

10 What's it like?

Shapes

1 What are these objects? Find a:

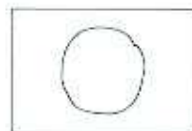
- | | |
|----------------|-----------------|
| 1 traffic cone | 6 CD |
| 2 clock | 7 can |
| 3 protractor | 8 dice |
| 4 stamp | 9 ball bearing |
| 5 floppy disk | 10 traffic sign |

What shape are they?

2 Find something:

- | | |
|-----------------|---------------|
| 1 circular | 6 cylindrical |
| 2 rectangular | 7 triangular |
| 3 square | 8 oval |
| 4 cubic | 9 conical |
| 5 semi-circular | 10 spherical |

3 Draw the correct shapes in the boxes.



circle



square



triangle



oval



rectangle



semi-circle



cube



cylinder



sphere



cone



a



b



c



e



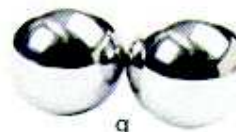
f



d



h



g



i



j

4 Say these words aloud. Does the stress change?

- 1 triangle - triangular
- 2 circle - circular
- 3 rectangle - rectangular
- 4 cylinder - cylindrical
- 5 sphere - spherical

Example

triangle ••• triangular •••• (the stress moves)

circle •• circular ••• (no change)

- 5 Work with a partner. Ask and answer questions about the objects in 1.

Example

- A What shape is the traffic cone?
B It's conical.

Describing shape

We sometimes describe shape by saying what things look like.



It's a dome.



It's a pyramid.

We can also add *-shaped* to the word.



a heart-shaped box



a star-shaped cookie cutter

- 6 Work with a partner. Ask and answer questions about these structures.

Example

- A What shape is the building on the left?
B It's a dome. What shape is its doorway?



- 7 You have three minutes to design your dream home. Draw a sketch of it. Try to include as many shapes as you can.

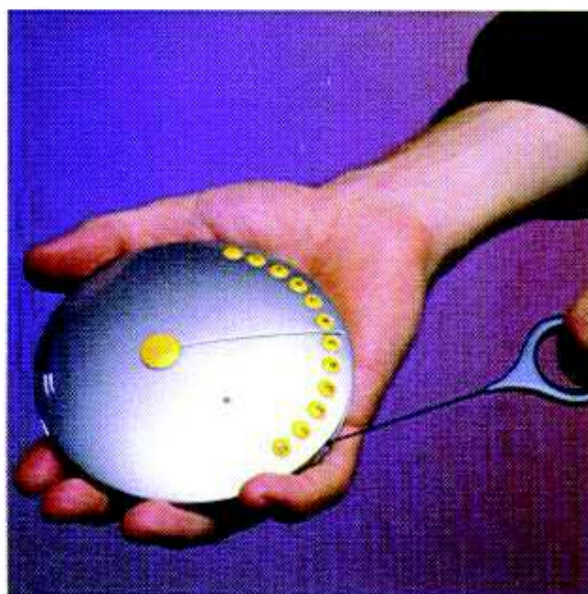
- 8 Put your sketch away and work with a partner.

A – you are an architect. Your partner is your client. Listen to their description of their dream home, draw it, and suggest improvements.

B – You are the client. Tell your partner what kind of home you want.

Classifying

1 What is this thing?



Read the three descriptions. Which one is correct?

- 1 This powerful instrument can locate metal objects that are up to three metres underground. When you pull the cord, it generates a magnetic field and picks up a signal from the target objects.



- 2 This device never needs charging from a mains supply*. It enables you to communicate with someone in another building, town, or country. Charge the generator by pulling the cord and you will have power for over five minutes of talking.



- 3 This electronic gadget is an executive toy. It moves up and down along the cord and you can program it to rotate at different speeds and heights. You can even program it to reverse direction.

mains supply **BrE** - AC supply **AmE**

Look at file 26 on page 111 to find out which description is correct.

Devices and equipment

Device is a very general term for a tool or piece of equipment, for example, a labour-saving device, a security device. But we have a lot of other words for equipment.

machine - equipment with moving parts that works with electricity or a motor



instrument - for doing delicate and precise work, where you need to be exact



appliance - a piece of electrical equipment we use in our house



2 Which description said it was:

- 1 a kind of yoyo?
- 2 a type of metal detector?
- 3 a sort of telephone?
- 4 an instrument?
- 5 a device?
- 6 a gadget?

gadget – modern – not needed but fun and nice to have



implement – often used outside or in the kitchen



tool – simple, held in our hands, for making and repairing things



3 In what ways could you classify these things?

- 1 a washing machine
- 2 a hammer
- 3 a motorized cup that stirs your tea for you
- 4 a vacuum cleaner
- 5 a compass
- 6 a garden spade
- 7 a computer

Example

washing machine – It's a machine or an appliance.

4 Think of more examples of machines, appliances, instruments, etc.

5 Listen to three descriptions. They are puzzles. What are the people describing? Tell your teacher to stop the recordings when you think you know.

6 Listen to one of the descriptions again. Listen to each sentence one by one. Does it describe:

- 1 what the thing does or what it's for?
- 2 what the thing is like (its shape, colour, size, etc.)?
- 3 its parts?
- 4 the class of thing it is (building, tool, vehicle, etc.)?
- 5 something else? (What?)

7 Work with a partner. Think of an object and write a similar description. It can be a tool, a toy, a musical instrument – any object you like. You are going to read your description to the class and they must guess what it is, so don't make it too easy.

Then take turns reading your descriptions to the class. Which descriptions were the most difficult to guess?

8 Work with a partner to complete this crossword.

A – look at the crossword below.

B – look at file 24 on page 110.

A

There are no clues to this crossword. Your partner has the words you need and you have the words your partner needs. Make up clues to help your partner. You can't say the missing words, but you can describe them.

