

English Ready

Course in EAL

VU22352 Recognise numbers and money in simple, highly familiar situations

Teacher Resources



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Acknowledgements: The design team would like to thank the AMEP service providers and practitioners who participated in the trial and gave valuable feedback. The team would also like to acknowledge the use of the EAL Framework which underpins the design of this book.

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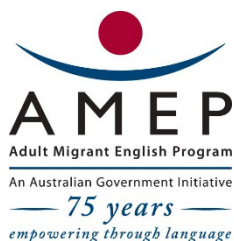
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Introduction

The Teacher Book

This book is an electronic reference. Print pages as only needed. It includes materials and activities for:

- pair work and class work
- revision and homework
- pronunciation
- extension.

The Student Workbook

This 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. The activities included are not suitable to be used for assessment.

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
- delete or add materials as required

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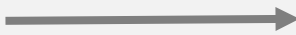
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1. Numbers

Activity 1

Select numbers at random to read to the class. Students circle the numbers in their workbooks. The number 5 is circled as an example for students.

After circling the numbers, students read these in pairs.

									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
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	91	93	94	95	96	97	98	99	100

Activity 2**Matching numbers and words**

The following numbers can be printed as whole pages for students to cut up for matching activities. Alternatively, students can work in pairs, point to a number while their partner points to the word. They are useful also for turn-taking.

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20

one

two

three

four

five

six

seven

eight

nine

ten

eleven

twelve

thirteen

fourteen

fifteen

sixteen

seventeen

eighteen

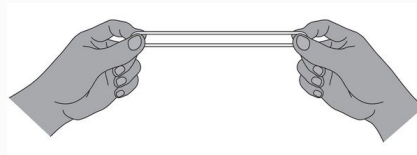
nineteen

twenty

Activity 3

Pronunciation – Word stress patterns – thirteen and thirty

The changing stress pattern between pairs of numbers such as *thirteen* and *thirty* can confuse new learners. Large rubber bands are useful to demonstrate and help students remember the stressed syllable. Give each student a rubber band, hold with the fingers, 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.



Show the stress pattern on the board. Write the pairs of numbers with a larger dot above the vowel in the stressed syllable.

e.g.

  thirteen	  thirty
fourteen	forty
fifteen	fifty
sixteen	sixty
seventeen	seventy
eighteen	eighty
nineteen	ninety

Students read the numbers aloud, stretching the rubber band on the stressed syllable.

Activity 4 - Counting

- Practise saying the numbers by counting in a variety of ways. Count forwards, backwards, by fives, by tens, by twos.
- Play the 'Bananas' game. Count forwards round the class and whenever a student comes to a number with **5** in it, the student must say 'Banana' rather than the five. The next student continues to the following number.

Activity 5

Bingo – Practising numbers into the hundreds

Game 1: Give students cards with the numbers between 1-50 filled in and explain the game. As you call the numbers, students cross them off until someone has all their numbers crossed and shouts **Bingo**.

Game 2: Give students cards with the numbers between 50 - 100 filled in.

Game 3: Give students cards with the numbers between 101 - 150 filled in. Games with numbers over one hundred offer an opportunity to model the addition of **and** when saying numbers in the hundreds.

Game 4: Using the blank cards, students put a different number in every square on their card in the range of 50 numbers to be practised such as:

1 – 50

51 – 100

101 – 150

higher numbers in groups of 50 up to 999.

Teacher call chart 1 - 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

Student Bingo cards 1 – 50

21	32	50
30	20	19
2	43	25

38	13	44
3	27	40
17	33	34

50	5	38
28	14	3
12	22	17

38	13	44
3	27	40
17	33	34

40	46	16
15	5	4
39	23	18

16	6	17
4	28	45
18	50	34

9	13	21
42	26	30
49	11	2

50	5	38
48	14	3
10	22	17

30	12	2
41	47	40
16	8	19

9	25	50
42	30	48
49	20	10

21	16	32
30	13	20
2	29	43

50	15	9
28	13	43
12	40	29

40	38	13
15	3	27
39	17	33

30	46	16
41	5	4
16	23	18

2	15	7
40	24	28
19	29	35

50	16	7
48	31	22
10	36	40

30	12	44
41	47	40
16	8	34

38	6	17
3	28	45
17	50	34

16	2	15
4	40	24
18	19	29

2	25	50
40	30	48
19	20	10

Teacher call chart 51 - 100

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

Student Bingo cards 51 – 100

64	71	53
88	81	59
95	91	98

100	56	57
83	66	94
71	76	52

72	88	54
82	76	61
92	95	99

96	81	80
69	77	90
55	83	100

54	72	67
76	82	96
88	92	65

63	74	71
89	57	81
92	60	91

94	72	55
86	82	98
61	92	87

73	58	62
86	68	93
99	78	91

57	62	58
79	84	68
96	93	78

57	85	72
63	91	82
77	64	92

89	56	79
75	66	84
61	76	69

71	66	94
81	78	98
91	85	52

58	76	85
61	86	63
72	96	89

81	80	85
74	90	69
67	100	72

80	81	67
90	84	96
100	77	87

56	55	69
66	97	98
76	89	54

Teacher call chart 101 – 150

101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130
131	132	133	134	135	136	137	138	139	140
141	142	143	144	145	146	147	148	149	150

Student Bingo cards 101 – 150

113	102	121
101	112	130
148	122	136

139	130	126
113	102	136
141	114	146

128	105	130
138	113	126
148	131	114

105	103	113
115	146	128
125	130	150

130	129	141
103	139	113
114	149	136

109	114	111
113	124	121
141	130	131

101	110	113
114	120	149
143	130	136

130	146	103
129	102	113
114	138	123

109	130	105
119	115	113
129	124	150

103	150	130
113	148	126
122	105	131

130	104	124
136	142	109
114	129	113

114	104	133
122	113	129
108	146	130

141	132	127
122	130	114
113	111	108

130	122	113
141	150	133
109	114	112

140	113	103
133	150	130
127	111	139

113	104	117
140	111	130
149	146	144

Student Bingo cards Blank

Activity 6**Back-to-back numbers**

This pair activity develops skills in reading, writing, speaking and listening to numbers.

- Students sit back-to-back in pairs.
- Each student has small worksheet with:
 - one column of numbers to read
 - one column for writing the numbers read to them.
- Students take turns to read their numbers and write their partner's numbers.
- They must not show their numbers to their partner.
- Finally, students check the accuracy of their numbers together.

Before students begin:



- Demonstrate the process with a student so that everyone understands what to do.
- Practise the insertion of **and** after hundreds
e.g. two hundred and fifty-two.

On the following pages are:

- an example of the worksheets
- blank templates which allow the activity to be tailored to the ability of class.



[This activity has been adapted from an activity in Beth Marr's resources, 'Building strength with numeracy', VALBEC 2013.]

Student A



 Read the numbers to your partner.	 Write your partner's numbers here.
13	
26	
78	
145	
369	
724	



Student B



 Read the numbers to your partner.	 Write your partner's numbers here.
18	
44	
83	
137	
468	
925	

Student A

 <p>Read the numbers to your partner.</p>	 <p>Write your partner's numbers here.</p>



Student B

 <p>Read the numbers to your partner.</p>	 <p>Write your partner's numbers here.</p>

2. Higher or lower?

Introduction to the vocabulary - higher or lower

Project the following pictures on the board and ask the questions.

Delete or obscure the questions before projecting.

1.

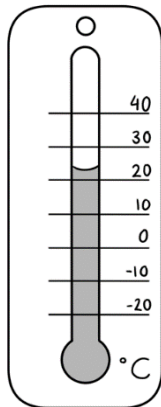


What is
the higher speed?

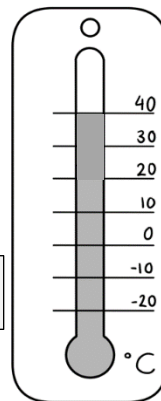
What is
the lower speed?

2.

Monday



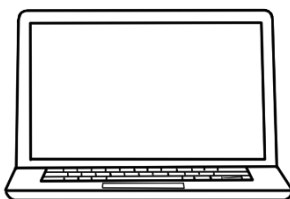
Tuesday



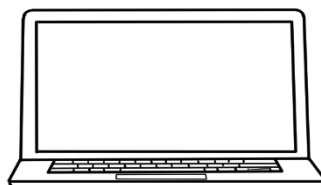
When is the temperature
higher?

When is the temperature
lower?

3.



\$898



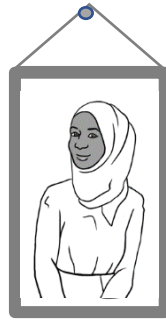
\$899

What is
the higher price?

What is
the lower price?

4.

Hani



Sahra

Whose picture is higher on the wall?

Whose picture is lower?

5.



98



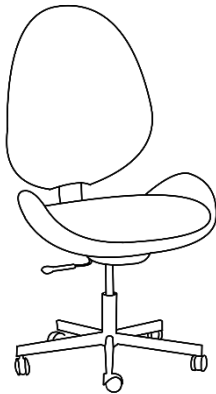
112

Which team has the higher score?

Which team has the lower score?

6.

A



B

Which chair is higher?

Which chair is lower?

7.

62	59
----	----

8.

756	784
-----	-----

9.

944	949
-----	-----

What is the higher number?

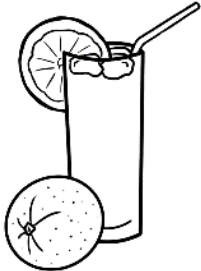

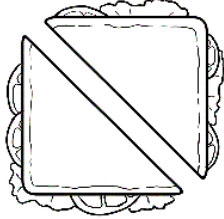



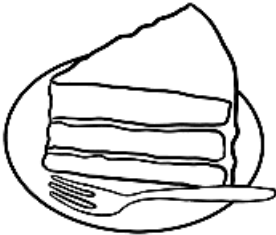

What is the lower number?

3. How much?

What's for lunch?

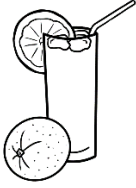

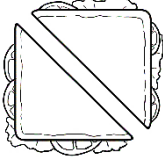





Pair work

- Ask students what they have for lunch.
- Project the pictures below on the whiteboard and pre teach the vocabulary of the food if it's unfamiliar.
- Ask students to guess how much each item costs.
- Divide the class into pairs – Student A and Student B.
- Give each student a copy of their worksheet.
- Demonstrate how to do the exercise with a confident student.
- Encourage students to use polite forms to ask for repetition when they don't understand. E.g. *Can you say that again please?*
Sorry, I don't understand. Please speak slowly. etc

 <p>orange juice</p>	 <p>pizza</p>	 <p>sandwich</p>	 <p>banana</p>
 <p>coffee</p>	 <p>tea</p>	 <p>cake</p>	 <p>ice cream</p>

How much is the _____?

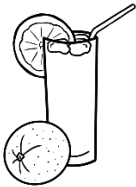

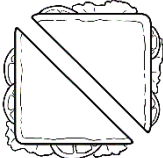





Student A

 <p>orange juice</p> <p>_____</p>	 <p>pizza</p> <p>\$3</p>	 <p>sandwich</p> <p>_____</p>	 <p>banana</p> <p>50c</p>
 <p>coffee</p> <p>\$4</p>	 <p>tea</p> <p>_____</p>	 <p>cake</p> <p>\$6</p>	 <p>ice cream</p> <p>_____</p>



How much is the _____?

Student B

 <p>orange juice</p> <p>\$6</p>	 <p>pizza</p> <p>_____</p>	 <p>sandwich</p> <p>\$7</p>	 <p>banana</p> <p>_____</p>
 <p>coffee</p> <p>_____</p>	 <p>tea</p> <p>\$3</p>	 <p>cake</p> <p>_____</p>	 <p>ice cream</p> <p>\$5</p>

4. More or less?

Introduction - Is it more, less or the same?


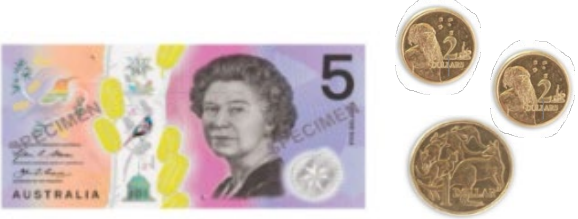








Introduce the activity in the student book on page 13 by projecting the table below and comparing the examples. Compare 1 & 2, 3 & 4 etc and ask the questions, 'Is it more? Is it less? Is it the same?' for each pair of amounts.



Is it **more**?

Is it **less**?

Is it **the same**?

<p>1.</p> 	<p>2.</p> 
<p>3.</p> 	<p>4.</p> 
<p>5.</p> 	<p>6.</p> 
<p>7.</p> 	<p>8.</p> 
<p>9.</p> 	<p>10.</p> 

5. School

Relate this section to your local area

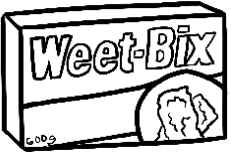
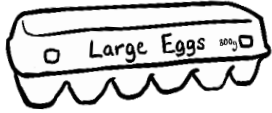














- Before doing any work in the student book, brainstorm what your students need for school.
- On the whiteboard, make a list of the items suggested. [See table below.]
- Select two local stationery suppliers and add their names to the table.
- Use a catalogue or Google two suppliers to find out the cost of each item. Round the numbers to the nearest dollar to avoid decimals. Alternatively, to avoid this issue, create two simple charts following the pattern on the next page.
- Compare the cost of the items using the comparative language to be practised in this section - **cheaper** and **more expensive**
- Write and read sentences e.g. *The pencil is more expensive at _____.*
The rubber is cheaper at _____. etc
name of the shop name of the shop

What you need for school:	Shop 1 _____ Cost	Shop 2 _____ Cost
pencil		
rubber		

6. The supermarket

Activity 1 – Write the prices. [In the student book]

Read the prices below to the students. [The price of Weet-Bix is written in the student book.]

1. \$5  Weet Bix	2. \$6  eggs	3. \$10  cocoa	4. \$1  milk
5. \$3  bicarb soda	6. \$4  dates	7. \$2  flour	8. \$6  soy sauce
9. \$6  oil	10. \$8  honey	11. \$5 kg  oranges	12. \$3  sugar
13. \$5  nuts	14. \$16  rice	15. \$11  coffee	16. \$3  noodles

Activity 2 - Game 'I buy some...'

This game can be played as a class and in small groups. Project a photo of the local supermarket. Point to the photo and begin the game.

- The teacher says what he/she buys. e.g. *I buy some milk.*
Write this on the board.
- The first student repeats the teacher's sentence and adds an item.
e.g. *I buy some milk [Teacher holds up a card with **and**] eggs.*
Add *eggs* under *milk* on the board.
- Continue in this way, with students adding items to the sentence and the teacher holding up the card with **and** before the final item.
- When students become more familiar with the game and the food items, omit writing the items on the board to develop memory skills.

*The game can be extended to cover a wide range of vocabulary. It can be used as a warmer to revise vocab from a previous class and as a light activity at the end of class.

Supermarket catalogues

Collect a class set of catalogues from Aldi, Coles etc

Advertising catalogues are a great resource for EAL learners. However, as many prices include decimals, they are not suitable at Course level.

Activity 3 has been adapted for Course students, while the remaining activities are appropriate for more advanced and confident students.

Activity 3:

- Write a shopping list on the whiteboard.
- Students cut out pictures of items on the list.
- Students paste the pictures in their notebooks.
- The teacher reads out the prices for students to write next to each item.

The following activities involve decimals.

Activity 4:

- Write a shopping list on the whiteboard. If possible, include some or all of the items pictured on the previous page.
- Students copy and read the list together in class.
- They then look through the catalogue to find and write the prices.

Activity 5:

- Students write their own shopping list selecting from the catalogue.
- They write the prices next to each item.
- Students work in pairs and take turns to ask each other the prices of different items. e.g. How much is the? How much are the...?

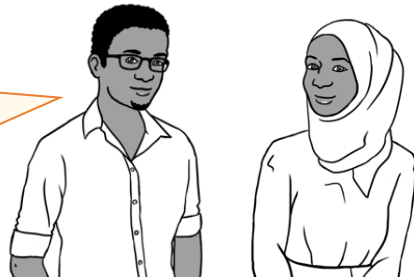
Activity 6 – Have a guess

The worksheet on the following page is aimed to develop skills in estimation.








Have a guess.

How much is a washing machine?

Maybe \$600?



Match.

1. How much is a washing machine?		Maybe \$4?
2. How much is a cup of coffee?		Maybe \$600 or \$700?
3. How much is a backpack?		Maybe 50 cents?
4. How much is a laptop?		Maybe \$600?
5. How much is a banana?		Maybe \$25?
6. How much is of potatoes?	 a bag	Maybe \$30 or \$40?
7. How much is of lamb chops?	 a kilo	Maybe \$7?



Work with your partner.



Point to something.



Ask

How much is this?

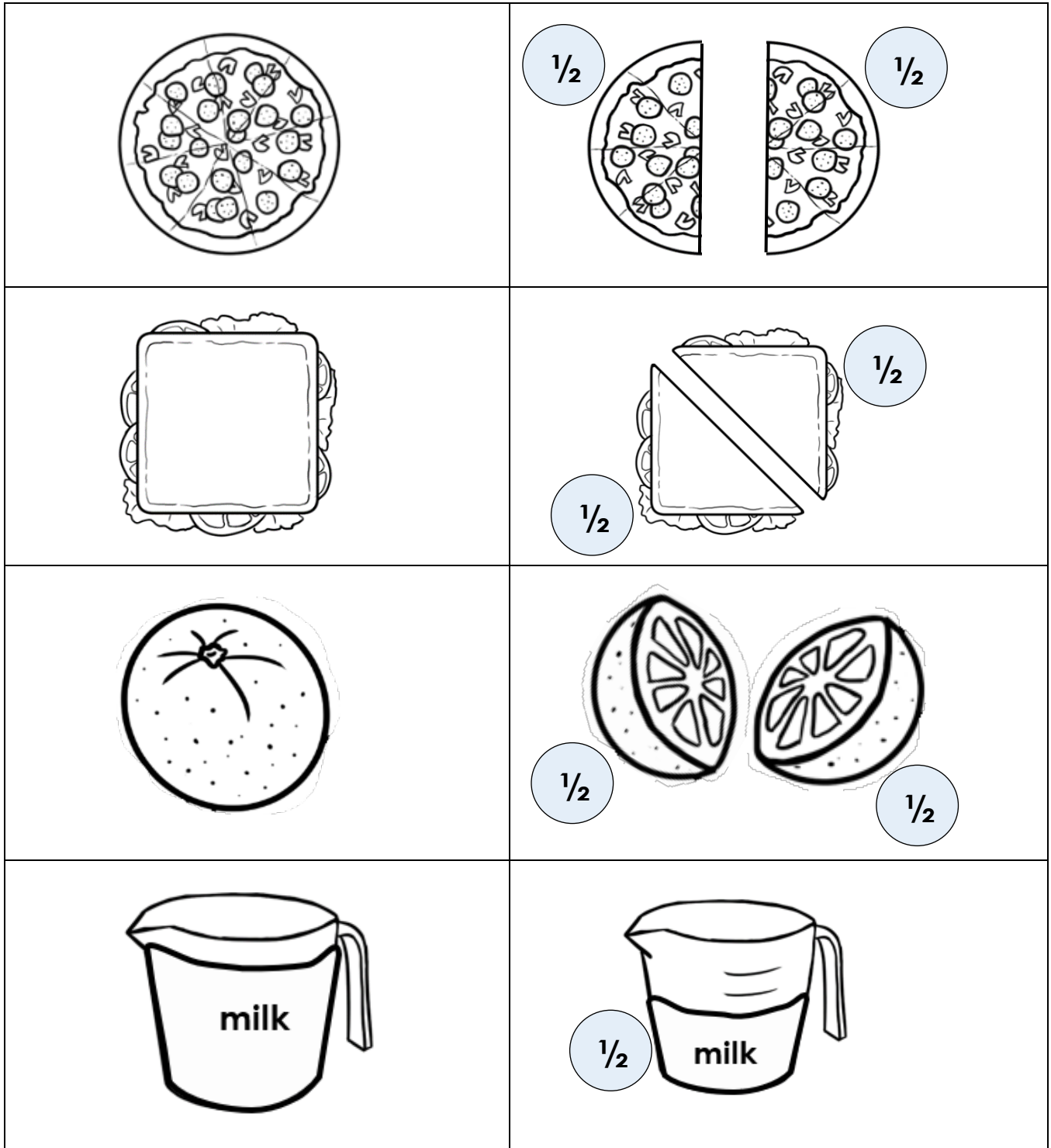
Maybe \$30 or \$40?

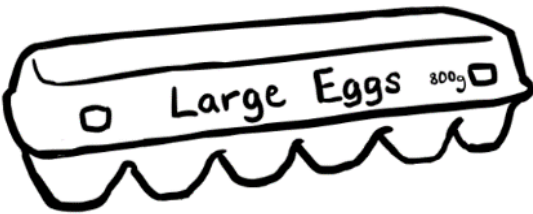
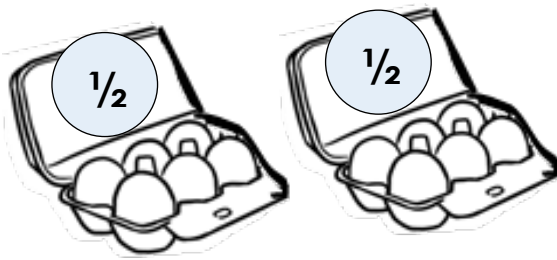

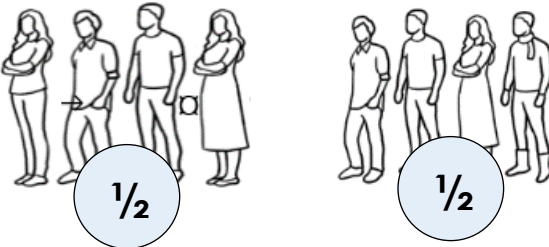
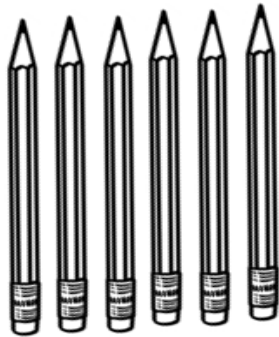
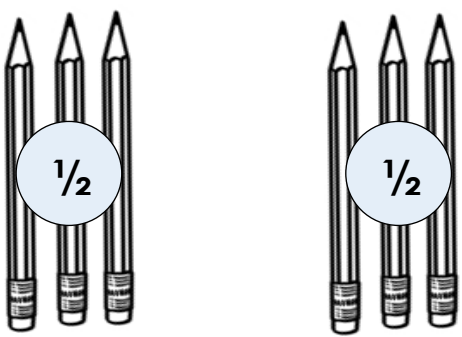



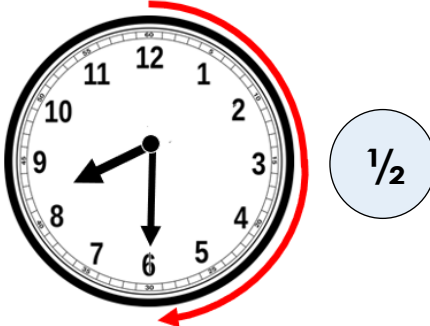


7. Half

Introduce half.

The pictures below may be projected to introduce the concept and numeral of half. Alternatively, the two pages could be printed and students asked to colour half of each item.



8. The garden shop

Revision - an interactive oral activity

In this activity, students move round the room with a question strip held in front of them. They need to ask different students to give an answer to the question.

The activity gives student practice in:

- one-step calculations
- the concepts of half and double
- vocabulary - more/less, cheaper/more expensive
- spelling numbers to 20
- naming the bank notes and coins.

Preparation

- Print and cut-up the strips on the following pages.
- Write the answer to each question on the back of the strip.

Activity

- Demonstrate the activity with a confident student:
 - Stand in front of the student and show them the question.
Make sure the answer is not shown.
 - Tell the student the answer if they're incorrect.
 - Answer the question on the student's question strip.
 - Then, move onto another student.
- Give each student a question strip.
- Students move from partner to partner. The partner reads the question aloud before answering. Then they swap roles.
- Stop the activity when you can see that students have worked with several different students.

How much change?

$$\$100 - \$30 = \underline{\quad}$$

How much is it?

$$\$40 + \$15 = \underline{\quad}$$

How much change?

$$\$50 - \$30 = \underline{\quad}$$

How much is it?

$$\$50 + \$28 = \underline{\quad}$$

How much change?

$$\$75 - \$30 = \underline{\quad}$$

What is more?

\$100 or \$90?

How much is

$\$150 + \$16 = \underline{\quad}$

What is cheaper?

\$150 or \$180?

What is $\frac{1}{2}$ of \$50?

What is $\frac{1}{2}$ of \$100?

What is double 10?

What is double \$100?

Name the bank notes.

\$5, \$10 _____, _____, _____

Name the coins.

5 cents, 10 cents, _____, _____,
_____, _____

Spell the word for 10.

Spell the word for 5.



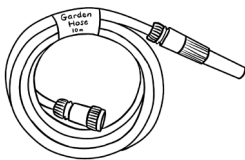
\$20

+



\$30

=



\$28

+



\$25

=



\$6

+



\$40

=



\$18

+



\$5

=



\$20

+



\$40

=



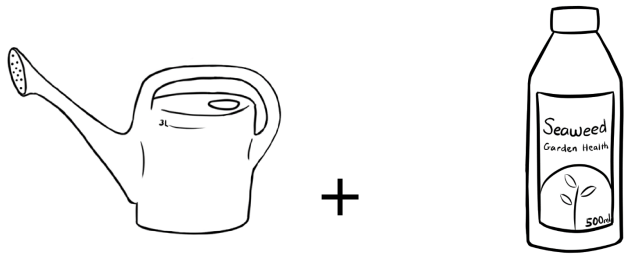
\$25

+




\$40

=



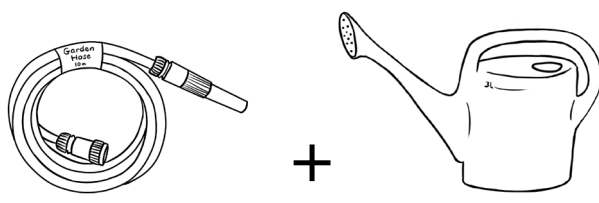
A watering can with a 3L label and a bottle of Seaweed Garden Health with a 500ml label.

$$\$30 + \$25 = \underline{\hspace{2cm}}$$



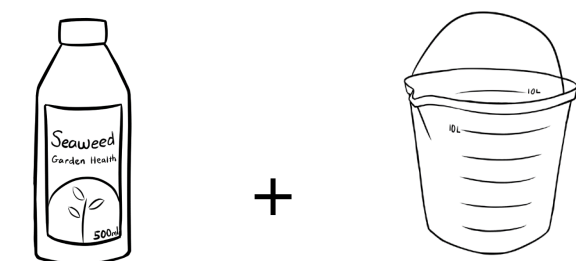
A bag of Garden Soil with a 25L label and a bucket with a 10L label.

$$\$18 + \$5 = \underline{\hspace{2cm}}$$



A coil of Garden Hose with a 10m label and a watering can with a 3L label.

$$\$28 + \$30 = \underline{\hspace{2cm}}$$



A bottle of Seaweed Garden Health with a 500ml label and a bucket with a 10L label.

$$\$25 + \$5 = \underline{\hspace{2cm}}$$

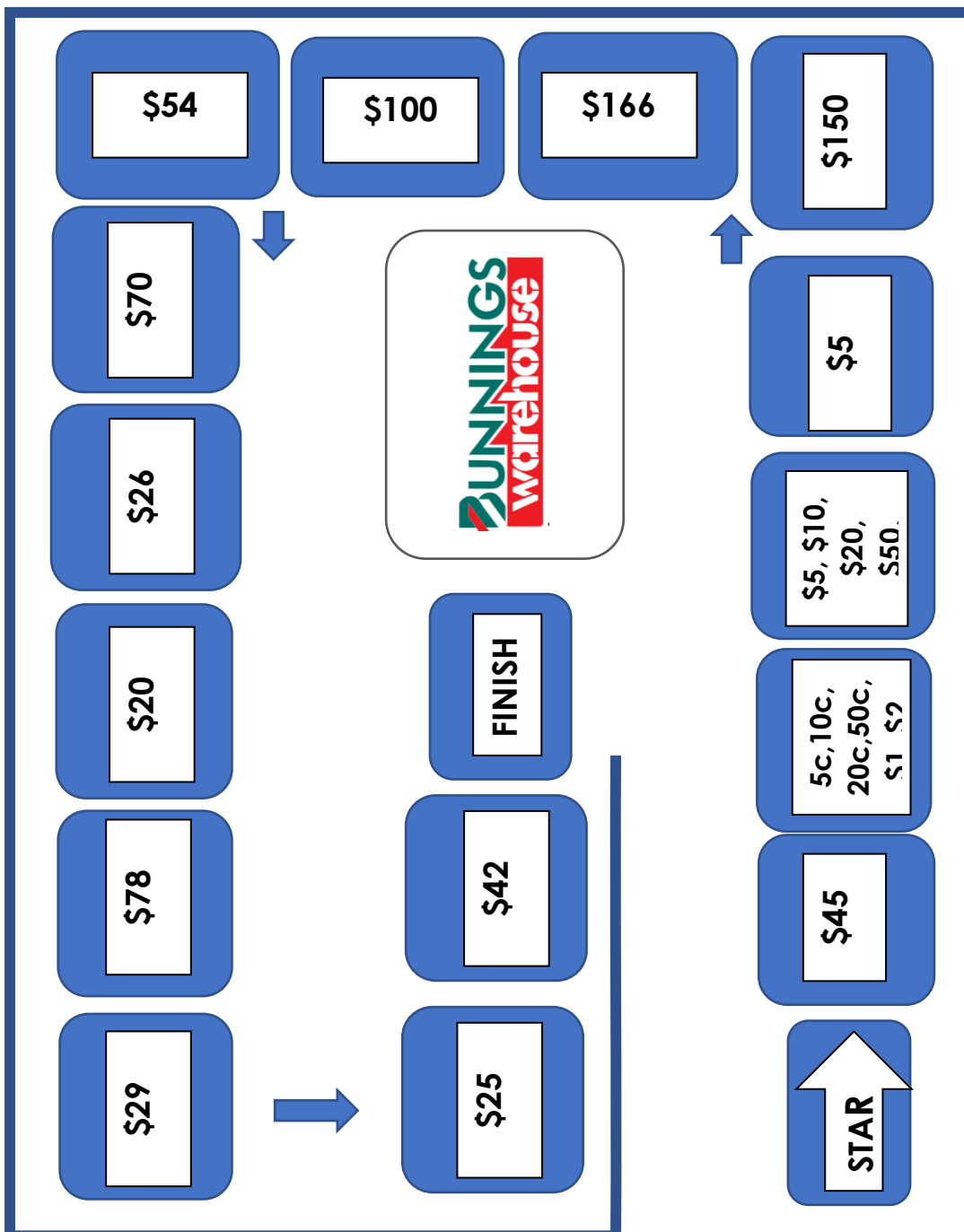
Bunnings Game

In this game students are practising simple calculations such as adding amounts together and calculating how much change they should get.

Encourage students to calculate the amounts. If they are unsure, they can guess and check the answer sheet below.

Print the game on the next page on A3 paper.


Answers



9. Bills

Reading bills

Before students read the bills on Pages 28 & 29, project the sample electricity and gas invoices below. Highlight and explain the key vocab and information and compare the costs.



Electricity Account

bill

When to pay

Customer Number 687-4189


Due Date 16 Nov 2022

Amount Due \$218.00

Mr T Dihoud
Unit 6
50 Baker Road
Kellivale NSW

Tahil's address

How much to pay



Gas Account

Customer Number 676-3077

Due Date 14 Aug 2022

Amount Due \$240.00

Mr T Dihoud
Unit 6
50 Baker Road
Kellivale NSW

1. Is the gas bill more than the electricity bill?
2. Tahil has \$250 for his gas bill.
How much change does he get?

10. The paint shop

Preparation for work in the student book



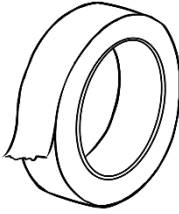
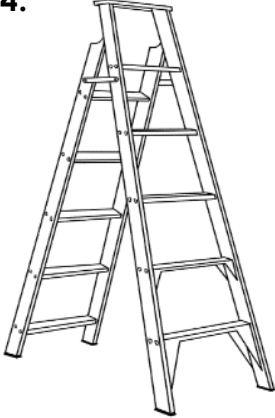
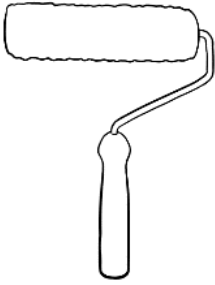
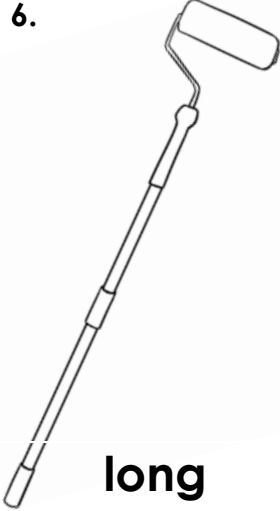

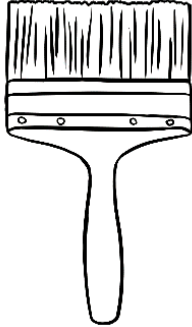
Activity - What do we need to paint the classroom?

Preparation

Collect a wide range of different colour swatches from a paint supplier such as Bunnings. [At least 6 colours for each pair of students.]



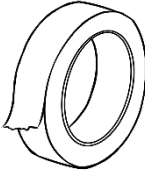

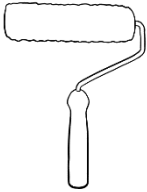
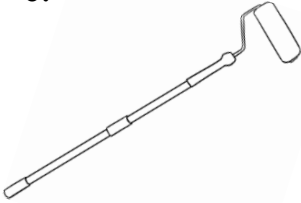

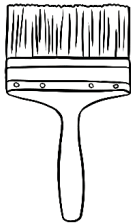
Pair work

- Distribute at least six colour swatches to each pair of students.
- In pairs, students choose a colour to paint the classroom or another room or area in need of painting.
- Students blutack their chosen paint colour to the whiteboard.
- Circle the most popular colour.
- Through mime, elicit the equipment needed to paint the room.
- Project the pictures of painting equipment on the next page and pre teach unfamiliar vocabulary.
- Ask students to guess how much each item costs.
- Divide the class into pairs – Student A and Student B.
- Give students a copy of the worksheet, either Student A or B.
- Demonstrate how to do the exercise with a confident student.
- Encourage students to use polite forms to ask for repetition when they don't understand. E.g. *Can you say that again please? Sorry, I don't understand. Please speak slowly. etc*

<p>1.</p>  <p>small tin of paint</p>	<p>2.</p>  <p>big tin of paint</p>	<p>3.</p>  <p>tape</p>	<p>4.</p>  <p>ladder</p>
<p>5.</p>  <p>short roller</p>	<p>6.</p>  <p>long roller</p>	<p>7.</p>  <p>small brush</p>	<p>8.</p>  <p>big brush</p>

How much is the _____?



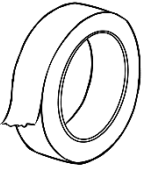

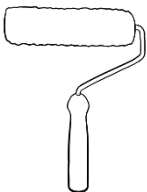
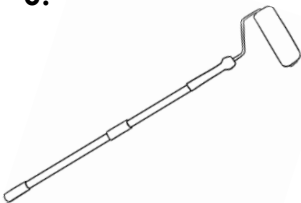

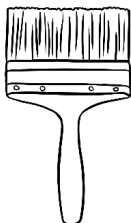
Student A

<p>1.</p>  <p>small tin of paint \$50</p>	<p>2.</p>  <p>big tin of paint \$_____</p>	<p>3.</p>  <p>tape \$2</p>	<p>4.</p>  <p>ladder \$_____</p>
<p>5.</p>  <p>short roller \$44</p>	<p>6.</p>  <p>long roller \$_____</p>	<p>7.</p>  <p>small brush \$17</p>	<p>8.</p>  <p>big brush \$_____</p>



How much is the _____?



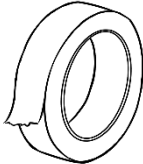
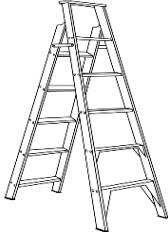
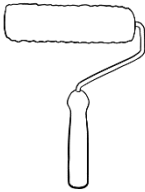
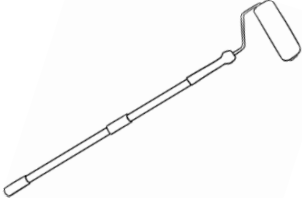

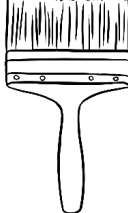
Student B

<p>1.</p>  <p>small tin of paint \$_____</p>	<p>2.</p>  <p>big tin of paint \$195</p>	<p>3.</p>  <p>tape \$_____</p>	<p>4.</p>  <p>ladder \$256</p>
<p>5.</p>  <p>short roller \$_____</p>	<p>6.</p>  <p>long roller \$63</p>	<p>7.</p>  <p>small brush \$_____</p>	<p>8.</p>  <p>big brush \$38</p>

What does Tahil need in the paint shop? [Student Book, pages 30]

Read the prices below to the students.

[The price of the small tin of paint is written in the student book.]

<p>1.</p>  <p>small tin of paint \$60</p>	<p>2.</p>  <p>big tin of paint \$225</p>	<p>3.</p>  <p>tape \$4</p>	<p>4.</p>  <p>ladder \$190</p>
<p>5.</p>  <p>short roller \$31</p>	<p>6.</p>  <p>long roller \$56</p>	<p>7.</p>  <p>small brush \$20</p>	<p>8.</p>  <p>big brush \$40</p>

11. The kitchen shop

Introduction

** Students need to keep their workbooks closed.*

Project or print the brochure on the next page to introduce the kitchen vocabulary.

- Ask questions such as: *Which fridge is cheaper? Which stove is more expensive?* etc
- Encourage students to guess the cost of each appliance and write each guess next to the name of the appliance in their notebook.
- Revise simple calculations with the prices student suggest – adding and subtracting, estimating change etc
- Students later check the accuracy of their guesses in their workbooks.



The Kitchen Shop



Sale



Fridge
A



Fridge
B



Stove
A

Stove
B





Toaster
A



Toaster
B



Kettle
A



Kettle
B