Appendix 1. Lesson plans (5)

Lesson Plan 1: General Tools and Stating Preferences (45 minutes)

Grade Level: A2

Classes: 1EL/ 1M

Learning Objectives:

- Students will be able to identify and name common general tools. (Vocabulary)
- Students will be able to understand a simple text about general tools. (Reading Comprehension)
- Students will be able to state their preferences for different tool brands. (Speaking)

Materials:

- Pictures of various general tools (hammer, saw, screwdriver, wrench, etc.)
- Whiteboard & Projector
- Markers or pens (for semantic map)
- Optional: Access to the online picture dictionary at https://www.languageguide.org/english/vocabulary/tools/
- Textbook

Procedure:

1. Warm-up (10 minutes):

Semantic Map: As a warm-up activity, introduce the concept of a semantic map and the way in which it helps to organize ideas. Briefly explain the structure (central topic, branches with related terms).

Brainstorming: Write "Tools" in the center of the board or projector screen. Ask students, "What are some things we use to build or fix things?" Have students suggest words related to tools and write them around the central topic, creating a semantic map.

Shorten time for picture dictionary: If using the online picture dictionary, quickly show students the website and explain its purpose. Briefly demonstrate how to find a tool image and pronunciation (optional).

2. Introduction (5 minutes):

After completing the semantic map, use the generated vocabulary to discuss different types of tools and their uses. Introduce additional tools not included in the map and discuss their uses.

3. Reading for specific information (10 minutes):

Distribute a shorter reading passage from a company manual about general tools, focusing on key vocabulary from the warm-up (Textbook p 4 ex 2). Students read the passage silently. Go through the comprehension questions related to the passage. Students can answer these questions individually or in pairs. Review the answers as a class, clarifying any misunderstandings.

4. Vocabulary Practice & Speaking (10 minutes):

Combine vocabulary practice and speaking into one activity. Distribute the vocabulary matching exercise (p 4 ex 3, 4). Students work in pairs to match the tools with their definitions.

5. Listening for specific information (10 minutes):

Read out the directions (p 5 ex 6). Play the audio and have students mark their answers. Play the audio again if necessary. Check the answers as a class. Ask simple comprehension questions about the conversation. Also briefly discuss some tool preferences as a class. Ask questions like "Which tool do you think is most important?" or "What tool brand do you prefer?" Encourage students to use vocabulary from the lesson.

6. Wrap-up (5 minutes):

Briefly, review the key vocabulary and concepts learned in the lesson. Ask students to share any takeaways or interesting facts they learned about tools.

Lesson Plan 2: General Tools & Frayer Model (45 minutes)

Grade Level: A2

Classes: 1EL/ 1M

Learning Objectives:

- Students will demonstrate knowledge of tools and their functions (Vocabulary and Problem-Solving)
- Students will participate in group discussions and presentations (Communication)
- Students will begin to analyze the characteristics of a tool using the Fryer Model (Critical Thinking)

Materials:

- Textbook
- Whiteboard or Projector
- Markers or pens
- Pre-made semantic maps from previous lesson
- Handout with various situations requiring tool usage (e.g., mechanic fixing a flat tire, electrician replacing a light switch)
- Handout with a single tool description (e.g., hammer) for each group
- Worksheet with the Fryer Model

Procedure:

1. Warm-up (5 minutes):

Chunking Activity: Briefly, review the concept of compound nouns related to tools. Play a chunking game: Say the first part of a compound noun (e.g., "wire") and have students respond with the second part ("stripper"). Continue with various tool-related compound nouns, encouraging participation.

2. Problem-Solving Activity (7 minutes):

Introduce Real-World Scenarios: Distribute the handout with various situations requiring tool usage. Explain that students will use their knowledge of tools to solve these problems. Divide students into groups of 3-4. Assign each group a different scenario.

Problem Solving and Tool Discussion (7 minutes): Each group discusses the scenario and identifies the tools needed for the repair or fix. Encourage students to refer to their semantic maps (if applicable) and brainstorm various tools that might be useful. Have each group discuss the functions of the chosen tools and how they will be used in the specific situation.

Group Presentations (6 minutes): After each group shares their scenario and the main tools, they identified for solving it.

3. Critical Thinking Activity (10 minutes):

Introduce Fryer Model (briefly - 2 minutes): Briefly introduce the concept of the Fryer Model as a tool for analyzing objects. Distribute a handout with a single tool description (e.g., hammer) to each group.

4. Frayer Model Analysis (13 minutes):

Students work in their groups to analyze the assigned tool description using the Fryer Model categories. Each group completes a worksheet with sections for each category (Definition, Examples, Non-examples, Characteristics) and fills them in based on their understanding of the tool.

Group Sharing (5 minutes): Have a volunteer from each group share one key point about their analysis of the tool using the Fryer Model. This can be something interesting they learned about the function, a specific part of the tool, or how it works.

5. Wrap-up (5 minutes):

Briefly, review the key vocabulary and concepts covered in the lesson, including the Fryer Model categories. Ask students to share their emotions about using the Frayer Model.

Lesson Plan 3: Additional Tools (45 minutes)

Grade Level: A2

Classes: 1EL/ 1M

Learning Objectives:

- Students will be able to identify additional tools.
- Students will be able to ask for and give tools.
- Students will be able to understand the function of additional tools.

Materials:

- Textbook
- Whiteboard or projector
- Markers or pens
- Worksheet with pictures and names of tools (cut and separate if needed)

1. Warm-up Activity (5 minutes):

Visualization Game: Show students pictures of common tools one at a time. Ask them to name the tool and then ask additional questions about its function, parts, or how it is used. (E.g. What is this tool called? What do we use a hammer for? What are the different parts of a screwdriver?)

2. Main Activity (35 minutes) - based on unit 2 (p 6-7):

Pre-reading Preparation (5minutes): Ask students to use their semantic maps and while doing the exercises from a new unit, add some more elements to them. Read out the pre-reading questions from exercise 1 and discuss them as a class.

Reading for specific information (10 minutes): Students read the text on page 6 exercise 2 silently. Then, students answer comprehension questions based on the reading. Have students complete the activity and then check as a class.

Working with subject-specific vocabulary (10 minutes): Have students complete exercises 3 and 4 individually. Tell them to compare their answers with the classmates, and then check answers as a class.

Matching Activity (10 minutes): Distribute a worksheet with pictures of common tools on one side and their names. Students match the pictures with the names.

Tools for Electricians 2

Match the tools with their names

Allen keys	Crimpers	Diagonal pliers	Electrical tape	End cutting pliers
Flash light	Hammer	Long nose pliers	Nut driver	Phillips screwdriver
Slotted screwdriver	Socket wrench	Tape measure	Tool box	Utility knife
Wire stripper				

1.	2.	3.	4.

3. Wrap-up Activity (5 minutes):

Review the key vocabulary and concepts covered in the lesson. Play a quick game like "Simon Says" using tool names and actions (e.g., Simon says pick up the hammer).

Lesson Plan 4: Exploring Tools through Visual Maps (45 minutes)

Grade Level: A2

Classes: 1EL/ 1M

Learning Objectives:

- Students will be able to identify and categorize common tools for mechanics and electricians.
- Students will be able to describe the function of common tools.
- Students will be able to work collaboratively to create a visual representation of information.

Materials:

- Whiteboard or projector
- Markers or pens
- Pictures of common tools for mechanics and electricians (can be from catalogs or online sources)
- Chart paper or large sheets of paper
- Scissors
- Glue
- Markers or colored pencils
- Catalogs with pictures of tools (enough for small groups)
- Ball (optional)

1. Kinesthetic Vocabulary Warm-up (5 minutes):

Throw a ball to a random student and call out a sentence starter like "A screwdriver is a tool that..." or "Electricians use...» The student who catches the ball must complete the sentence by describing the function of the tool or its typical use.

2. Listening for specific information (15 minutes):

Read out the directions from the textbook page 7 exercise 6. Allow some time for students to read the statements. Instruct students to mark the statements as T or F while listening.

Have students correct the false statements so that they become true. Check the answers as a class.

Then do exercise 7. Play the audio again and have students complete the blanks. Write the correct answers on the board and have students check their answers.

3. Main Activity (19 minutes):

Group Formation (2 minutes): Divide students into small groups of 3-5 people.

Material Distribution (2 minutes): Provide each group with chart paper/large paper, scissors, glue, markers/colored pencils, and a catalog with pictures of tools.

Visual Map Creation (15 minutes): Instruct students to create a visual map on their chart paper representing the different categories of tools (mechanics and electricians). Encourage them to cut out pictures of relevant tools from the catalogs and glue them onto the chart paper. Ask them to label each tool and brainstorm words or short phrases describing the function of each tool.

4. Wrap-up Activity - Group Presentations (5 minutes):

Have each group present their visual map to the class, explaining the different categories of tools and their functions.

Lesson Plan 5: Tool Bingo & Test (45 minutes)

Grade Level: A2

Classes: 1EL/ 1M

Learning Objectives:

- Students will be able to identify and spell common tool names.
- Students will be able to recognize tools by sight.
- Students will be able to demonstrate their understanding of tool functions through a written test.

Materials:

- Whiteboard or projector
- Markers or pens
- Jumbled word strips with tool names (two for a pair of students)
- Bingo cards with tool names (different cards for each student) - use a website like https://myfreebingocards.com/e/xvip3 to create these.
- List of tools and their corresponding picture order
- A written test about tools (multiple choice, open questions, and fill-in-the-blank)

1. Warm-up Activity - Jumbled Words (15 minutes):

Distribute the jumbled word strips with tool names. Students work individually or in pairs to unscramble the words and identify the tools. Have them call out the correct tool names once they are finished.

Jumbled words.

The following words are jumbled. Put their letters back into the correct order.

A **was** is used to cut wood into pieces. _____

You use a **nisugmare paet** to gauge thickness and length. _____

An **telricec lldri** is used to drill holes into surfaces. _____

You use an **jalutbasde nwerhc** to loosen and tighten nuts. _____

A **marhme** has a wooden handle and is used to pound nails into wood. _____

A **ackbaws** has a thin blade and small teeth. _____

A **ricsrrdeewv** is used to tighten and loosen screws. _____

mpc-Csla are used to hold work firmly on a bench. _____

2. Bingo! (10 minutes):

Explain the rules of Bingo with vocabulary related to tools (e.g., "call out," "mark," "winner").

Distribute Bingo cards ensuring each card is different.

Project the list of tools in a random order, one at a time. Students mark the corresponding tool name on their cards if they find it.

The first student to complete the table wins the game.

3. Test Distribution & Completion (25 minutes):

Distribute the written test about tools. The test includes multiple-choice questions asking for tool functions, matching pictures with their names, open questions and fill-in-the-blank sentences using tool vocabulary. Students complete the test individually.

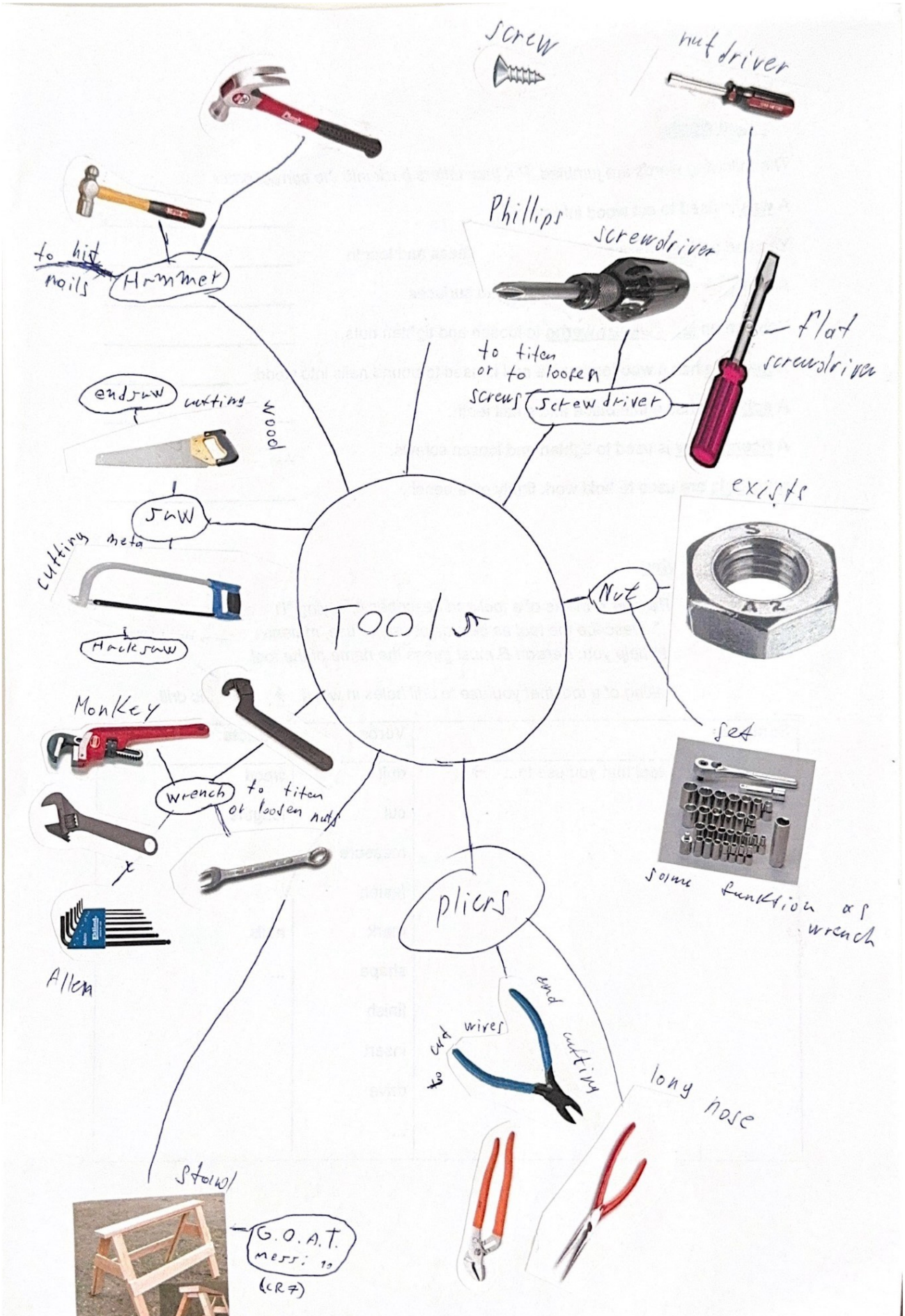
4. Wrap-up Activity (5 minutes): Anonymous Feedback & Sticker Fun

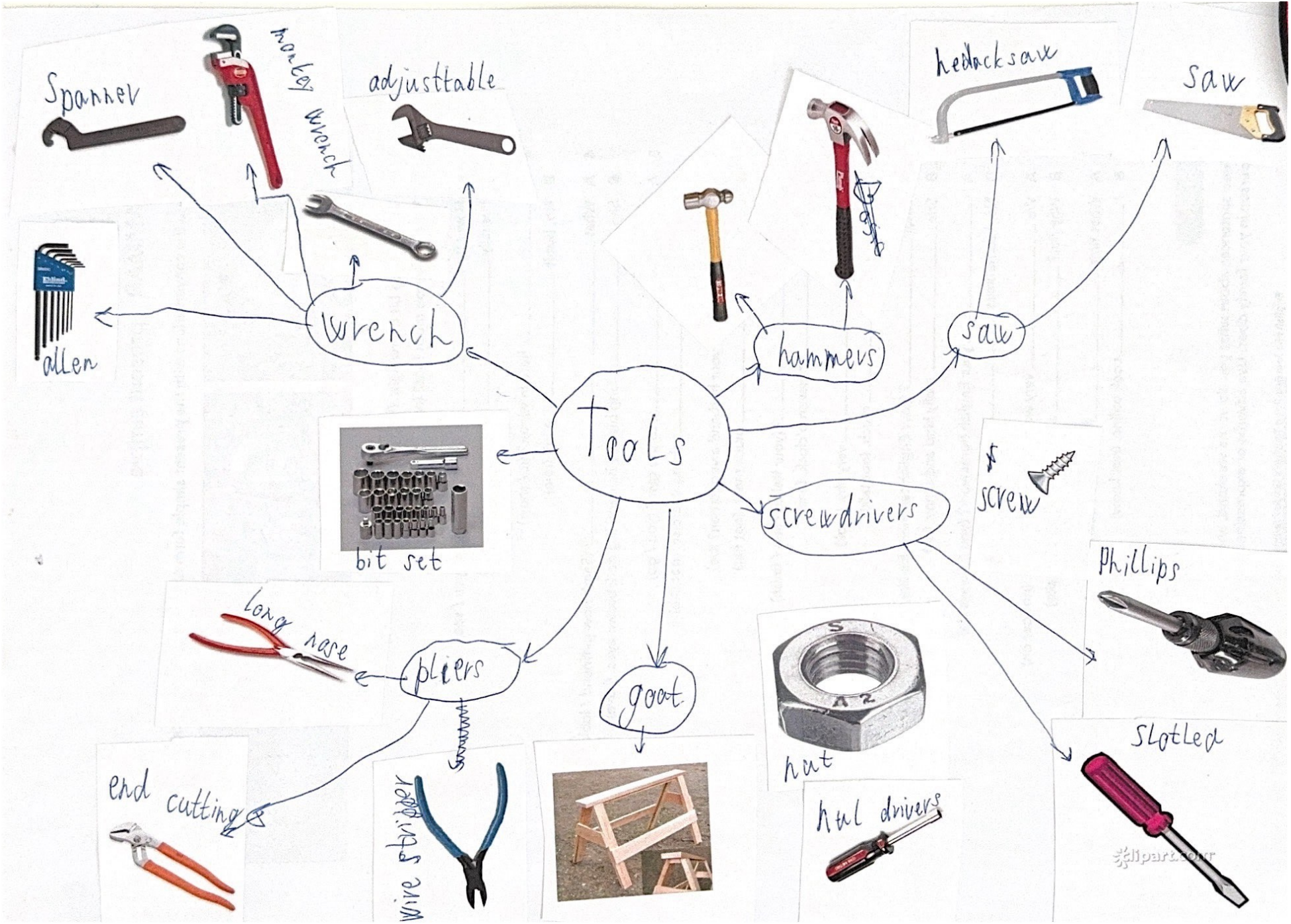
Distribute sticky notes and pens/pencils. Ask students to write down anonymously:

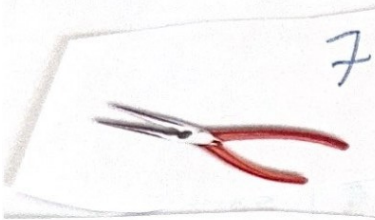
- One thing they liked about the lesson.
- One suggestion for improvement.

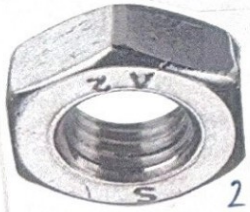
Collect the sticky notes and assure students their feedback is valued.

Appendix 2. Semantic mapping. (Activity 4)




Tools
wrench
Spanner
monkey wrench
adjusttable
allen
hammers
hacksaw
saw
saw
bit set
screwdrivers
screw
Phillips
pliers
long nose
goat
end cutting
wire stripper
nut
flat drivers
Slotted





Can hammer a nail down

Hammer 15

Long nose pliers 7.

Can hold things

cutting pliers: cut thing

allen screwdriver 14

screwdriver 18

Hack saw 16. saw metal

saw 9. saw wood

monkey wrench 11

mallet 1.

goal bench 17.

Nut 2

Adjustable 12. Wrench

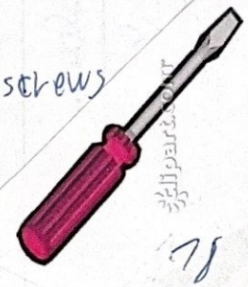
Loosen / tighten screws

Screw 6.

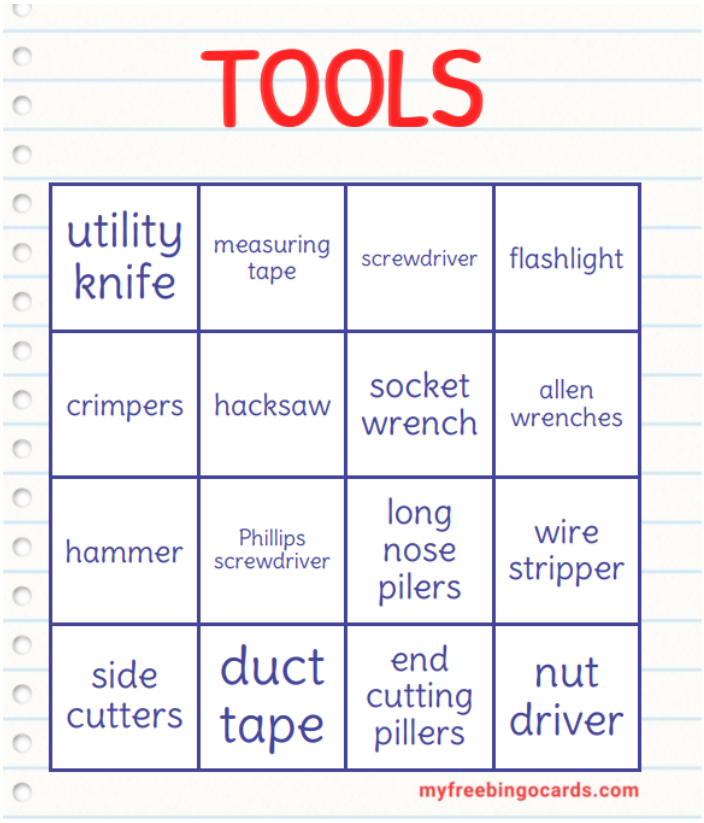
Pipe wrench 3!

Wrench 12

Allen wrench 12



Appendix 3. Semantic mapping. (Activity 5)



utility knife	measuring tape	screwdriver	flashlight
crimpers	hacksaw	socket wrench	allen wrenches
hammer	Phillips screwdriver	long nose pilers	wire stripper
side cutters	duct tape	end cutting pillers	nut driver

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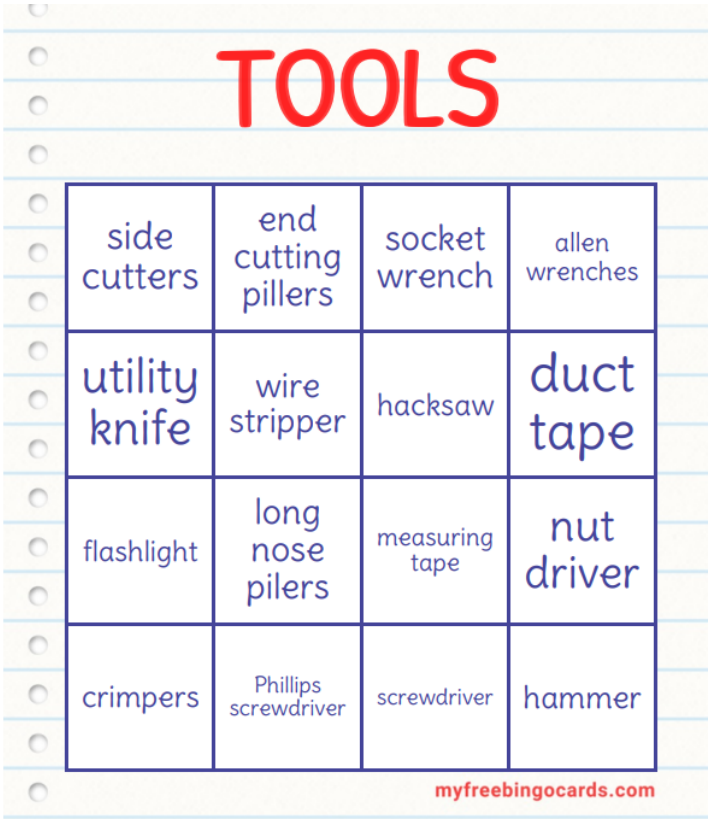

side cutters	end cutting pillers	socket wrench	allen wrenches
utility knife	wire stripper	hacksaw	duct tape
flashlight	long nose pilers	measuring tape	nut driver
crimpers	Phillips screwdriver	screwdriver	hammer

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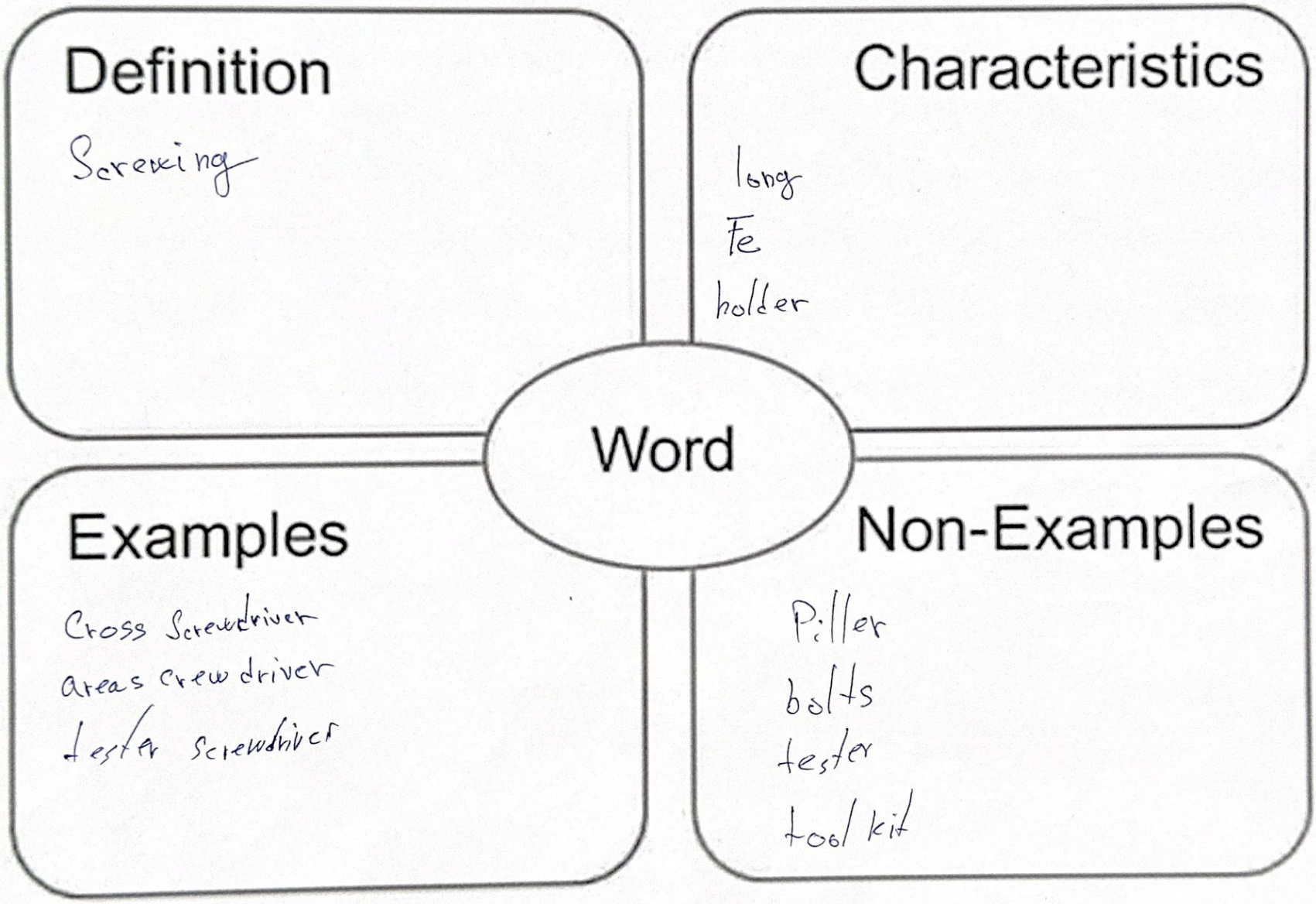
Appendix 4. Frayer Model. (Activity 1)


Definition
Screwing
Characteristics
long
Fe
holder
Word
Examples
Cross Screwdriver
areas crew driver
tester Screwdriver
Non-Examples
Piller
bolts
tester
tool kit

Definition

sharp cutting tool that we use to "cut" things

Characteristics

sharp, blade, handle is made from plastic

Word

UTILITI KNIFE

Examples

box knife,

Non-Examples

plastic knife

Appendix 5. Pre-test

Name:

Surname:

Class:

Section 1: Doplňte prázdná místa pomocí slov, některá slova jsou zbytečná:

long nose (needle-nose) pliers, screwdriver, allen wrench, utility knife, end cutting pliers, measuring tape, tool kit, side cutters, flashlight, nut driver

1. _____ is a set of tools that an electrician has for various tasks.
2. _____ are used for cutting wires and cables.
3. _____, also known as needle-nose pliers, are used for reaching into small spaces.
4. _____ are made for cutting wire ends.
5. _____ is a tool used for turning screws and bolts.
6. _____ is a handheld light source.
7. _____ is a sharp cutting tool used for different functions.
8. _____ is used for measuring distances.

Section 2: Zvolte správnou možnost:

1. What tool is used for turning screws and bolts?

a) Wire strippers b) Screwdriver c) Hacksaw d) Nut driver

2. What is the main function of a hacksaw?

a) Cutting wires b) Stripping insulation c) Cutting metal d) Measuring distances

3. What is it in the picture 1?

a) Tool kit b) Side cutters c)Screwdriver d) Crimper

4. What is the function of a Phillips screwdriver?

a) Cutting wires b) Turning screws c) Stripping insulation d)Measuring distances

5. Which tool is **NOT** used for cutting or shaping materials?

a) Hacksaw b) Wire strippers c) Flashlight d) Utility knife

6. What is it in the picture 2?

a) Crimper b) Duct tape c) Hammer d) Socket wrench

Section 3: V následujícím cvičení zodpovězte celou větou 3 otázky A), B), C):

A) Describe why you need a tool belt in an electrician's work.
B) Explain the differences between a utility knife and a hacksaw in an electrician's toolkit.
C) How are wire strippers used, and why are they important for an electrician?

Appendix 6. Immediate Post-test

Section 1: Doplňte prázdná místa pomocí slov, některá slova jsou navíc:

long nose pliers, screwdriver, allen wrench, utility knife, wire stripper, measuring tape, tool kit, side cutters, flashlight, nut driver

1. _____ is used to pull the covering off of wires.
2. _____ is used for measuring distances.
3. _____ is a tool with a thin, sharp blade, is used to cut.
4. _____ is a set of tools that an electrician has for various tasks.
5. _____ is a tool used for turning screws and bolts.
6. _____ is good for seeing in the dark.
7. _____ are used for cutting wires and cables.
8. _____also known as needle-nose pliers, are used for reaching into small spaces.

Section 2: Zvolte správnou možnost:

1. What tool is used for turning screws and bolts?

a) Screwdriver b) Long-nose pliers c) Hacksaw d) Utility knife

2. What is the main function of a hacksaw?

a) Cutting wires b) Tightening bolts c) Cutting metal d) Measuring distances

3. What is it in the picture?

a) Socket wrench b) Allen wrench c) Screwdriver d) Crimper

4. What is the function of a hammer?

a) Cutting wires b) Turning screws c) Hitting nails d) Measuring distances

5. Which tool is **NOT** used for cutting materials?

a) Nut driver b) Wire strippers c) Hacksaw d) Utility knife

6. What is it in the picture?

a) Crimper b) Hacksaw c) Socket wrench d) Hammer

Section 3: V následujícím cvičení zodpovězte celou větou 3 otázky A), B), C):

A. How are wire strippers used, and why are they important for an electrician?
B. What tools usually come in different ranges of sizes?
C. Describe the difference between a tool belt and a tool kit.

Appendix 7. Delayed Post-test

Section 1: Doplňte prázdná místa pomocí slov, některá slova jsou navíc:

long nose pliers, tool kit, allen wrench, flashlight, screwdriver, utility knife, measuring tape, wire stripper, side cutters, nut driver

1. _____ also known as needle-nose pliers, are used for reaching into small spaces.
2._____ are used for cutting wires and cables.
3._____ is a tool with a thin, sharp blade, is used to cut.
4._____ is a set of tools that an electrician has for various tasks.
5._____ is a tool used for turning screws and bolts.

1. _____ is used for measuring distances.
2. _____ is good for seeing in the dark.
3. _____ is used to pull the covering off of wires.

Section 2: Zvolte správnou možnost:

1. What tool is used for turning screws and bolts?

a) Utility knife b) Long-nose pliers c) Hacksaw d) Screwdriver

2. What is the main function of a hacksaw?

a) Measuring distances b) Tightening bolts c) Cutting wires d) Cutting metal

3.What is it in the picture?

a) Allen wrench b) Socket wrench c) Screwdriver d) Crimper

4. What is the function of a hammer?

b) Hitting nails b) Turning screws c) Cutting wires d) Measuring distances

5.Which tool is **NOT** used for cutting materials?

a) Nut driver b) Utility knife c) Hacksaw d) Wire strippers

6.What is it in the picture?

a) Hammer b) Hacksaw c) Socket wrench d) Crimper

Section 3: V následujícím cvičení zodpovězte celou větou 3 otázky A), B), C):

A.Describe the difference between a tool belt and a tool kit
B.What tools usually come in different ranges of sizes?
C.How are wire strippers used, and why are they important for an electrician?

Appendix 8. Students' feedback