AMEP
Adult Migrant English Program
An Australian Government Initiative
75 years
empowering through language

English Ready

Course in EAL

VU22354 Recognise measurements 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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LWA

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

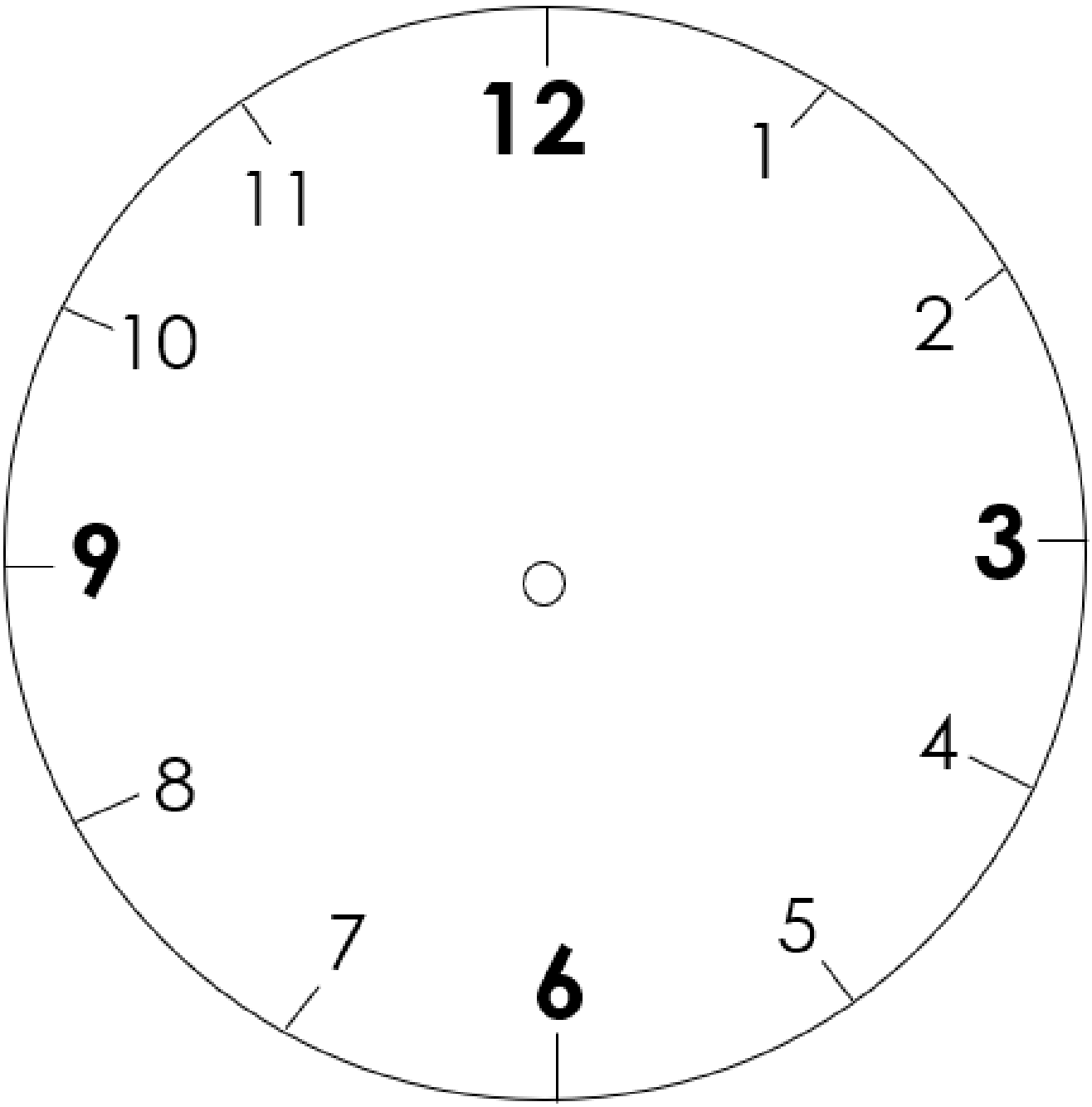
This book requires teacher direction and is **not** intended for independent learning. It is also not intended to be the only material used to teach these units. The activities included are not suitable to be used for assessment.
The book is available as a Word document so that teachers can:

- localise and update the content
- adjust the material to suit the requirements of particular classes
- delete or add materials as required

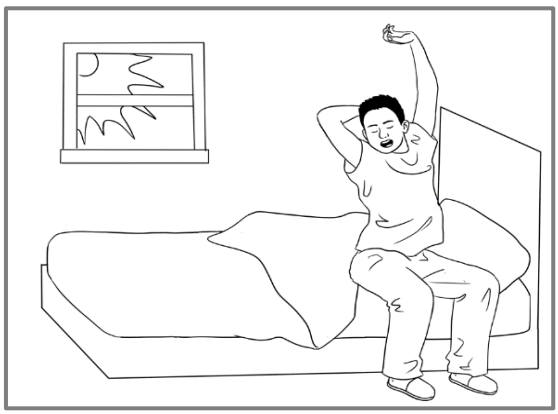
Table of Contents

1.What's the time?

Clock face

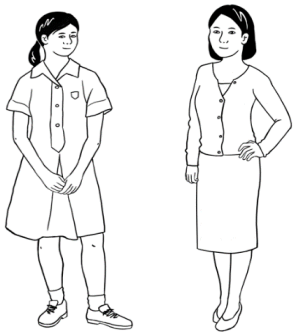


What time do you get up?



It's Monday morning.

Bao gets up at **7:30.**



Mai and Lan get up at **7:00 am**.

am = morning

Circle the times Bao, Mai and Lan get up.

5:00	5:30	6:00	6:30	7:00	7:30	8:00	8:30	9:00

Circle the time **you** get up.

Read.

Mai gets up **at the same time as** Lan.

They get up **before** Bao.

Bao gets up **after** Mai and Lan.

Write.

I get up at _____ on Monday.

I get up _____ Bao.

before / after / at the same time as

Ask your partner.

What time do you get up on Monday?

My partner gets up at _____on Monday.

My partner gets up _____ me.

before / after / at the same time as

Class times

Write the times.

I leave home at _____am.

I start class at _____ am.

I finish class at _____ pm.

I get home at _____ pm.

I am in class for _____ hours.

My lunchbreak is _____ minutes.

pm = afternoon

hr = hours

min = minutes

Talk to three classmates.

Ask

What time do you **leave home**?

What time do you **get home**?

Name	What time do you **leave home**?	What time do you **get home?**
Ahmed	8 am	3:30 pm

Read with a partner.

Ahmed leaves home at 8 am.

Ahmed gets home at 3:30 pm.

Write.

My partner leaves home at _____.

My partner gets home at _____.

2. What's the date?

Create a calendar.

The template below is in the student workbook on page 12. Once students have added the name of the month and written the dates, mark in important events in that month. e.g.:

- Public holidays
- Special days - Harmony Day, International Women's Day etc.
- Beginning of term, end of term
- Excursion dates
- Visitors – speakers, volunteers etc.
- Birthdays
- Work with other classes
- Important sporting events – AFL Grand Final, Olympics etc
- Using a different colour, students can mark their own important dates e.g. appointments

Use this calendar for different activities e.g.:

Ask questions: *What activities are planned for this month? What day is the excursion? When is _____ birthday? What's the first important date? The second?* etc.

Print a new calendar for the next month to paste in the back of student's workbooks . Repeat the activity above for the new month.

This month is _____.

Sun	Mon	Tues	Wed	Thurs	Fri	Sat

Ordinals Bingo

- Give each student a calendar strip
- Ask students to circle **five** dates each.
- Randomly call out the days and dates, marking them on the master sheet. e.g. *Wednesday the fourth, Friday the thirteenth* etc.
- The first student to get all their circled dates called, shouts out **bingo.**

Teacher Master Sheet

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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				

Student calendar strips *[To cut up]*

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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				

- -

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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				

- -

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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				

- -

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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				

3. Is it hot or cold today?

Pair work – temperatures today and tomorrow

This pair work activity gives students practice in:

- reading the temperature and times aloud
- listening to the temperature and times read aloud
- recording temperatures on a table.

Preparation:

Write up some temperatures and times on the whiteboard such as the ones below and practise reading them together, placing stress on the numbers:

*At **6** o'clock it's **14** degrees.*
*At **9** o'clock it's **19** degrees.*
*At **2** o'clock it's **30** degrees.*

6 am	9 am	2 pm
14°C	19°C	30°C
		

Activity

- Divide the class into pairs – Student A and Student B. Student A has today's temperatures; Student B has tomorrow's temperatures.
- 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?* etc

The temperature today

Student A

Tell your partner today's temperatures.

At **7** o'clock it's **13** degrees.

Today's temperatures

°C = *degrees*

Morning		Afternoon		
7 am	**10 am**	**12 pm**	**2 pm**	**5 pm**
13°C	**21°C**	**28°C**	**33°C**	**37°C**
cool	**warm**	**hot**	**very hot**	**very hot**

Listen to your partner.

Write tomorrow's temperatures.

Tomorrow's temperatures

Morning		Afternoon		
7am	**10 am**	**12pm**	**2pm**	**5pm**
cool	**warm**	**hot**	**very hot**	**very hot**

Check your work with your partner.

The temperature tomorrow

Student B

Listen to your partner.

Write today's temperatures.

Today's Temperatures

°C = *degrees*

Morning		Afternoon		
7am	**10 am**	**12pm**	**2pm**	**5pm**
cool	**warm**	**hot**	**very hot**	**very hot**

Tell your partner tomorrow's temperatures.

At **7** o'clock it's **16** degrees.

Tomorrow's temperatures

Morning		Afternoon		
7 am	**10 am**	**12 pm**	**2 pm**	**5 pm**
16°C	**23°C**	**27°C**	**31°C**	**34°C**
cool	**warm**	**hot**	**very hot**	**very hot**

Check your work with your partner.

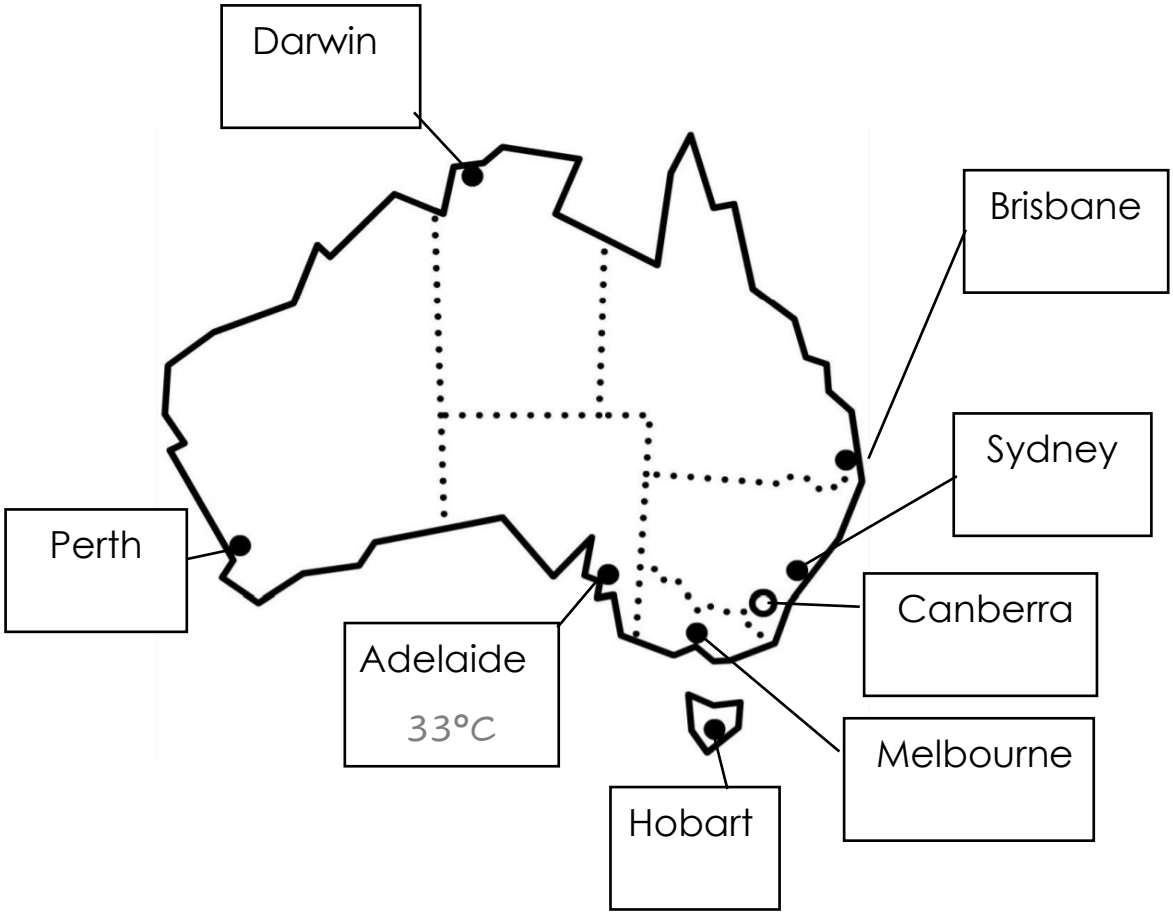
Temperatures around Australia.

Sahra checks the temperatures around Australia.

These are the temperatures.

Adelaide 33°C ✓	Brisbane 29°C	Canberra 26°C	Darwin 37°C
Hobart 30°C	Melbourne 32°C	Perth 36°C	Sydney 26°C

Write the temperatures on the map.

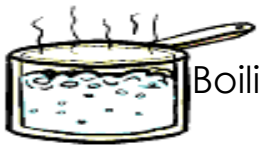
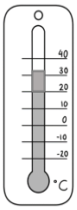
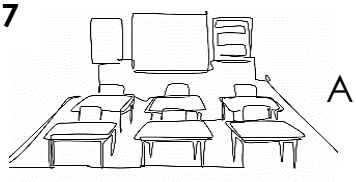


✓ **Tick** yes or no.	**Yes**	**No**
1. Sydney is hotter than Adelaide.		✓
2. Melbourne is hotter than Canberra.		
3. Brisbane is hotter than Hobart.		
4. Perth is hotter than Darwin.		

Temperature Quiz

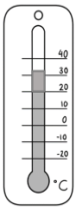
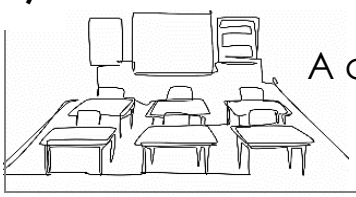
Work with a partner.

Circle the temperature.

1	 Boiling water temperature is	50°C 100°C 95°C
2	 Ice temperature is	10°C 5°C 0°C
3	 A hot day temperature is	10°C 20°C 30°C
4	 Body temperature is	30°C 37°C 45°C
5	 Fridge temperature is	14°C 9°C 4°C
6	 A hot oven temperature is	230°C 170°C 130°C
7	 A cold classroom is	20°C 10°C 30°C

Check your answers with the teacher.

Answer Sheet

1  Boiling water temperature is	50°C	100°C	95°C
2  Ice temperature is	10°C	5°C	0°C
3  A hot day temperature is	10°C	20°C	30°C
4  Body temperature is	30°C	37°C	45°C
5  Fridge temperature is	14°C	9°C	4°C
6  A hot oven temperature is	230°C	170°C	130°C
7  A cold classroom is	20°C	10°C	30°C

4. Is Hani sick?

Activity 1 – Temperatures in Sahra's family [Student Workbook - P17]

Read the temperatures for the four days in Sahra's family. Students record the temperatures on the table in their workbooks.

e.g: On **Monday**, Hani is sick.
Hani has a temperature of **38** degrees.
Sahra has a temperature **37** degrees.
Tahiil has a temperature of **37** degrees.

On **Tuesday**, Sahra is sick.
Hani has a temperature of **37** degrees.
Sahra has a temperature **38** degrees.
Tahiil has a temperature of **37** degrees.

On **Wednesday**, Tahiil is sick.
Hani has a temperature of **37** degrees.
Sahra has a temperature **37** degrees.
Tahiil has a temperature of **38** degrees.

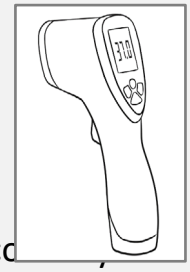
On **Thursday**, Tahiil is sick.
Hani has a temperature of **37** degrees.
Sahra has a temperature **37** degrees.
Tahiil has a temperature of **39** degrees.

	Mon	**Tues**	**Wed**	**Thurs**
Hani	38°C	37°C	37°C	37°C
Sahra	37°C	38°C	37°C	37°C
Tahiil	37°C	37°C	38°C	39°C

Activity 2 - Body temperature

If you have access to a modern thermometer, ask students to take each other's temperatures.

- Take a reading on the forehead and then on the neck. Are the readings the same or different?
- Make a record of the temperatures and the date taken.
- This exercise could be repeated the following day and the two days' results compared.

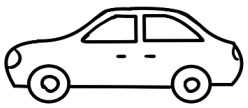


Note: The reading could vary if students have been outside on a co in the sun.

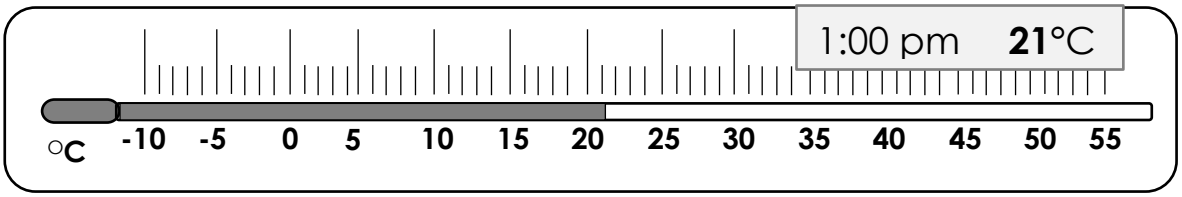
Activity 3 - Temperatures inside cars

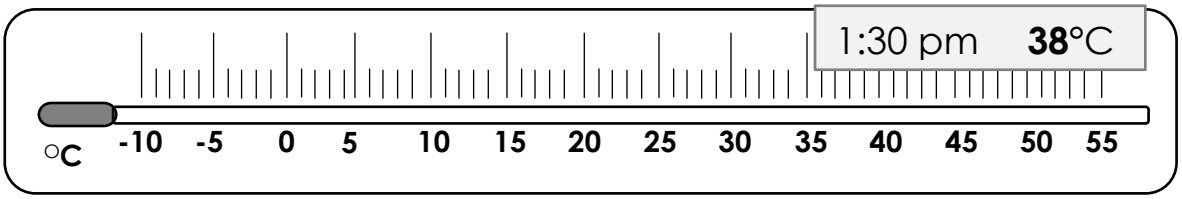
The worksheet on the following page is designed to warn students about how quickly the temperature inside cars can increase and endanger the lives of the people inside, even on days when the outside temperature is relatively mild. Especially at risk are children and the elderly. Adapt the worksheet to suit the times and temperatures of your locality.

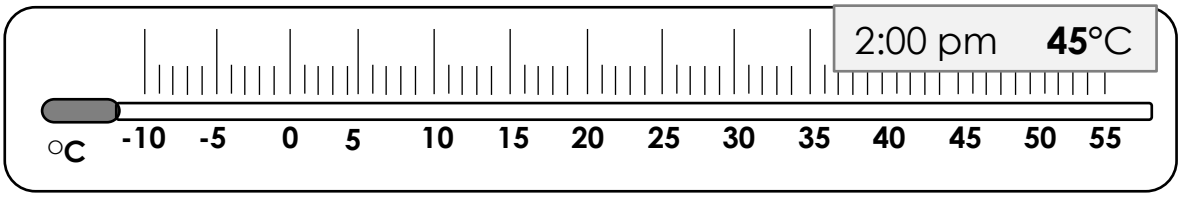
Temperatures inside cars.

		
Time	Temp **outside** the car	Temp **inside** the car
1:00 pm	21°C	21°C
1:30 pm	21°C	38°C
2:00 pm	21°C	45°C 

Colour the thermometers to show the **car temperatures**.







Read.

Cars get **very hot** inside.
It's very dangerous to leave children inside cars.

5. How tall are you?

An introduction to measuring people's height [Workbook Pages 18 - 20]

1. Introduce the vocabulary

- Mime the meaning of the words *tall* and *short.* Invite two students to stand in front of the class. Write sentences with the students' names on the board - _____ *is tall.* _____ *is short.*
- Introduce comparatives by using the students' names –

  _____ is taller than _____.

  _____ is shorter than _____.
- Ask students to arrange themselves in order of height.
- As they do this, use the language *taller than* and *shorter than* as much as possible to model the comparative.
- On the board write:

  _____ is taller than _____.

  _____ is shorter than _____.
- While standing in line ask each student to make up a sentence using taller than or shorter than and about the students around them.
- Write some of the students' comparative sentences on the board.

2. Introduce centimetres and metres

<u>Centimetres</u>

- Each student will need a ruler. Ask students to:
  - count the centimetres
  - draw 3 lines - 5cm, 10cm and 15cm long
  - mark in each centimetre on the 15 cm line.

<u>Metres</u>

- Ask a confident student to draw a 100 cm line on the board. Explain that 100 cm = 1 metre.
- Give each student a piece of string over a metre long. Students guess and mark a metre length on the string.
- In pairs, students check their guess with a tape measure and cut the string into a metre length.

  [The string can be kept and used for other measuring activities.]

3. Measuring tools

Display a range of measuring tools – ruler, string, 2m tape, 10 metre tape, scales, thermometer etc and ask which tools students might use to measure height.

6. How high and wide is it?

An introduction to measuring vertical surfaces [Workbook Page 21]

Height <u>inside</u> the classroom

1. **Introduce the vocabulary**

- Demonstrate by miming the meaning of the words *high*, *height* by referring to the whiteboard. e.g. *How **high** is the whiteboard?*
  Measure how high, write it on the board, and say *This is the **height***.
- Invite students to guess the height and width of the door, window, whiteboard, wall etc. Write some of these estimates on the board.
- Make some comparisons e.g. *The door is higher than the window*.
  etc

2. **Introduce the measuring tools.**

- Display a range of measuring tools – ruler, string, 2m tape, 10 metre tape, scales, thermometer etc and ask which tool students might use to measure each of the objects.
- Increase the number of measuring tools by using string cut into metre or 5 metre lengths.

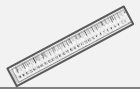
Extension activity - Height <u>outside</u> the classroom

Measure the height of objects outside the classroom.

- Customise the worksheet on the following page to include a number of things to measure that are relevant to your area.
- Organise students into pairs, and ask them to choose some measuring tools e.g. ruler, tape, string.
- When students have completed the task, write comparative sentences on the board. e.g. *The fence is higher than the gate.* . etc

Measure height <u>outside</u> the classroom.

Work with a partner.

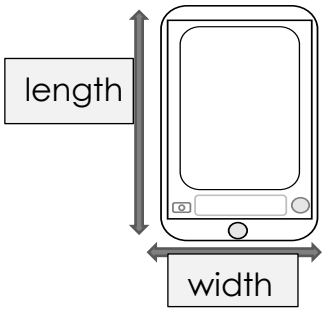
Measure	**height** cm / m	✓ **Tick** the tool.		
				
fence				
gate				
front door				
step				
garden bed				
bench				
table				
bicycle				
car				

7. How long and wide is it?

Measuring horizontal surfaces [Workbook Page 22 - 23]

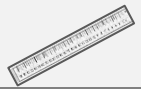
An extension activity

This activity involves measuring horizontal surfaces both inside and outside the class. The worksheet below needs to be customised to suit your classroom and surrounding area.



Measure length and width

Work with a partner.

Measure	length cm / m	width cm / m	✓ **Tick** the tool.		
					
workbook					
notebook					
table					
floor					
parking space					
disabled parking space					
garden bed					

8. How far is it?

Measure distance

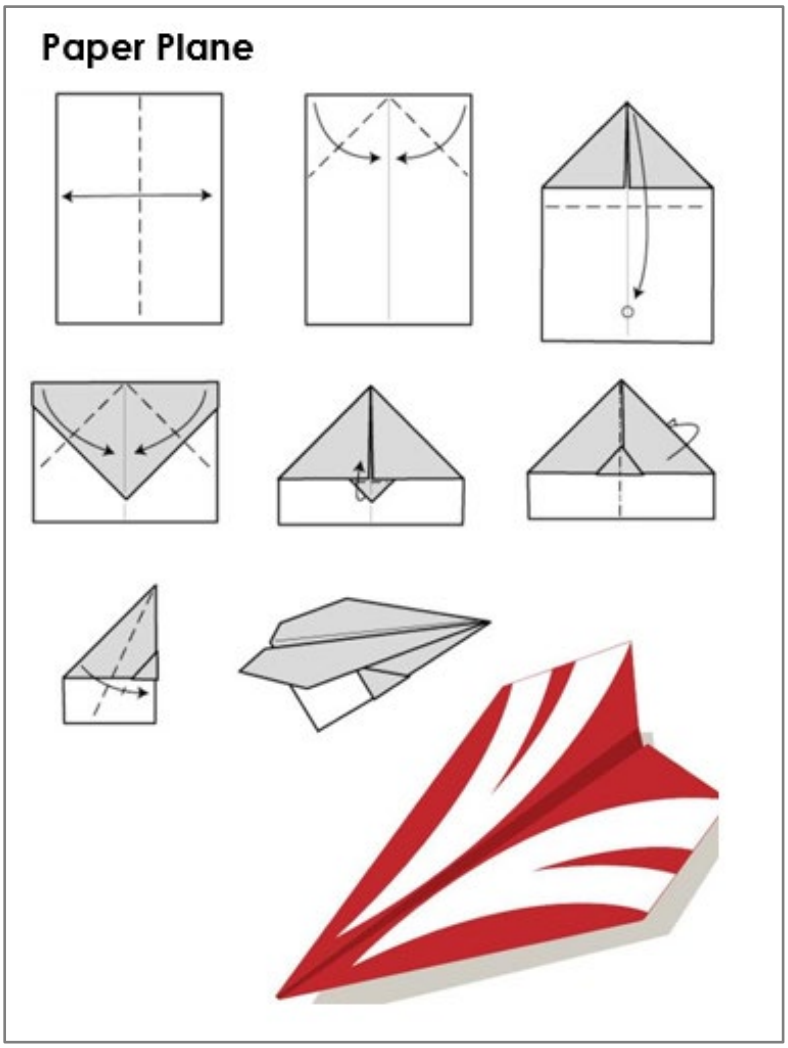
Activity 1 - Paper planes

This activity follows up the work in the student workbook.

Making paper planes appeals to all ages and is an enjoyable way to practise measurement.

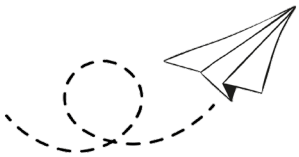
- Use the highly recommended paper plane design on the following page, one of your own or one suggested by a student.
- Using an A4 piece of paper, students make their paper planes and write their names on them. You may need to demonstrate this.
- Students work in groups of three.
- Go outside or to a place where the planes can be thrown.
- Students throw their planes, step out the distance of each plane's flight and record it on their worksheet.
- Using a tape or 5m string, measure the flight more accurately and record the measurement in metres.

NOTE: Increase the number of measuring tools, by creating 5 metre string measures, using sticky tape to mark each metre.



Make a paper plane.

Work with two students.



1. Throw your paper planes.
2. Measure how far in steps.
3. Use a tape or string to measure in metres.

Student names	Count the steps	Metres

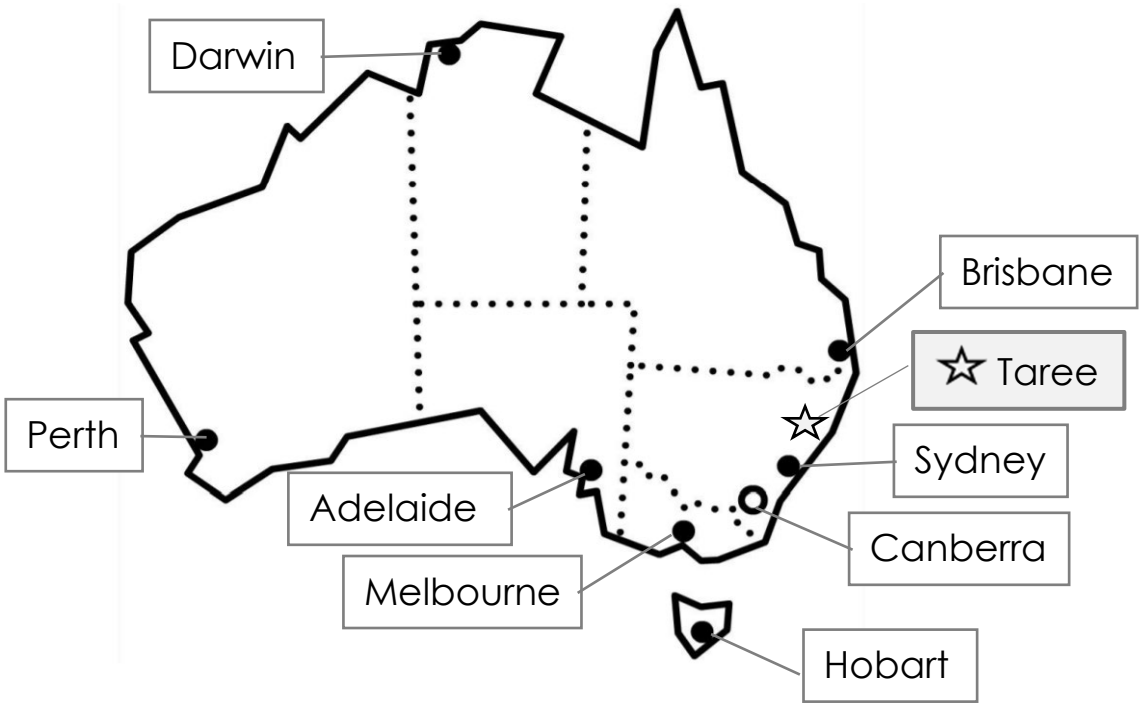
Measure distance

Activity 2 - Using Google Maps to estimate distance.
This activity could be completed independently by students who are digitally confident. The following activity is teacher directed.

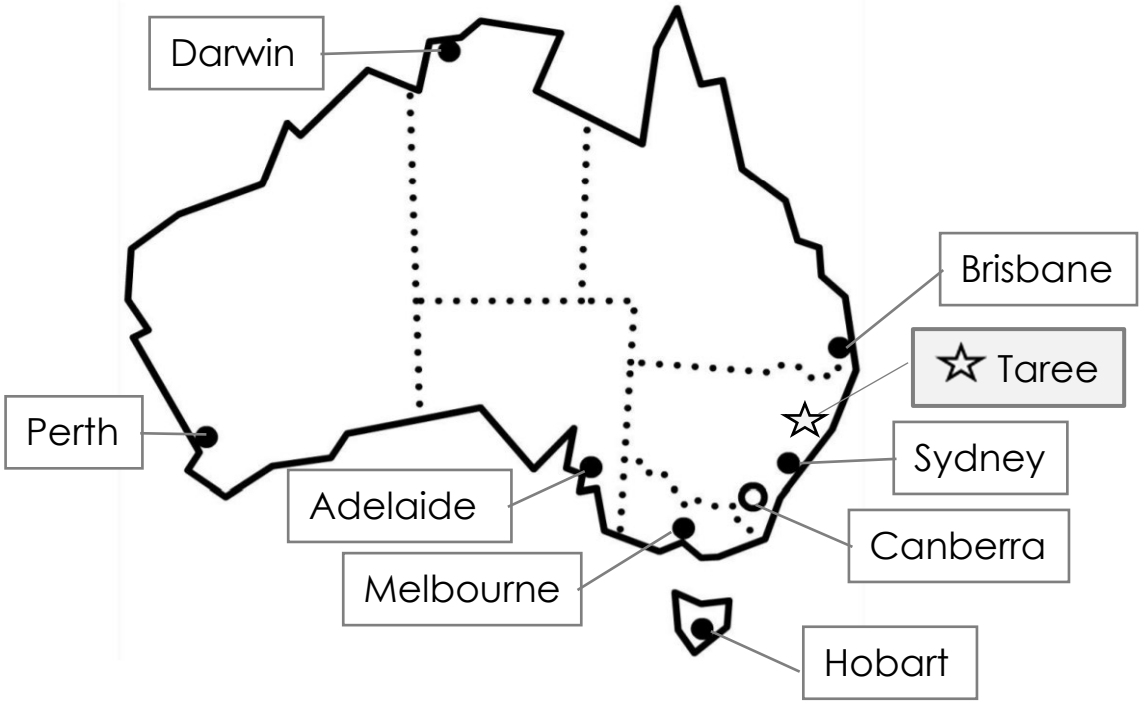
1. Project the map of Australia and ask students how far their city/town is from the nearest capital city. [Add your town to the map if it isn't marked.] Discuss other distances in kilometres.

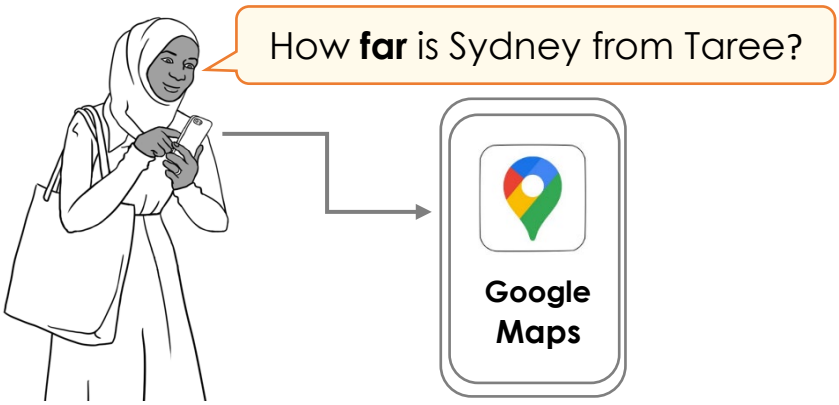
2. Open Google Maps and follow the steps Sahra takes to find the distance between:
   - Taree and Sydney.
   - Your town/ city and a nearby town/city.

3. Complete the activity about Nisha and her family on page 24.



How far is it?

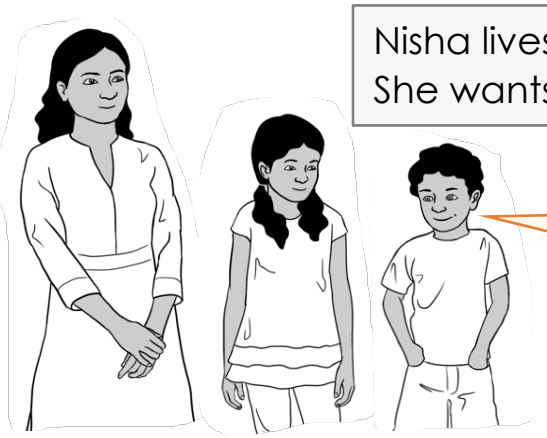




Sahra checks on her phone. She has to:

1. Click on the **Google Maps** symbol
2. Type **Sydney** in the search box. Sydney
3. Press the **search** icon.
4. Click on directions. **Directions**
5. Type **Taree** in this box. Choose start location
6. Press the **search** icon.
7. Click on the **car** icon.

Sydney is **313 km** from Taree.



Nisha lives near Taree in New South Wales.
She wants to go to Brisbane with her children.

How **far** is Brisbane from Taree?

1. Click on the **Google Maps** symbol on your phone.
2. Type **Brisbane** in the search box. Brisbane
3. Press
4. Click on directions. **Directions**
5. Type **Taree** in this box. Choose start location
6. Press
7. Click on the **car** icon.

Write the number of kilometres.

Brisbane is _____**km** from Taree.

_____ is **closer to** Taree.
Brisbane / Sydney

Work with a partner.

What is closer to Taree?

In the search box, **type**:	How many km from Taree?
1. Newcastle	_____ km
2. Canberra	_____ km

Tick yes or no.

1. Newcastle is closer to Taree than Canberra. ☐ Yes ☐ No
2. Canberra is closer than Brisbane. ☐ Yes ☐ No
3. Newcastle is closer than Brisbane. ☐ Yes ☐ No

9. How heavy is it?

Weighing fruit and vegetables

This could be a teacher demonstrated activity with help from students or a group activity depending on the number of scales available and objects to be weighed. Customize this worksheet and extend to suit the students and fruit and vegetables available.

Teach the vocabulary required.

Preparation

You will need:

- Kitchen scales
- Fruit and vegetables –more kilos than the number predicted on the worksheet.
- A worksheet for each student. [See the next page]

Activity

- Display the fruit and vegetables in the order on the worksheet.
- Ask students to guess how many of each item is needed to make the specified number of kilos.
- Students record their guess on the worksheet.
- Students can either come to the front to weigh the fruit and vegetables **or** work in small groups to weigh it.
- Students record the correct number on their worksheet.
- Create sentences using the data and write them on the board.

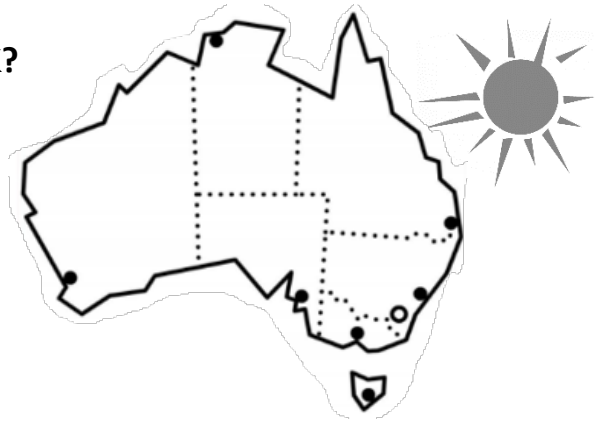
  e.g. *There are 6 small bananas in a kilo.*
  There are 3 large potatoes in a kilo.
- Read the sentences with the students

Student worksheet

		Question	Guess	Check
1	onions	How many onions in 3 kilos?		
2	potatoes	How many potatoes in 2 kilos?		
3	lemons	How many lemons in 2 kilos?		
4	apples	How many apples in 1 kilo?		
5	bananas	How many bananas in 1 kilo?		

10. How many litres?

How much water do you drink?

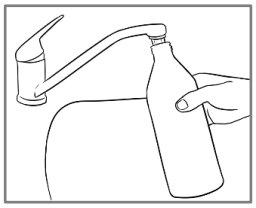


Read.

Australia is a hot country.

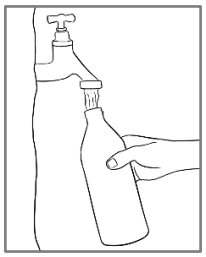
On hot days, we need to drink more water.

I get thirsty at work.



Tahiil fills his water bottle at home.

He fills his water bottle at work.



He drinks more water on a hot day.

Measure the water.

 a glass	 a mug	 a water bottle

Work with a partner to measure the water.

Write.

1. There are _____ glasses of water in 2 litres.
2. There are _____ mugs of water in 2 litres.
3. There are _____ water bottles in 2 litres.

How much water do you drink on a hot day?

I drink _____ litres of water on a hot day.

I drink _____ water than my partner.
more / less

11. How much flour?

Introduction to cooking

Class cooking activities are very popular with EAL students. They give them an opportunity to:

- demonstrate and share their skills
- relax and communicate with each other on familiar ground
- develop measurement and other language skills in a pleasant and natural way.

Although cooking activities can present challenges for the teacher if there are no kitchen facilities available, the following activities can be completed very successfully in a classroom with minimum stress.

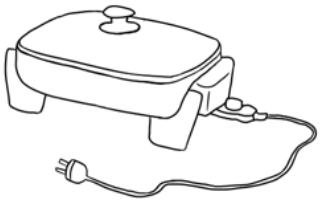
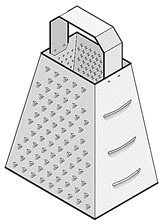
Activity 1 - Pikelets

Exercise on page 28 in the student workbook

1. Slowly read the ingredients for the pikelets while students tick off each ingredient in their books.

self-raising flour
sugar
bicarb soda
eggs
milk
dates
oranges

2. Make the pikelets in class using an electric frypan, before completing the exercises in the student workbook. If you are unable to cook them in the class, make the pikelets at home and bring them to class. Ask students to taste them and guess the ingredients. You could then mime how you made them.

Pikelets				
Cooking tools		 scales	 electric frypan	
 bowl	**tsp**  teaspoon	**tbsp**  tablespoon	 grater	 whisk

Orange and date pikelets *Makes 20 pikelets*	
Ingredients	**Method**
2 eggs 125 ml milk 150 g self-raising flour ½ tsp bicarb soda 70 g sugar 60 ml orange juice 1 tbsp grated orange rind 80 g chopped dates	1. Mix eggs and milk in a bowl. 2. Add flour, bi-carb and sugar. Mix together. 3. Add orange juice, rind and dates. Mix together. 4. Heat frypan and add a little oil. 5. Drop tablespoons of mixture onto the pan. 6. Cook until bubbles show. 7. Turn and cook the other side.

Activity 2 – Cake in a mug

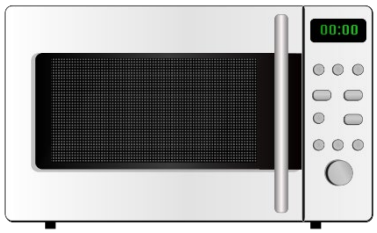
The recipe makes four muffin sized cakes if split between four mugs.
To make it more engaging, encourage students to add their own flavourings. The flavourings are stirred in just before cooking.
Some flavouring suggestions are:

- Choc chips or grated chocolate
- Mashed banana
- Grated apple
- Sultanas
- Slivered almonds
- Diced dates
- Diced apricots
- Grated lemon rind or orange rind

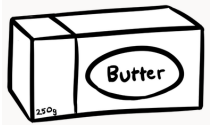
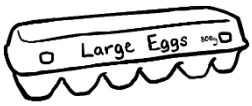
Choc and orange go well together as do banana and chocolate and apple and chocolate. Students can mix and match. The cakes need to be eaten straight away as they don't keep very well. Each student will need a spoon.

* Recommendation: Test this recipe prior to doing it with the class as microwaves vary in the cooking time required.

Cake in a mug



Cooking tools			microwave	
	**tsp** 	**tbsp** 		
bowl	many teaspoons	tablespoon	4 mugs	whisk

	2 tbsp butter
	4 tbsp sugar
	2 tbsp milk
	1 large egg
	6 tbsp self-raising flour

1. Put butter in a small bowl.
2. Microwave for 20-30 seconds until melted.
3. Stir in sugar, then the milk.
4. Add egg and whisk well with a fork.
5. Add flour and whisk until smooth.
6. Butter 4 mugs.
7. Divide between the 4 mugs.
8. Add flavourings.
9. Cook each mug separately for 40 seconds.

Note: One tablespoon = 15 ml

12. Revision

Revision Activity

This activity revises all the aspects of measurement covered in this unit and provides an opportunity to observe the students' confidence and ability in the use of measurement tools.

Preparation

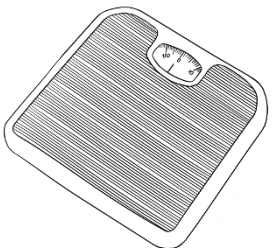
1. Match the words and pictures on the following two pages to revise the measuring tools. These can be printed on two pages and students can work in pairs to:
   - point at a picture and then the matching word **or**
   - cut up the pictures and words and match them.
2. Set up a number of measuring stations. Each station has one object to be measured. Give each station a number corresponding to the number on the worksheet.
3. There need to be more stations than pairs of students to avoid students 'hanging around waiting'.
4. Locate the measurement tools at the front of the room.

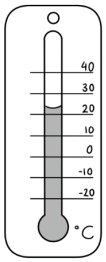
Activity

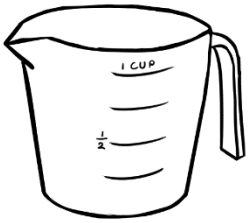
1. Each pair of students starts at a different station.
2. Students:
   - read the task relevant to the station
   - decide what tool they need to use to measure the object.
   - select the relevant tool from the front of the room
   - return to the station to complete the task and record the result on their worksheet.
   - return the tool to the front of the room.
   - move on to another station.
3. At the end of the activity, elicit answers to the questions for each station.

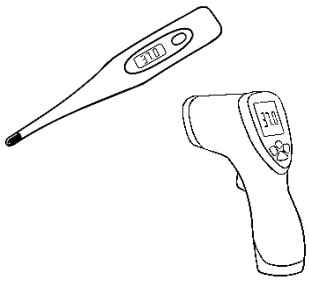
IMPORTANT: Change this activity to suit the tools available at your site. Alter the worksheet to suit your conditions.

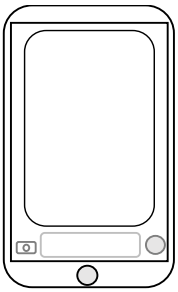
Vocabulary matching

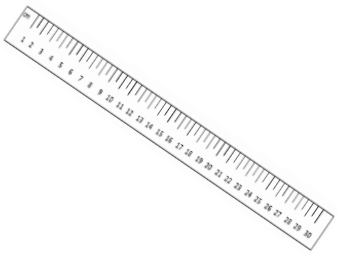


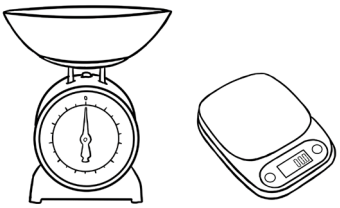


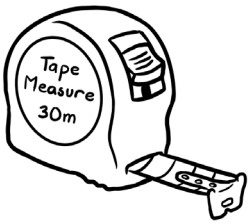






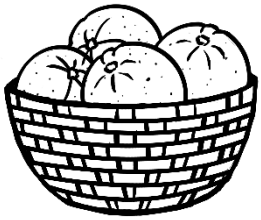
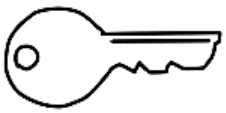
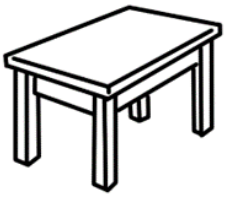


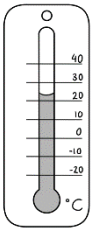
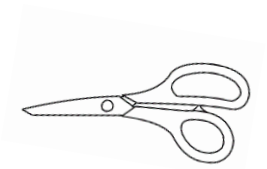




phone	ruler	kitchen scales
tape measure	teaspoon	bucket
digital clock	tablespoon	string
bathroom scales	air thermometer	calendar
clock	body thermometer	measuring jug

Student Worksheet

Station	Question	Tool Used	Answer
1 	What's the date today?		
2 	What do the potatoes weigh?		
3 	How many oranges in one kilo?		
4 	What does the key weigh?		
5 	How long is the teacher's table?		
6 	How many litres are in the small bucket?		

Station	Question	Tool Used	Answer
7 	What is the inside temperature today?		
8 	What does the tennis ball weigh?		
9 	How much water is in the glass?		
10 	What does the shopping bag weigh?		
11 	What does the water bottle weigh?		
12 	How long are the scissors?		