

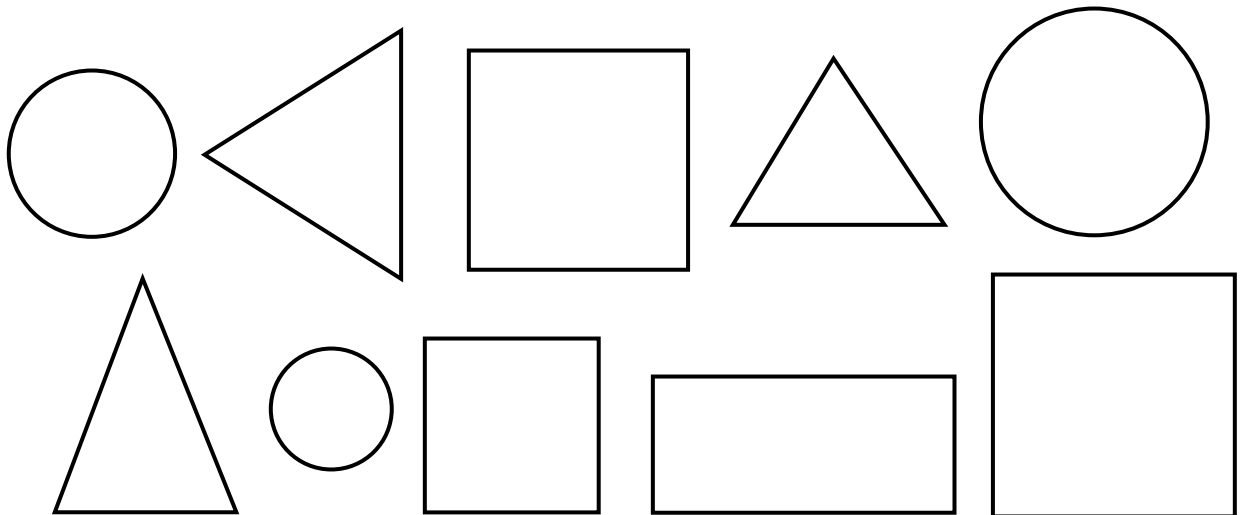
# English Ready

Course in EAL

VU22355 Recognise shape and design in simple, highly familiar situations

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## Teacher Resources



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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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## 1. What shape is that?

### Activity – Use body language to make shapes

Teacher demonstrates how to use fingers, arms or mouth to make shapes.

Students work in small groups:

1. One student mimes a shape and the group guesses the shape. Every student needs to mime a shape.
2. On their second turn, students take turns to mime a shape and spell the name. The group check the spelling from their workbooks.

### Additional shapes

A limited number of 2D shapes are essential for this unit, but other shapes in *familiar situations* could be introduced:

- Oval [Footy oval]
- Star [on the Australian flag]
- Hexagon [Stop sign]

### 2D or 3D

Distinguishing between 2D and 3D is also **not** part of the unit. However, comparing 2D and 3D shapes heightens students understanding of the characteristics of each shape. For some students, particularly those familiar with 3D movies, it might be of interest. The difference between the two can be demonstrated with a piece of paper and a box:

- The paper has ‘two dimensions’ – length and width
- The box has ‘three dimensions’ - length, width and depth.

## 2. What colour is that?

### Activity 1 - Pair work

- Students colour the shapes on their worksheet
- They then work in pairs.
- Student A asks a question and before beginning to draw, answers Student B's question. In this way, both can be drawing and colouring at the same time.

**Student A**



**Colour** the shapes different colours.



**Ask** your partner

What is in **E1**?



**Draw** it.

It's a red triangle.



**Colour** it.

	<b>A</b>	<b>E</b>	<b>I</b>	<b>O</b>	<b>U</b>
<b>1</b>					
<b>2</b>					
<b>3</b>					
<b>4</b>					

**Student B**



**Colour** the shapes different colours.



**Ask** your partner

What is in **A1**?







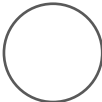
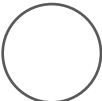



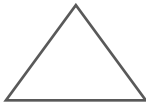
It's a green circle.



**Draw** it.



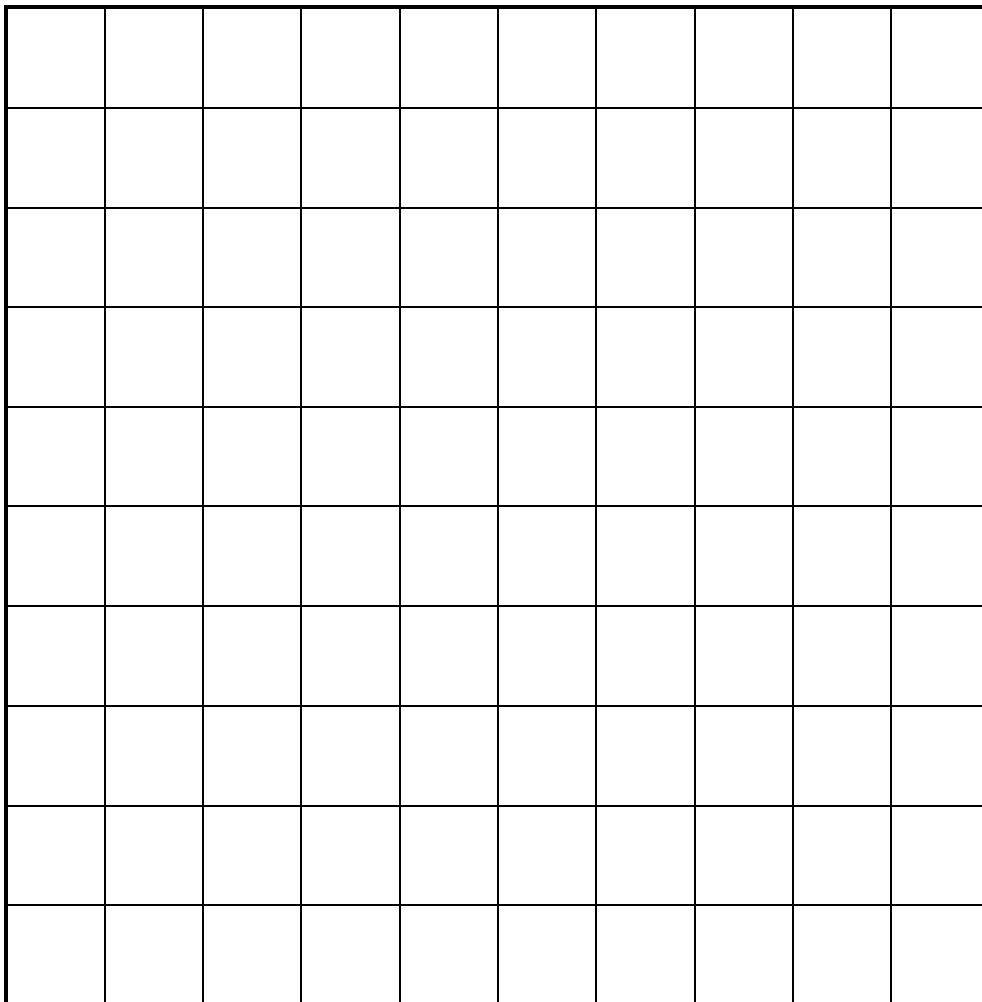
**Colour** it.

	A	E	I	O	U
1					
2					
3					
4					

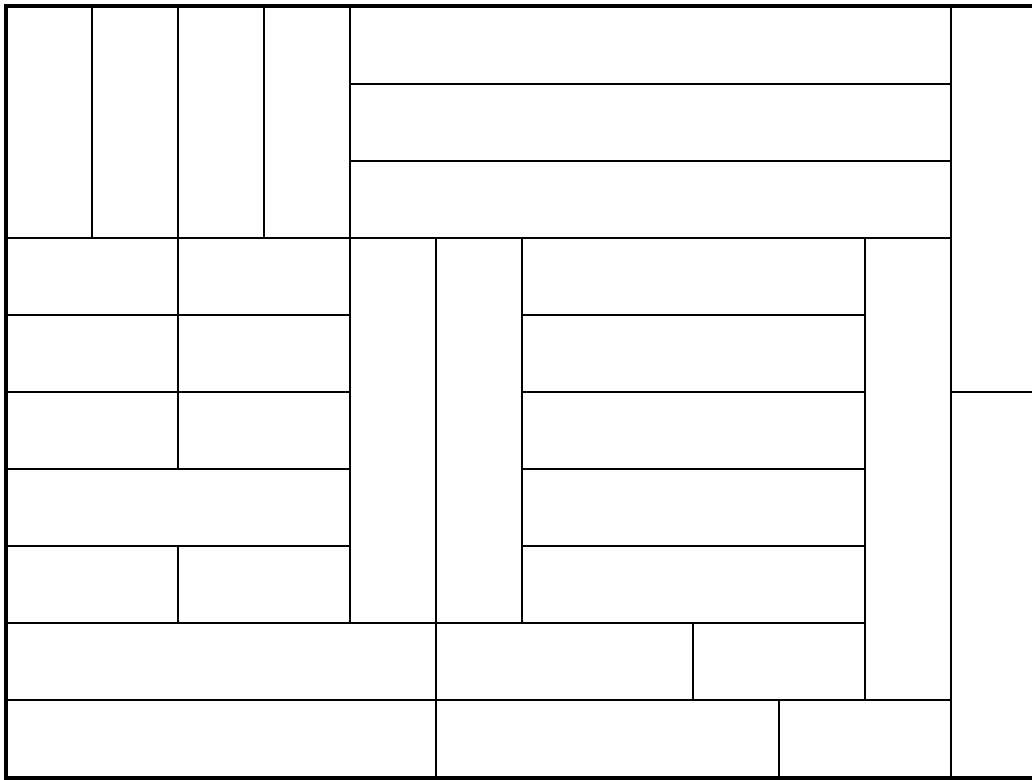


**Tessellations –squares, rectangles, triangles and circles**

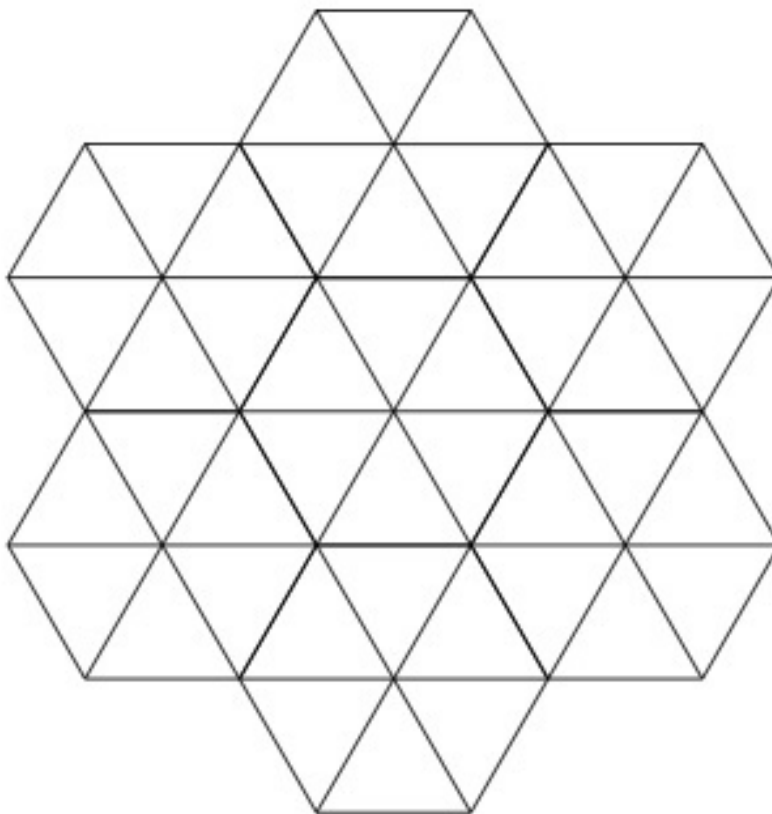
Students can be given a choice of tessellation templates which can be enlarged or reduced in size. Show examples of tessellations online to guide and inspire students in the use of colour. Once the tessellations have been completed, students can compare their work with others and discuss the colours used.

**Squares**

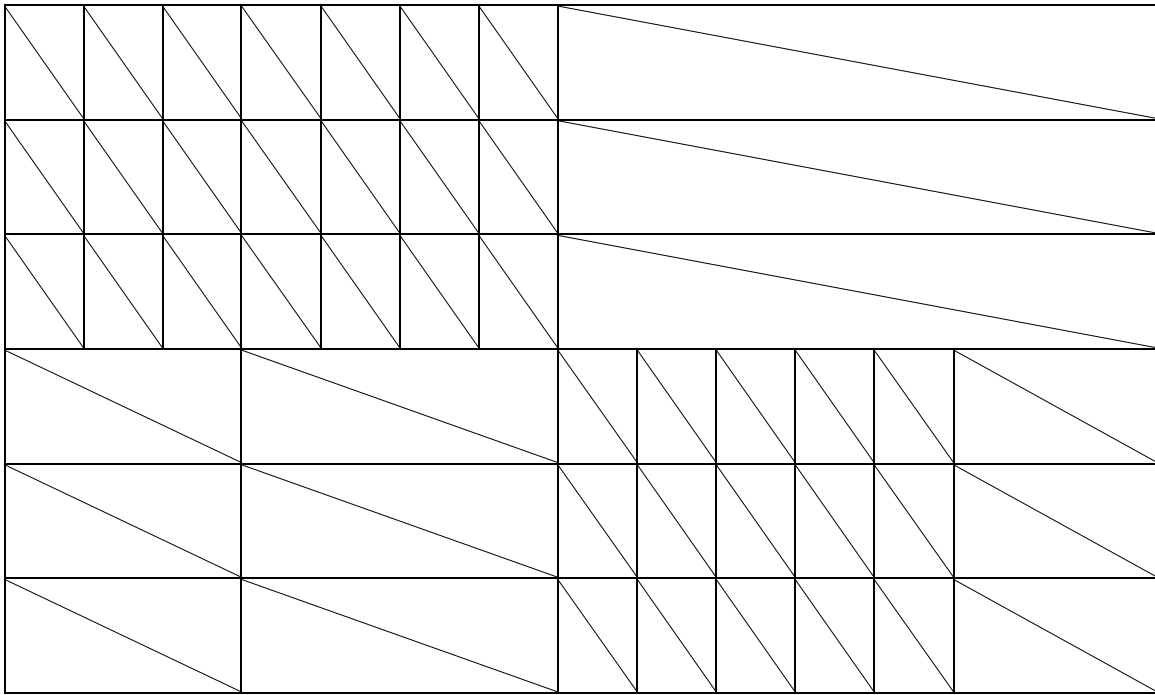
### Rectangles



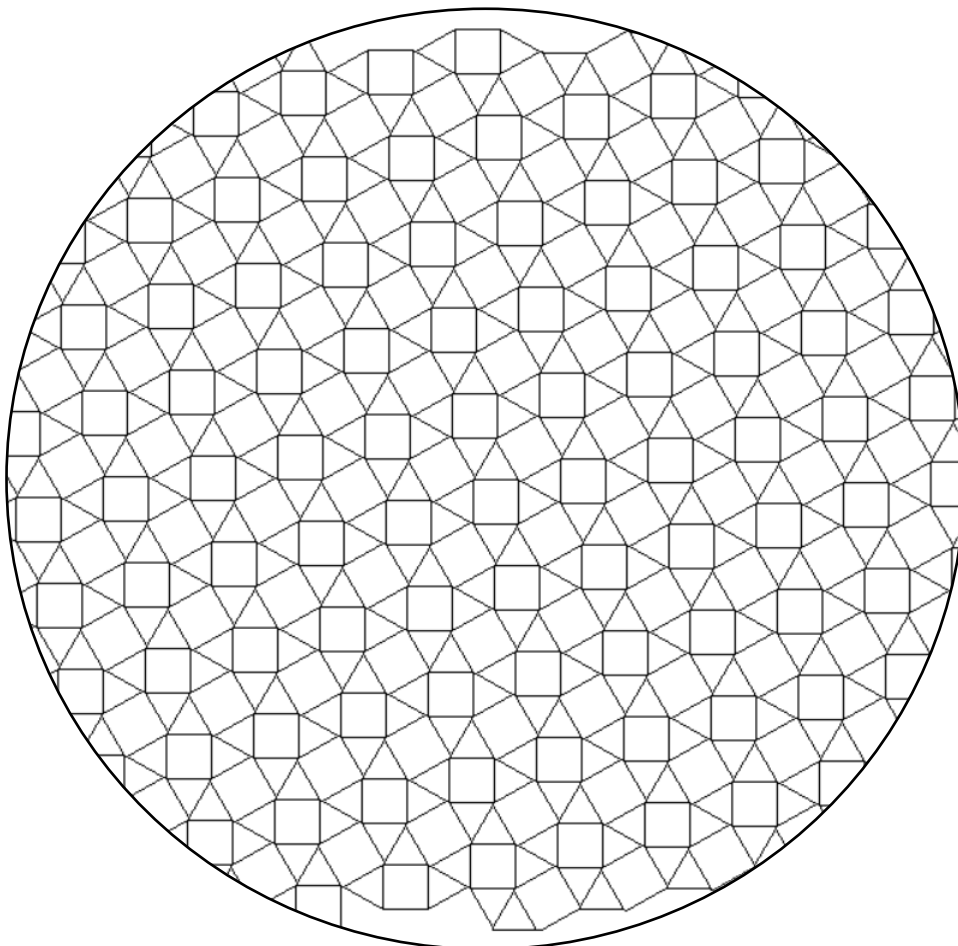
### Triangles



### Triangles



### Triangles and squares in a circle



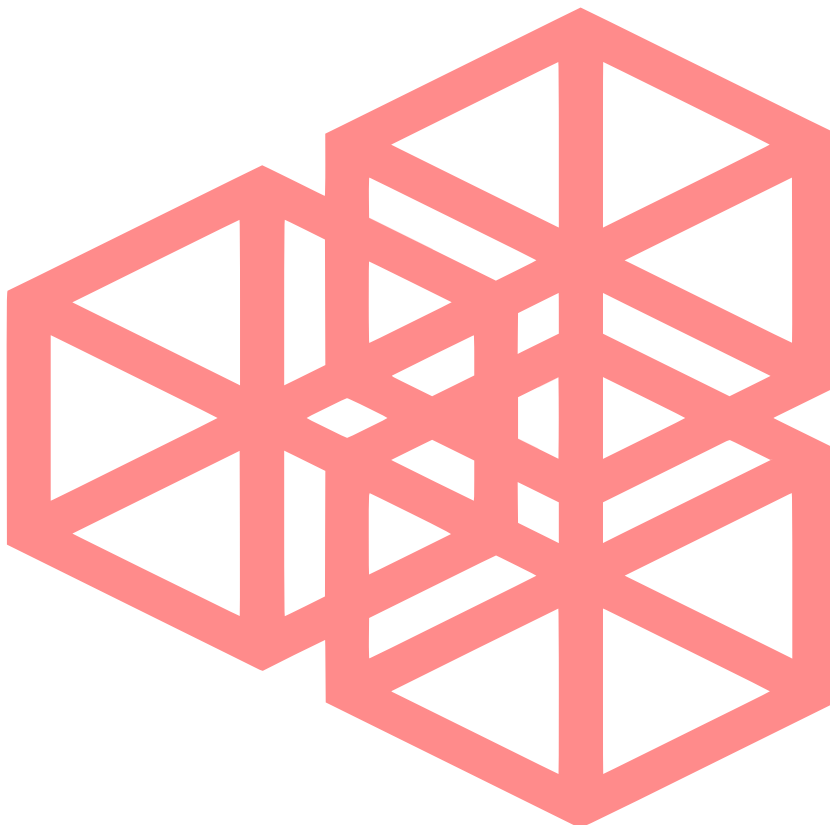
### 3. How many shapes?

Optical illusions – for counting and colouring

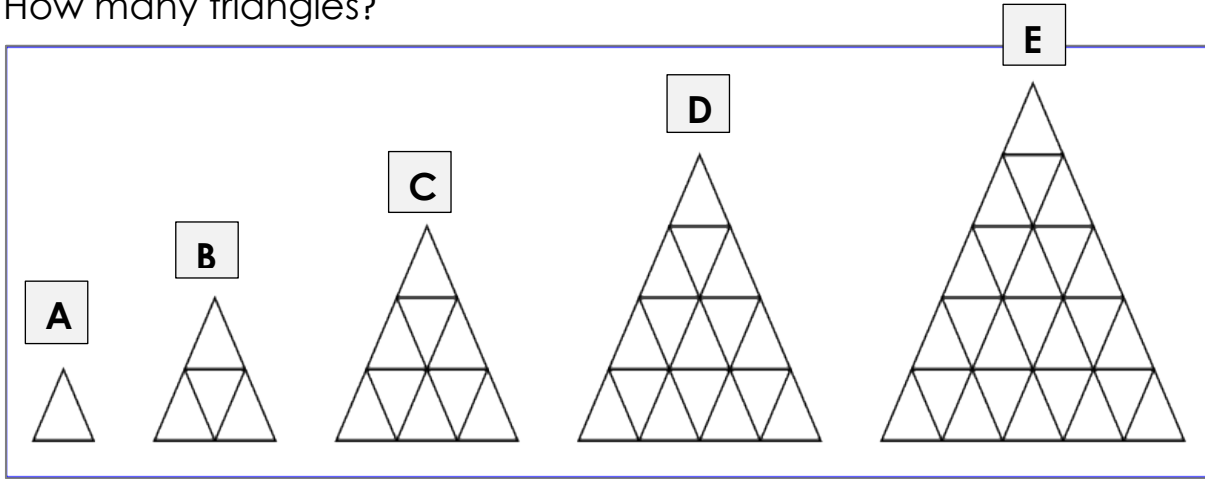
How many squares?



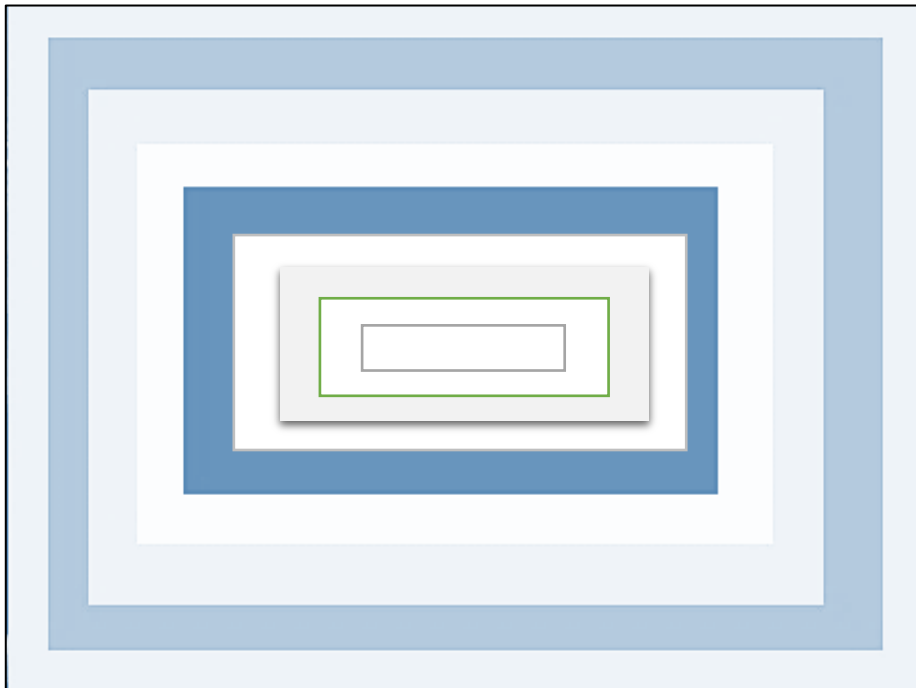
How many triangles?



How many triangles?



How many rectangles?



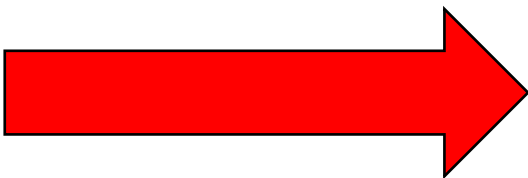
#### 4. Are the lines straight or curved?

Project the following images and ask questions.

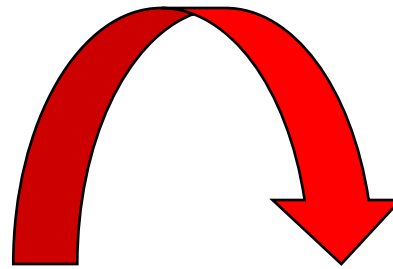
The meaning of the road signs could be demonstrated with a combination of body language and drawings on the whiteboard.

Are the arrows straight or curved?

1.



2.



3.



4.



5.



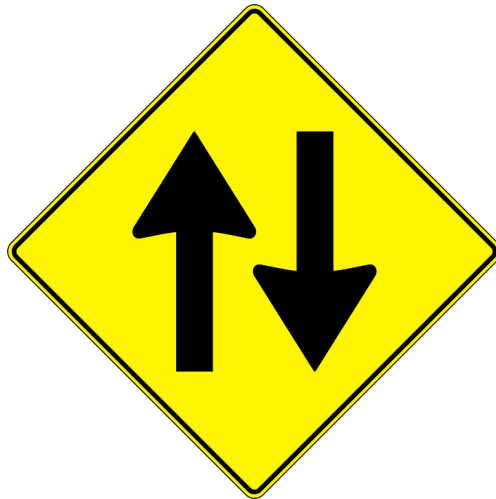
6.



7.



8.



9.



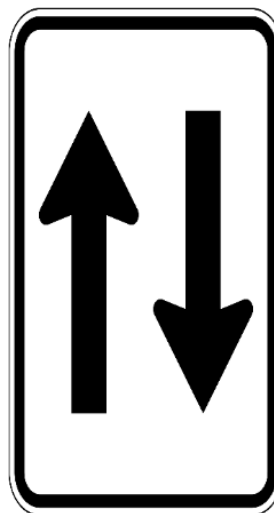
10.



11.



12.



## 5. Are the sides long or short?

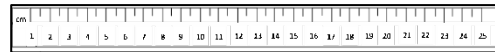
Rectangles have two **long** sides and two **short** sides.



The long sides of the white rectangle are **longer than** the long sides of the grey rectangle.



**Draw** rectangles with a ruler.



Make the long sides **longer than** the long sides in the grey rectangles.

1.



2.



3.



4.



5.





## 6. Are the shapes big or small?

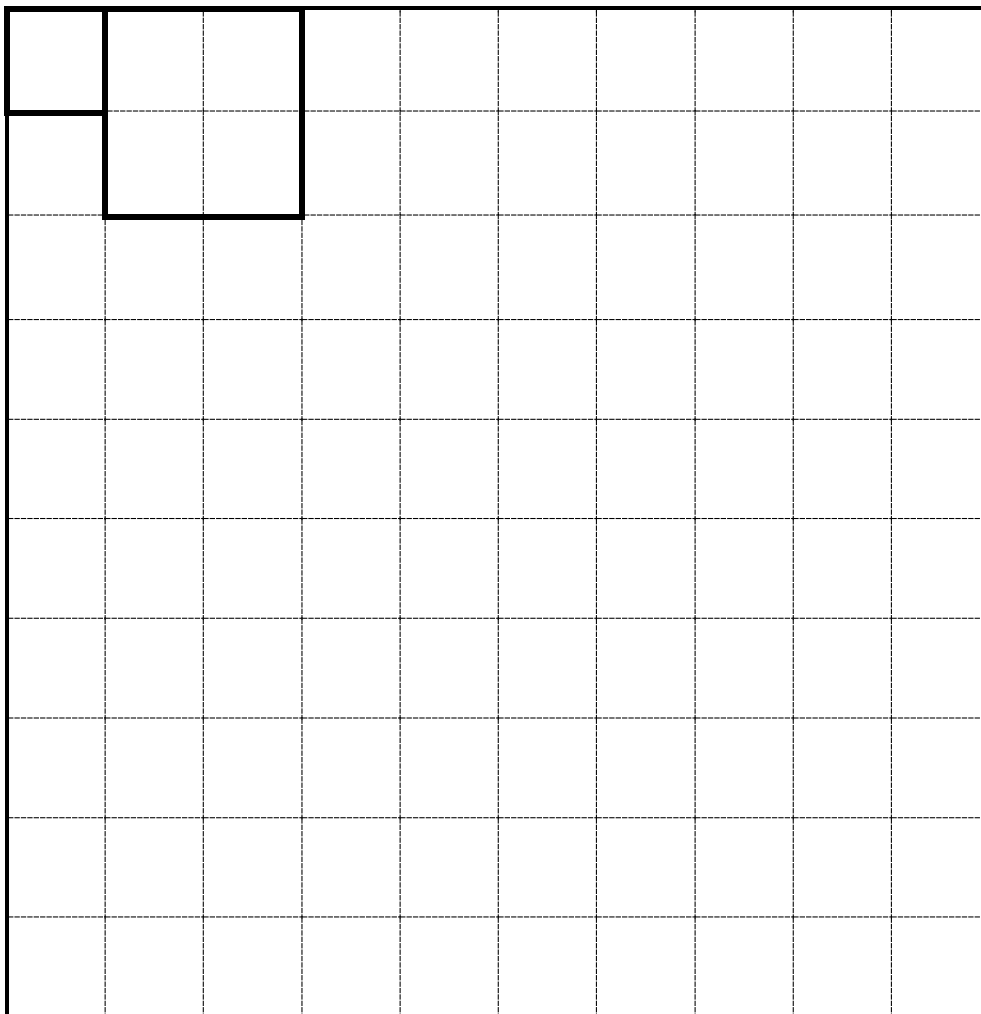
### Create big and small squares

Project the grid and demonstrate how different size squares can be created making sure that all the sides are of equal length. Two squares have been drawn to demonstrate.

How  
many  
big

and small squares can you make?

Use a ruler to make straight lines.



## 7. Are the lines thick or thin?

Follow up the exercise in the workbook.

Project the road signs below and compare the signs in pairs. e.g. Signs 1 & 2

Ask:

- What shape is sign 1? What shape is sign 2?
  - Which sign has thinner/thicker lines?
- e.g. The rectangle has thinner lines than the circle.  
The circle has thicker lines than the rectangle.

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



11.



12.



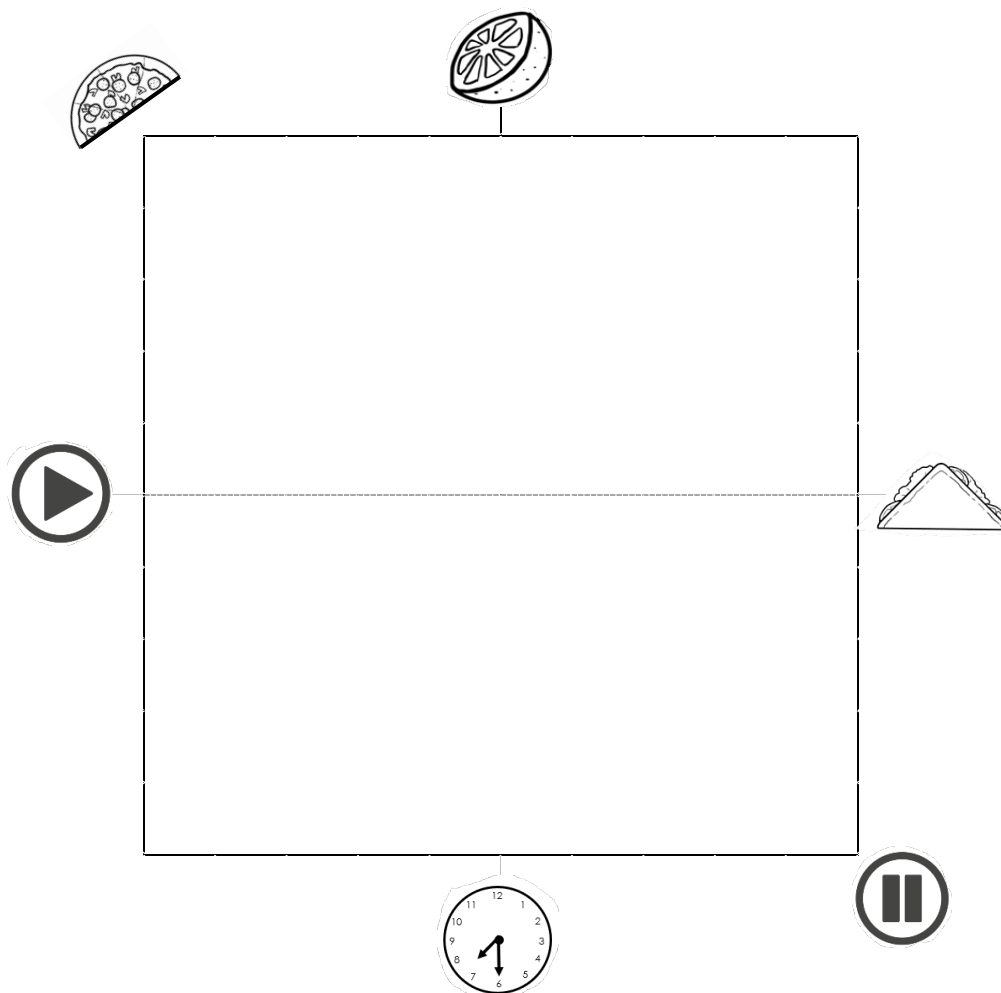
## 8. Cut it in half.

### Activity - Cutting in half

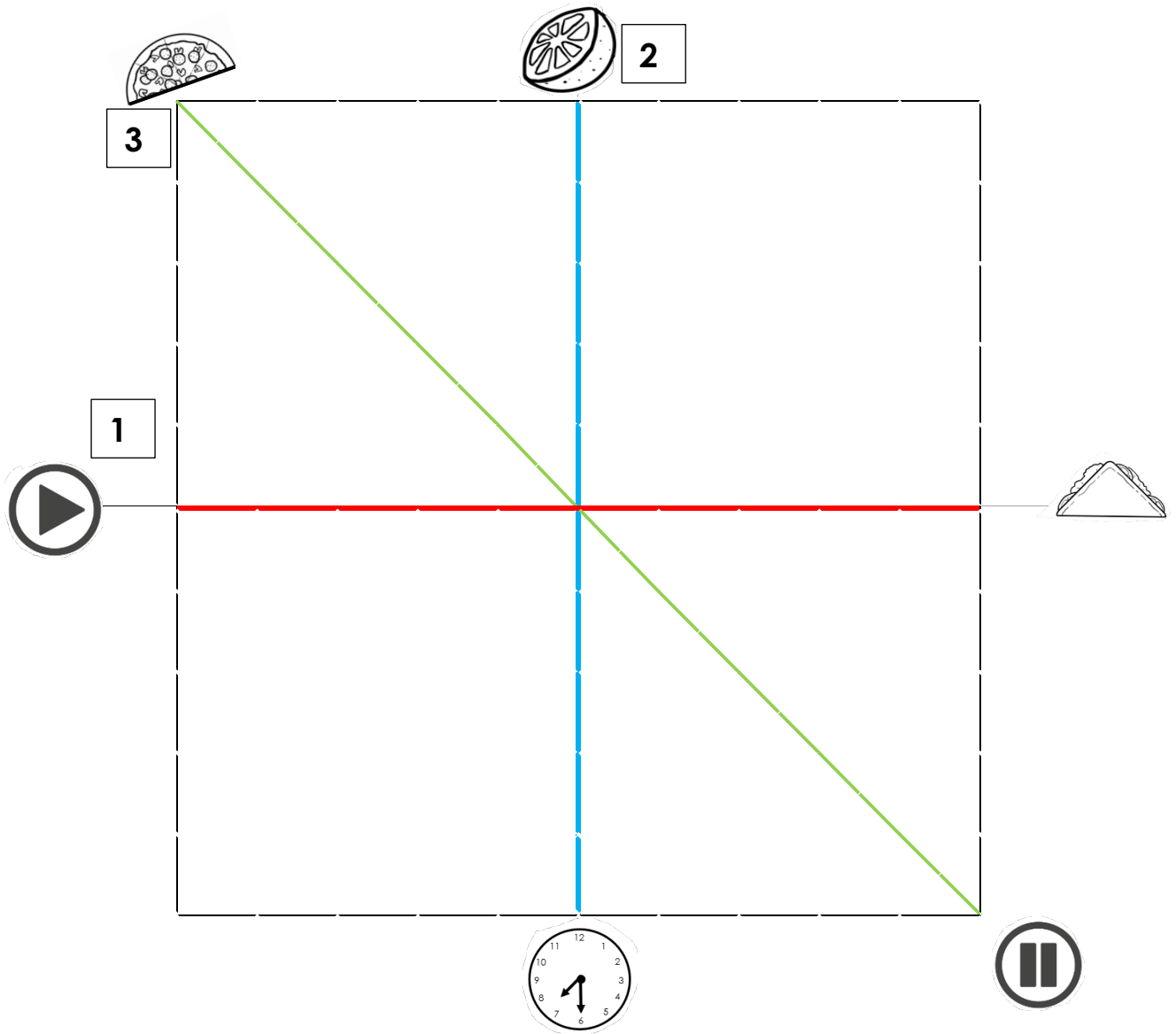
This is a teacher led activity. Students follow instructions and join halfway points in their workbook. They will need a ruler and a pencil. Instruct students to:

1. Draw a line from the start button to the half sandwich.  
Ask 'What shapes can you see? How many? Are they the same size or different?'
2. Draw a line from the half orange to the clock.  
Ask 'What shapes can you see? How many? Are they the same size or different?'
3. Draw a line from the half pizza to the pause button.  
Ask 'What shapes can you see? How many? Are they the same size or different?'
4. Ask students to colour the shapes e.g. *Colour two smaller triangles blue. Colour two smaller triangles red. Colour the two smaller squares yellow.*

### Student grid



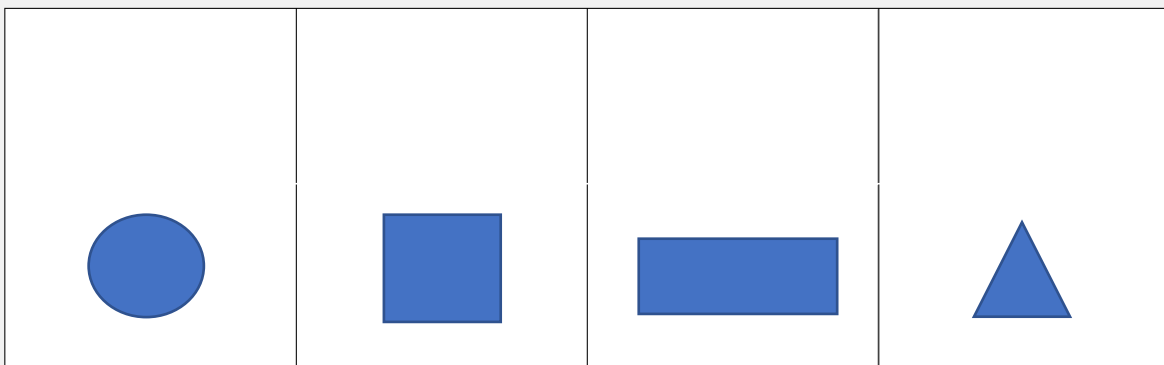
### Teacher model



## 9. What shapes are in the classroom?

### Activity - Shapes outside the classroom.

- Revise shapes by looking around the classroom.
- Organise students into groups of three.
- Ask students to take their phones outside and look for shapes in the area near their classroom.
- Set a time limit e.g. 15 minutes [one student in each group could be responsible for keeping time]
- One student in each group takes photos of different shapes outside the room. e.g., signs, buildings, posters, outside furniture
- When students return to the class, they count the number of shapes they have photographed.
- Each group tells the class the number and types of shapes they found.
- The number and types of shapes could be recorded on a table similar to the one below on the whiteboard. Each group of students or the teacher could write the number of shapes found.



**10. What shape are the road signs?**

What shapes are the road signs?



**Match** the shapes.



**Write** the shapes.

circle	square	rectangle	triangle
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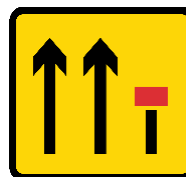
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\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



**Work** with a partner.



**Point to** a road sign.



**Tell** your partner about the **shape**, **colour** and **sides**.

This road sign is a **rectangle**.

It's **black** and **white**.

It has two **long sides** and two **short sides**.

