs using the pictures below if appropriate.

### Activity 2 – What’s that? Vocabulary at the Men’s clothes shop

Project page 74 and introduce the vocabulary students will need to do the exercises in Section 11 in the student workbook.

### Activity 3 - What’s that? Vocabulary at the Women’s clothes shop

Project page 75 and introduce the vocabulary students will need to do the exercises about the women’s shop on pages 77 – 80.

### Activity 4 – Women’s fashion

This 4-page activity about a women’s clothing shop is a parallel activity to the men’s shop in Section 11 in the student workbook. However in the exercise here, the students ask the teacher the prices of each item. The teacher dictates the prices and students write them on the advertisement.

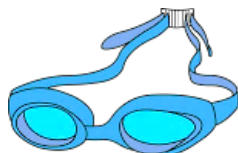
The activity can be done in stages, and used as extension work or homework.

### Activity 1 - Pairs of clothes

a pair of \_\_\_\_\_



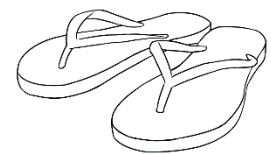
glasses



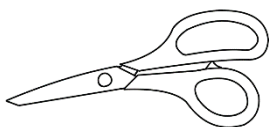
goggles



sandals



thongs



scissors



gloves















earrings



ear buds

**Activity 1 – What’s that? Vocabulary at the Men’s clothes shop**

<b>1</b>  a jacket	<b>2</b>  a jumper	<b>3</b>  a hoodie
<b>4</b>  a shirt	<b>5</b>  a t-shirt	<b>6</b>  a cap
<b>7</b>  track pants	<b>8</b>  jeans	<b>9</b>  shorts
<b>10</b>  runners	<b>11</b>  boots	<b>12</b>  socks

**Activity 2 - What's that? Vocabulary at the Women's clothes shop**

<p>1</p>  <p>a raincoat</p>	<p>2</p>  <p>a jumper</p>	<p>3</p>  <p>a scarf</p>
<p>4</p>  <p>a short top</p>	<p>5</p>  <p>a long top</p>	<p>6</p>  <p>a hat</p>
<p>7</p>  <p>a skirt</p>	<p>8</p>  <p>a dress</p>	<p>9</p>  <p>track pants</p>
<p>10</p>  <p>jeans</p>	<p>11</p>  <p>runners</p>	<p>12</p>  <p>shoes</p>

Activity 4 – Women’s fashion *Answers*

**Women’s Fashion**



raincoat \$60



track pants \$18.50



jeans \$52



short top \$16



skirt \$54.50



long top \$44



jumper \$30



runners \$80



hat \$15



dress \$65



shoes \$62.50



scarf \$12.50





### Activity 4 – Women’s fashion

1.  How much **is** the jumper?      How much **are** the shoes?

2.  

## Women's Fashion



track pants \_\_\_\_\_

raincoat \_\_\_\_\_

jeans \_\_\_\_\_

short top \_\_\_\_\_

skirt \_\_\_\_\_

long top \_\_\_\_\_

jumper \_\_\_\_\_

hat \_\_\_\_\_

runners \_\_\_\_\_

dress \_\_\_\_\_












shoes \_\_\_\_\_

scarf \_\_\_\_\_



3.





	\$12.50	
	\$15	
	\$16	
	\$18.50	
	\$30	
	\$44	
	\$52	
	\$54.50	
	\$60	
	\$62.50	
	\$65	
	\$80	

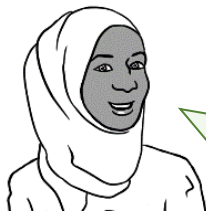


I need a jumper and some shoes.




**a.**

	a jumper	\$30.00
	shoes	+ \$62.50
	<b>Total</b>	<u>\$92.50</u>



I need some track pants and some runners.

**b.**

	track pants	\$ _____
	runners	+ \$ _____
	<b>Total</b>	_____

My sister needs a raincoat and a scarf.



**c.**

	a raincoat	\$ _____
	a scarf	+ \$ _____
	<b>Total</b>	_____

5.



My granddaughter needs a short top and some jeans.





**a.**

		a short top	\$ _____
		jeans	+ \$ _____
		<b>Total</b>	_____



My mother needs a hat and a long top.

**b.**

		a hat	\$ _____
		a long top	+ \$ _____
		<b>Total</b>	_____

I need a hat and a skirt.



**c.**

		a hat	\$ _____
		a skirt	+ \$ _____
		<b>Total</b>	_____

## 12. At an office shop and a kitchen shop

### Activity 1 – *What's that?* Vocabulary at an office shop

Project the next page and introduce the vocabulary students will need to do the exercises in Section 12 in the student workbook.

**Note** – The grey boxes contain items that are plural and which can be preceded by *some* [used commonly in speech], *a set of* or *a pair of*.

### Activity 2 - At a Kitchen Shop *How much does it cost?* Pair work

This kitchen shop activity provides extension work and does not appear in the student work book.

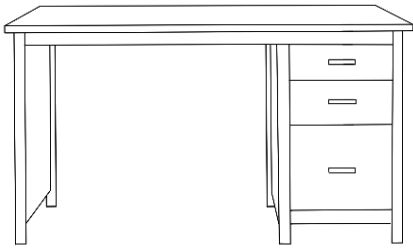
- Project the appliances on page 84 and introduce new vocabulary.
- Print the pictures of appliances and the page of prices for students to cut up in pairs.
- Students have a guess and match the appliances to their prices.
- Finally read out the prices for students to check and adjust.
- Give each student a copy of the worksheet with the appliances on page 88, so they can write the prices including the dollar signs.

### Activity 3 – *How much does it cost?* Addition worksheet

Student complete the additions on page 87.

**Activity 1 – What’s that? Vocabulary at an office shop**

1



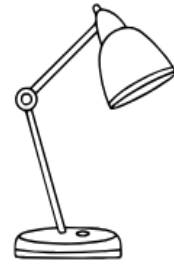
a desk

2



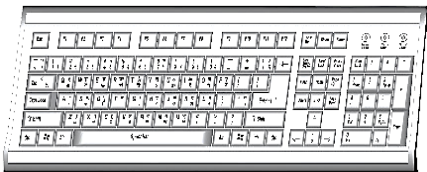
a chair

3



a lamp

4



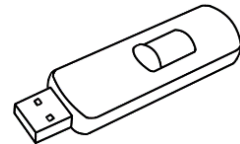
a keyboard

5



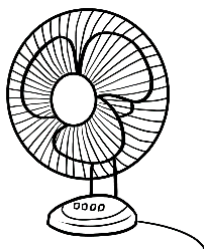
a mouse

6



a USB

7



a fan

8



headphones

9



ear buds

**Activity 2 - At a Kitchen Shop *How much does it cost? Answers***

## An electric kitchen

1. a kettle



\$42.00

2. an iron



\$34.50

3. a rice cooker



\$50.00

4. a sandwich toaster



\$23.50

5. a blender



\$70.00

6. a small vacuum cleaner



\$51.00

7. a toaster



\$60.00

8. a mixer



\$44.00

9. scales



\$25.50

**Activity 2 - At a Kitchen Shop** *How much does it cost?*



a kettle



an iron



a toaster



a rice cooker



a sandwich  
toaster



a mixer



a blender



a vacuum  
cleaner



scales

**Activity 2 - At a Kitchen Shop** *How much does it cost? [Continued]*

\$70.00

\$23.50

\$42.00

\$50.00

\$60.00

\$25.50

\$44.00

\$34.50

\$51.00



**Activity 2 - At a Kitchen Shop** *How much does it cost? Worksheet*



# An electric kitchen

1. a kettle



\_\_\_\_\_

2. an iron



\_\_\_\_\_

3. a rice cooker



\_\_\_\_\_

4. a sandwich toaster



\_\_\_\_\_

5. a blender



\_\_\_\_\_

6. a small vacuum cleaner



\_\_\_\_\_

7. a toaster



\_\_\_\_\_

8. a mixer



\_\_\_\_\_



9. scales



\_\_\_\_\_

**Activity 3 - At a Kitchen Shop** *How much does it cost? Addition worksheet*

**a.**

		a kettle	\$ _____
		a vacuum cleaner	+ \$ _____
<b>Total</b>			_____

**b.**

		a sandwich toaster	\$ _____
		a rice cooker	+ \$ _____
<b>Total</b>			_____



**c.**

		a mixer	\$ _____
		scales	+ \$ _____
<b>Total</b>			_____

**d.**

		a toaster	\$ _____
		an iron	+ \$ _____
<b>Total</b>			_____

**e.**








		a blender	\$ _____
		a sandwich toaster	+ \$ _____
<b>Total</b>			_____







### 13. Let's go out.

On the following page are two additional places to consider for an excursion. Explain that most museums and art galleries in Australia have free entry, but charge a fee for special exhibitions. Also many cinemas have cheaper prices on particular days, such as on Mondays and Tuesdays and offer discounts for group bookings.

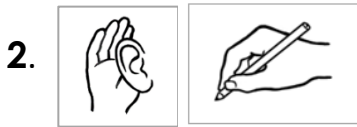
#### Activity – The museum and cinema








- Print a worksheet for each student.
- Students could ask questions such as, *How much is an adult ticket?*
- Dictate the prices from the answer sheet below for students to write.







 <b>Museum</b>		 <b>Tickets</b>
<b>Prices</b>		
Adult		\$15.00
Concession	 	\$10.00
Child		\$3.50
Family		\$30.00

<b>CINEMA</b>		 <b>Tickets</b>
<b>Prices</b>		
Adult		\$30.50
Concession	 	\$15.00
Child		\$10.00
Family		\$60.00

Activity – The museum and cinema



 <h1 style="display: inline;">Museum</h1>		 <b>Tickets</b>
Prices		
Adult		_____
Concession	 	_____
Child		_____
Family		_____

<h1 style="font-size: 2em; color: red;">CINEMA</h1>		 <b>Tickets</b>
Prices		
Adult		_____
Concession	 	_____
Child		_____
Family		_____