

## 2.2 Target vocabulary – 2D shapes

**Topic:** Shapes  
**Subtopic:** 2D shapes  
**Activity type/skill:** Word list  
**Literacy focus:** Vocabulary

### Objective

- Introduce target vocabulary.
- Experience spoken and written forms and their usage.

### What you need

- Student worksheet (see next page)
- [Audio track 2.2](#)

### What to do

1. Play track 2.2 (Track 2 for this topic) and have students look at both pages of the student worksheet as they hear each word and its extensions (tense variations and plurals) and the word in a defining context.

above	begin	between	bottom	centre
cut	draw	find	fold	half
left	length	need	pattern	right
same	shape	side	stop	top

2. Have students listen again and repeat the words.
3. Have students copy the words in the spaces.
4. Point out plurals (for example, 'Triangles, squares and circles are shapes') and changed verb forms ('The alphabet begins with A').

### Extending the activity

- Use the lists for revision and reference.

## Activity two



Track 2

### above

*preposition*

If one thing is \_\_\_\_\_ another thing, it is higher than it.



The star is \_\_\_\_\_ the square.

### begin

*verb*

We \_\_\_\_\_ school at 8.45 in the morning.

The alphabet \_\_\_\_\_ with A.

### between

*preposition*

If something is \_\_\_\_\_ two things, it has one thing on each side.

The star is \_\_\_\_\_ two squares.

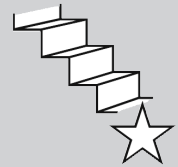


### bottom

*noun*

If something is at the \_\_\_\_\_ it's at the lowest part of it.

The star is at the \_\_\_\_\_ of the steps.



### centre

*noun*

The \_\_\_\_\_ is the part that is furthest away from the edges.

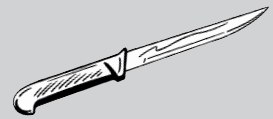
The star is in the \_\_\_\_\_ of the square.



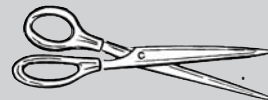
### cut

*verb*

You can \_\_\_\_\_ with a



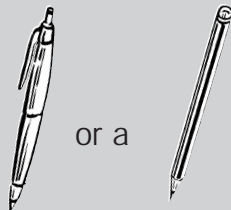
or with



### draw

*verb*

You can \_\_\_\_\_ with a



You can \_\_\_\_\_ a picture or a pattern.

### find

*verb*

If you \_\_\_\_\_ something you get what you look for.

You can \_\_\_\_\_ something you have lost.

### fold

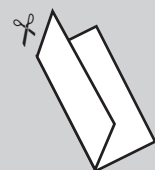
*verb*

\_\_\_\_\_ the square in half to make two rectangles.

### half

*adjective + noun*

Cut the square in \_\_\_\_\_ to make two rectangles the same size.



Cut the apple into two \_\_\_\_\_ one for you and one for me.



Activity two

# left

*noun + adjective*

In New Zealand we drive on the \_\_\_\_\_.



The star is on the \_\_\_\_\_ of the square.

# length

*noun*

The \_\_\_\_\_ of something is the distance it measures from one end to the other.

Many swimming pools are 25 metres in \_\_\_\_\_.

# need

*verb*

Animals \_\_\_\_\_ food to live and grow.

You \_\_\_\_\_ something sharp to cut paper.



# pattern

*noun*

You can repeat the same lines and shapes to make a \_\_\_\_\_.

This is a \_\_\_\_\_.



# right

*adjective*

Most people write with their \_\_\_\_\_ hand.

The star is on the \_\_\_\_\_ of the square.



# same

*adjective*



These two squares are the \_\_\_\_\_.

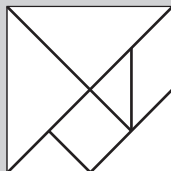
They are exactly like each other.

# shape

*noun*

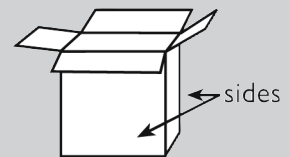
Triangles, squares and circles are \_\_\_\_\_.

The parts of a tangram are different sizes and \_\_\_\_\_.



# side

*noun*



These are the \_\_\_\_\_ of a box.

These are the \_\_\_\_\_ of a house.



There is a tree on the right-hand \_\_\_\_\_ of the house.

# stop

*verb*

Classes \_\_\_\_\_ when the bell rings.

Cars must \_\_\_\_\_ at a red light.

# top

*noun*



The \_\_\_\_\_ of something is its highest part.

The star is at the \_\_\_\_\_ of the stairs.