



# Toolbox Items Vocabulary

Links with Unit 4 'English for Health & Safety'

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Teacher Notes

■ Procedures

■ Answers

Target Language: words & phrases

1 chalk	11 knife	21 handsaw	31 tape measure	41 hammer
2 toolbox	12 spoon	22 spade	32 molegrip	42 pin
3 key	13 scissors	23 builder's chisel	33 square	43 padlock
4 oil can	14 toolbelt	24 string	34 philips	44 screw
5 fork	15 sandpaper	25 tack	35 awl	45 craft knife
6 nut	16 penknife	26 mallet	36 spanner	46 spirit level
7 pliers	17 pencil	27 cable reel	37 multitool	47 file
8 tenon saw	18 clamp	28 axe	38 scraper	48 pickaxe
9 allen key	19 screwdriver	29 bolt	39 nail	49 coping saw
10 crowbar	20 paintbrush	30 chisel	40 sledgehammer	50 brush

## Dominoes: match the two halves

Each player lays a domino in turn and the next player lays one next to it if it matches to make a word/phrase from the topic.

### PROCEDURE

- A** **Groups:** divide Ss up into groups of 3 or 4.
- B** **Dominoes:** each group has a set, divide amongst group.
- C** **Play:** a domino is laid, Ss add another at either end to make word/phrase.
- D** **Turns:** Ss take turns to lay dominoes. They pass if they can not lay one and go again if they can.
- E** **Winner:** is the first to get rid of all pieces. Other Ss continue till none is left & board complete.
- F** **Recall:** elicit all words/phrases at end and put them on board.
- G** **Drill:** list of words/phrases both individually or chorally.

### ANSWERS

ten	onsaw	tapemea	sure	scr	aper	pli	ers
er	owbar	mol	egrip	n	ail	all	enkey
kn	ife	squ	are	sledgeh	ammer	sp	oon
toolb	elt	phi	lips	ham	mer	scis	sors
penk	nife	aw	l	p	in	sandp	aper
el	amp	span	ner	pad	lock	pen	eil
paintb	rush	multi	tool	s	crew	screwd	river
ta	ek	br	ush	craftk	nife	st	ring
mal	let	copings	aw	spirit	level	builder	schisel
cab	lorael	pick	axe	ch	alk	s	pade
ax	e	fi	le	to	olbox	hands	aw
bo	it	n	ut	k	ey	chi	sel
oil	can	f	ork				

## Unfinished Sentences: use the terms & finish in your own words

Ss finish the sentences to include at least one target word/phrase in each. They then discuss their answers in small groups.

### PROCEDURE

- A** **Model:** put first sentence fragment on board and elicit suggestions to finish it. Use at least one target word/phrase.
- B** **Talk:** teacher explains his sentence and why he thinks this. Then dictate other sentence fragments (right) to Ss.
- C** **Finish:** Ss individually finish sentences.
- D** **Talk:** in small groups they take turns to say/explain what they wrote. It passes to the next student after each sentence.
- E** **Best of:** ask each group to deliver their best 3 sentences for the class to start a discussion.
- F** **Recall:** elicit words/phrases from class as a memory exercise.

1 I think ...	11 Someone told me a funny story about ...
2 I don't reckon ...	12 I hope...
3 I don't like ...	13 I need to learn more about ... because ...
4 The problem with ... is ...	14 There will be an accident soon ...
5 There was an incident with ...	15 In my job I like ...
6 I hate ...	16 ... is boring because ...
7 The good news about ...	17 Many incidents happened last year ...
8 I heard ...	18 I always ...
9 ... is very important because ...	19 I never ...
10 We need to do something about ...	20 It is dangerous to ...

## Put the word: or phrase next to a term to describe it

One-by-one, Ss come to board and write in term next to descriptors and then explain/defend their decision.

### PROCEDURE

- A** **Board:** lay the descriptors out on the board as shown on the right with plenty of spacing.
- B** **Students:** give each student some of the target terms so they are equally divided amongst the class.
- C** **Board:** ask the Ss to write their words/phrases next to a descriptor on the board.
- D** **Explain:** when they have finished, go through each term and ask the relevant student to explain why they placed it there.

good	bad	important	deadly
harmless			interesting
topical			hazardous
dull	difficult	easy	expensive