

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Wood Technology: Introduction

# Wood Technology

## Introduction

It is not necessary to carry out all the activities contained in this unit.

Please see *Teachers' Notes* for explanations, additional activities, and tips and suggestions.

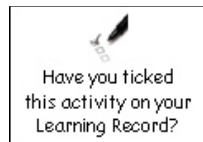
<b>Theme</b>	<b>Introduction to Wood Technology</b>
<b>Levels</b>	<b>A1 – B1</b>
<b>Language focus</b>	Key vocabulary, word identification, sentence structure, extracting information from text, writing text, grammar.
<b>Learning focus</b>	Using Wood Technology textbooks and accessing curriculum content and learning activities.
<b>Activity types</b>	Matching, word identification, structuring sentences and text, cloze, multiple choice, reading comprehension, categorising vocabulary, recording learning, developing a learning resource.
<b>Acknowledgement</b>	<b>Extracts from <i>Wood Technology for the Junior Certificate</i>. Editor Bill Gaughran. Gill &amp; Macmillan.</b>  We gratefully acknowledge Gill & Macmillan for the right to reproduce text in some of these activities.
<b>Learning Record</b>	A copy of the Learning Record should be distributed to each student.  Students should: <ol style="list-style-type: none"><li>1. Write the subject and topic on the record.</li><li>2. Tick off/date the different statements as they complete activities.</li><li>3. Keep the record in their files along with the work produced for this unit.</li><li>4. Use this material to support mainstream subject learning.</li></ol>

## Making the best use of these units

- **At the beginning of the class**, make sure that students understand **what** they are doing and **why**. *'We are doing the exercise on page (12) to help you to remember key words / to help your writing skills / to help with grammar'* etc.
- You can create your **personal teaching resource** by printing these units in full and filing them by subject in a large ring binder.
- **Encourage students to:**
  - Bring the relevant **subject textbooks** to language support class. It does not matter if they have different textbooks as the activities in these units refer to vocabulary and other items that will be found in all subject textbooks. These units are based on curriculum materials.
  - Take some **responsibility for their own learning** programmes by:



Developing a **personal dictionary** for different subjects, topics, and other categories of language, on an on-going basis. This prompt is a reminder.

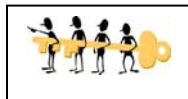


Recording what they have learnt on the **Learning Record**, which should be distributed at the start of each unit.



Keeping their own **files** with good examples of the work produced in language support for different subjects and topics. This file will be an invaluable **learning resource** in supporting mainstream learning.

- Don't forget that many of the activities in these units are suitable as **homework** tasks, for **self-study**, or for use in the **subject classroom** with the agreement of the subject teacher.



Indicates that answers may be found at the end of the unit.

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### Keywords

The list of keywords for this unit is as follows:

#### Nouns

beauty  
bog  
CAD (computer aided design)  
Conifer  
country  
drawing  
forest  
forestation  
forestry  
grant  
hardwood  
landlord  
materials  
oak  
pine  
plantation  
pollen  
properties  
ring  
safety  
scientist  
Sitka spruce  
species  
technology  
tools  
tree  
wood  
woodland

#### Adjectives

broadleaved  
huge  
visual  
walled  
wooded

#### Verbs

to date  
to design  
to grow  
to plant  
to require

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### Vocabulary file 1

This activity may be done in language support class or in the mainstream subject classroom.

<b>Word</b>	<b>Meaning</b>	<b>Word in my language</b>
to make		
to design		
wood		
tools		
hardwoods		
materials		
safety		



Get your teacher to check this and then file it in your folder so you can use it in the future.

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### Vocabulary file 2

This activity may be done in language support class or in the mainstream subject classroom.

<b>Word</b>	<b>Meaning</b>	<b>Word in my language</b>
bogs		
require		
to grow		
pollen		
furniture		
forest		
species		



Get your teacher to check this and then file it in your folder so you can use it in the future.

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**Level:** all  
**Type of activity:** whole class

**Focus:** vocabulary, spelling,  
dictionary, writing  
**Suggested time:** 10 minutes

## Activating students' existing knowledge

Use a spidergram to activate students' ideas and knowledge on the key points in this chapter. See **Teachers' Notes** for suggestions.

Possible key terms for the spidergram:

### The importance of trees

- Invite students to provide key words in their own languages.
- Encourage dictionary use.
- Encourage students to organise their vocabulary into relevant categories (e.g. meaning, nouns, keywords, verbs etc.).



Students should record vocabulary and terms from the spidergram in their personal dictionaries.

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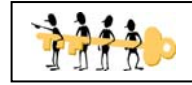
**Level:** A1

**Type of activity:** pairs or individual

**Focus:** vocabulary, spelling, dictionary use

**Suggested time:** 30 minutes

### Working with words



#### 1. Tick the correct answer



- a) this is a river
- b) this is a forest
- c) this is a mountain
- d) this is a lake



- a) these are threes
- b) these are poles
- c) these are pillars
- d) these are trees

#### 2. Circle the words that are connected to trees. You can use your textbook to help you.

sea	forest	wood	lake	angry	metal
	football				
hardwood	opera	softwood	cat	bark	timber
mahogany	hospital	airport	pine	oak	shop

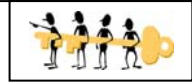


Check that these key words are in your personal dictionary.

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**Level:** A1/A2  
**Type of activity:** pairs or individual

**Focus:** vocabulary, basic sentence structure  
**Suggested time:** 30 minutes



## Picture Sentences

### 1. Tick the correct answer



- a) this is wood
- b) this is metal
- c) this is plastic



- a) these are ribbons
- b) these are planks of wood
- c) these are boats



- a) this is wooden furniture
- b) this is a wooden toy
- c) this is a wooden building

### 2. Put these words in the correct order to form sentences:

give /timber /deciduous trees / us /hardwood

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timber /us /conifers /softwood /give

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softwood/ hardwood/ both/ and/ Ireland/ trees/ grow in

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Level: A1/A2

Type of activity: pairs or individual

Focus: word identification, vocabulary

Suggested time: 20 minutes



### Odd One Out

1. Circle the word which does not fit with the other words in each line.

Example: *apple orange banana taxi*

species                      trees                      chocolate                      oak

forests                      beach                      forestry                      afforestation

planted                      growing                      plantation                      read

forests                      trees                      water                      wood

2. Find these words in your textbook. Then put them in short sentences in your own words. Use a dictionary if necessary.

to plant \_\_\_\_\_

to grow \_\_\_\_\_

to design \_\_\_\_\_

to carve \_\_\_\_\_

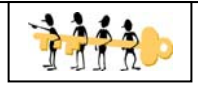
to date \_\_\_\_\_



Check that these key words are in your personal dictionary.

Level: A2 / B1  
Type of activity: individual

Focus: key vocabulary, writing  
descriptive text  
Suggested time: 20 minutes



## Keywords

1. Fill in the missing letters of the keywords listed below.  
On the line beside each word, write whether the word is a noun, an adjective or a verb.

pla\_\_ati\_\_ns \_\_\_\_\_

gro\_\_ng \_\_\_\_\_

woo\_\_a\_\_ds \_\_\_\_\_

con\_\_ers \_\_\_\_\_

ma\_\_r\_\_als \_\_\_\_\_

as\_\_ci\_\_ted \_\_\_\_\_

fur\_\_ture \_\_\_\_\_

\_ech\_\_og\_\_y \_\_\_\_\_

2. Write as many words as possible related to **Wood Technology**. You have 3 minutes!

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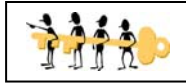
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Check that these key words are in your personal dictionary.

**Level:** A1 / A2  
**Type of activity:** pairs or individual

**Focus:** key vocabulary, pronunciation, spelling  
**Suggested time:** 20 minutes



## Unscramble the letters

1. Things such as tables, chairs, beds and desks      NIFTUREUR

**Answer** \_\_\_\_\_

2. Large groups of trees      STOFERS

**Answer** \_\_\_\_\_

3. Things that you need to make something      LATEMASIR

**Answer** \_\_\_\_\_

4. When you plan a piece of furniture before you make it      GENDIS

**Answer** \_\_\_\_\_

## Solve the secret code

English	A	D	E	F	G	I	N	S	U
Code	B	X	Y	W	K	Q	R	O	L

ex: WQRX = FIND

**XYOQKRQRK QO WLR! =**

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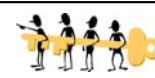
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**Level:** A2 / B1

**Type of activity:** pairs or individual

**Focus:** reading comprehension, extracting meaning from text, vocabulary

**Suggested time:** 30 minutes



### Completing sentences

1. Fill in the blanks in these sentences. Use words from the Word Box below.

When designing or \_\_\_\_\_ any object, choice of materials will have a major influence on the finished product. The materials chosen will be influenced by \_\_\_\_\_, function, appearance, cost, availability, etc. Where wood is not most suited to a particular project, other materials should be used in conjunction with or instead of \_\_\_\_\_. Therefore it is necessary to appreciate the properties and uses of other \_\_\_\_\_ such as plastics and metals. Then you can make an informed choice as to which material is best suited for a particular purpose. As you develop the variety of skills associated with working materials, you will gain a greater insight into their \_\_\_\_\_ and characteristics.

*Word Box:*

wood	materials	making	properties	safety
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2. Check your understanding by answering the following questions:

- When you are choosing material, what influences your decision?
- What materials, besides wood, can be used?

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**Level:** A2 / B1  
**Type of activity:** individual

**Focus:** key vocabulary, topic information, reading comprehension, multiple choice  
**Suggested time:** 40 minutes



### Multiple choice

*Read the text below and choose the best answers.*

#### AFFORESTATION POLICY IN IRELAND: SOME ISSUES

We import 10,000 cubic metres of tropical hardwoods per year. The tropical forests are being cut down at an alarming rate. The supply will soon become very scarce and very dear.

- Most broadleaved trees are slow-growing but our climate favours the growth of certain species. In the colder climates further north these species would not grow at all.
- Certain species such as ash, cherry and sycamore grow almost as quickly as the conifers. Coillte Teo is currently planting more broadleaved trees in an effort to redress the balance. Yet the percentage of broadleaves being planted remains very low - less than 2 per cent of the total area.
- Broadleaved plantations provide ideal habitats for a wide range of insect, animal and bird life.
- Birch and alder can grow on poor soils and can be planted in irregular stands throughout coniferous plantations.
- Future generations of woodworkers will enjoy a wider variety of native hardwoods than we currently do, but only if we plant them now.
- Unlike the uniform green of conifers, broadleaves change colour and are visually more attractive.

1. What do we in Ireland do with tropical hardwoods every year?

- a) export them                      b) eat them  
c) import them                      d) cube them

2. What types of trees are slow-growing?

- a) species                              b) tall trees  
c) conifers                              d) broadleaved trees

3. Where can birch and alder trees grow?

- a) on poor soils                      b) in the sea  
c) in cold climates                      d) nowhere in Ireland

4. Should we plant hardwoods now for the future?

- a) Yes                                      b) No

5. Do broadleaves stay green all the time?

- a) Yes                                      b) No

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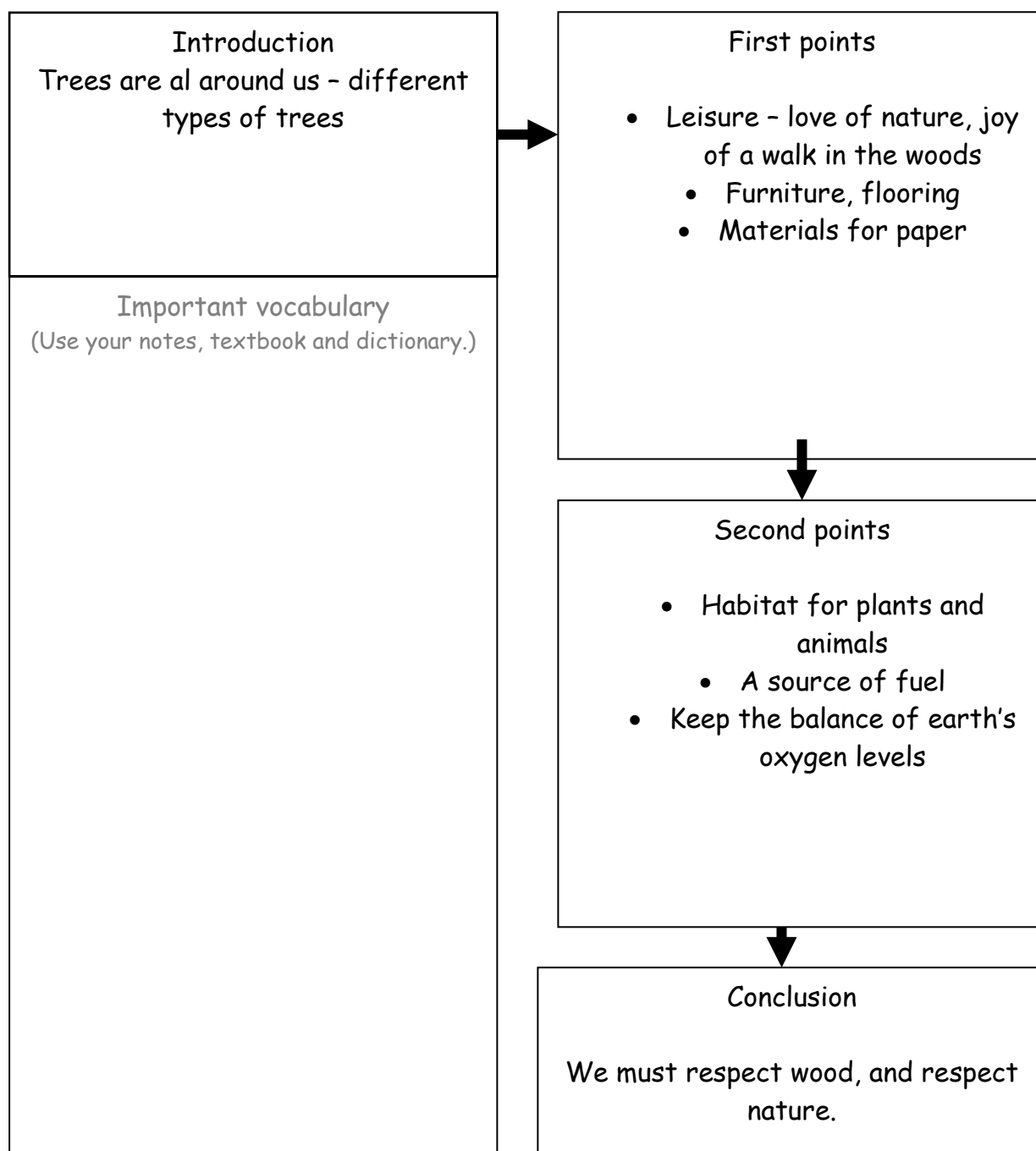
## Wood Technology: Introduction

**Level:** A2 / B1  
**Type of activity:** individual

**Focus:** vocabulary, structure, planning and creating text  
**Suggested time:** 40 minutes

You are going to write a text entitled '**The importance of wood**'. Use your textbook, key word list and your dictionary to help you.

First plan what you are going to write by making notes on this chart:





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## Wood Technology: Introduction

**Level:** B1  
**Type of activity:** individual

**Focus:** verbs, dictionary work,  
word identification  
**Suggested time:** 30 minutes



### Grammar points

#### Verbs

(Verb - a word that refers to an action)

#### 1. Verb Hunt

Circle the 10 verbs in the box. Score 4 points for each correct answer.  
Who will score the highest? Perhaps you will. Good luck!

make	wood	furniture	design	grow	skill	art
forest	plant	provide	softwood	hardwood	enjoy	help
use	country	landowner	tree	money	give	get

2. Write out the past tense of each of the ten the verbs, then write a sentence for each one. Your sentences must be related to wood technology! You can use your textbook to help you.

Example: make/made

*Last year's class made wooden toys in their wood technology class.*

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## Grammar points

Verbs (continued)

3. The following are sentences from your textbooks. Some verbs are missing, they are all verbs beginning with the prefix 're'. (*Prefix: a group of letters that you add to the beginning of a word to change its meaning*). Decide which verbs go in which space.

- Forests can be \_\_\_\_\_ to go on producing trees indefinitely.
- We can all do our bit to help by \_\_\_\_\_ at least some of the wood we use.
- The last Ice Age \_\_\_\_\_ about 10,000 years ago.
- Coillte is planting more broadleaved trees in order to \_\_\_\_\_ the balance.
- When trees are \_\_\_\_\_, the poor soil is easily washed away to rivers and the sea.
- \_\_\_\_\_ waste of wood! \_\_\_\_\_ old wood! \_\_\_\_\_ waste timber!

recycle	redress	replacing	receded
removed	reduce	reuse	replanted

4. What do you think the prefix 're' means? How many more words beginning with 're' can you think of? Have a competition in the class to see who can find the most.

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### Alphaboxes

Using your textbook, find **one** word beginning with each of the letters of the alphabet. Write the word in the relevant box. You could also write the word in your own language.

a	b	c
d	e	f
g	h	i
j	k	l
m	n	o
p	q	r
s	t	u
v	w	xyz

Do you understand all these words?



Get your teacher to check this, then file it in your folder so you can use it in the future.

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**Word search**

Find the words from the list below. When you have found all the words, write each word in your own language.

**Wood Technology Word Search**

F N F U R N I T U R E U N I W O O D W T  
 P M A T E R I A L S F O R E S T S D G X  
 E D H R R O Y Q X X F H W B E A U T Y L  
 V D B K T N T Z K L C V H A R D W O O D  
 W S F I T W V B C A D U C X N J Z V O O  
 L C U E Z H C D F I N I S H E S G D T F  
 L L N G V K V I M T O O L S W I N B E Z  
 M M H Z A H A R D W O O D S A F E T Y N  
 R L V X N T R E E S S V R S R T C C P S  
 N M L H X W K O M W S V K Y H T U C K I  
 V T F B S F P Q I M P C O M P U T E R O  
 Q X I M Q R S T L B A J E K C D V W S O  
 F U D D V E O Q S D R A W I N G S Y M J  
 K S Z L H A S S O C I A T E F O E H E Y  
 I G L V O Q N K D E S I G N I N G T C K  
 N T E C H N O L O G Y L Z A P U L Z Y K  
 Q B K Z U D T A S K T D S M T R L K U F  
 Z D K R I D E S I G N B V N P H J L A J  
 Q V L N V A S S I S T E D D Z N H X Q O  
 U P A C K A G E S Z E R O A W X L C S Y

ASSISTED	DESIGNING	HARDWOODS	TOOLS
ASSOCIATE	DRAWINGS	MATERIALS	TREES
BEAUTY	FINISHES	PACKAGES	WOOD
CAD	FORESTS	SAFETY	
COMPUTER	FURNITURE	TASK	
DESIGN	HARDWOOD	TECHNOLOGY	

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**Play Snap**

Make Snap cards with 2 sets of the same keywords. *See Notes for teachers* for ideas about how to use the cards.



<b>planted</b>	<b>planted</b>
<b>forestry</b>	<b>forestry</b>
<b>woodlands</b>	<b>woodlands</b>

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<b>species</b>	<b>species</b>
<b>trees</b>	<b>trees</b>
<b>bogs</b>	<b>bogs</b>

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<b>plantation</b>	<b>plantation</b>
<b>pollen</b>	<b>pollen</b>
<b>wood</b>	<b>wood</b>

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## Wood Technology: Introduction

### Answer key

#### Working with words, page 7

1. b,d
2. trees: forest, hardwood, softwood, bark, timber, mahogany, pine, oak

#### Picture sentences, page 8

- 1.a, 2.b, 3.a
2. Deciduous trees give us hardwood timber.  
Conifers give us softwood timber.  
Both hardwood and softwood trees grow in Ireland.

#### Odd one out, page 9

Chocolate, beach, read, water

#### Keywords, page 10

Plantations (noun), growing (verb), woodlands (noun), conifers (noun) materials (noun), associated (verb), furniture (noun), technology (noun)

#### Unscramble the letters, page 11

Furniture, forests, materials, design  
Secret Code: designing is fun!

#### Completing Sentences, page 12

1. When designing or **making** any object, choice of materials will have a major influence on the finished product. The materials chosen will be influenced by **safety**, function, appearance, cost, availability, etc. Where wood is not most suited to a particular project, other materials should be used in conjunction with or instead of **wood**. Therefore it is necessary to appreciate the properties and uses of other **materials** such as plastics and metals. Then you can make an informed choice as to which material is best suited for a particular purpose. As you develop the variety of skills associated with working materials, you will gain a greater insight into their **properties** and characteristics.

2.

- Safety, function, appearance, cost and availability all influence your decision.
- Plastic and metals can also be used.

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### Multiple Choice, page 13

1.a, 2.d, 3.a, 4.a, 5.b

### Grammar points, pages 16,17

1./2. Verbs: make/made, design/designed, grow/grew, plant/planted, provide/provided, enjoy/enjoyed, help/helped, use/used, give/gave, get/got

3.

- Forests can be **replanted** to go on producing trees indefinitely.
- We can all do our bit to help by **replacing** at least some of the wood we use.
- The last Ice Age **receded** about 10,000 years ago.
- Coillte is planting more broadleaved trees in order to **redress** the balance.
- When trees are **removed**, the poor soil is easily washed away to rivers and the sea.
- **Reduce** waste of wood! **Reuse** old wood! **Recycle** waste timber!

4. The prefix 're' usually means 'again'. Example: to remarry, to marry again



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Word Search, page 19:

F N F U R N I T U R E U N I W O O D W T  
P M A T E R I A L S F O R E S T S D G X  
E D H R R O Y Q X X F H W B E A U T Y L  
V D B K T N T Z K L C V H A R D W O O D  
W S F I T W V B C A D U C X N J Z V O O  
L C U E Z H C D F I N I S H E S G D T F  
L L N G V K V I M T O O L S W I N B E Z  
M M H Z A H A R D W O O D S A F E T Y N  
R L V X N T R E E S S V R S R T C C P S  
N M L H X W K O M W S V K Y H T U C K I  
V T F B S F P Q I M P C O M P U T E R O  
Q X I M Q R S T L B A J E K C D V W S O  
F U D D V E O Q S D R A W I N G S Y M J  
K S Z L H A S S O C I A T E F O E H E Y  
I G L V O Q N K D E S I G N I N G T C K  
N T E C H N O L O G Y L Z A P U L Z Y K  
Q B K Z U D T A S K T D S M T R L K U F  
Z D K R I D E S I G N B V N P H J L A J  
Q V L N V A S S I S T E D D Z N H X Q O  
U P A C K A G E S Z E R O A W X L C S Y