

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.

Theme	Introduction	
All students: Activities that are suitable for Learning Support, Language Support and the Mainstream Subject Class include:	Keywords	3
	Vocabulary File	4-5
	Activating Students' Existing Knowledge	6
	Completing Sentences	12
	Multiple Choice	13
	Writing	14-15
	Wordsearch	19
Learning support and Language support: Activities suitable for students receiving Learning or Language Support include:	Working with words	7
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	Wood Technology Keywords	10
	Unscramble the letters	11
	Alphaboxes	18
	Play Snap	20-22
Language support: Additional activities for Language Support:	Grammar points	16-17
Levels for Language Support	A1 – B1 The language level of each activity is indicated in an information box.	
Learning focus	Using Wood Technology textbooks and accessing curriculum content and learning activities.	
Acknowledgement	The <i>English Language Support Programme</i> acknowledges the permission of Gill and Macmillan to reproduce excerpts from <i>Wood Technology for the Junior Certificate</i> . Edited by Bill Gaughran. .	

Note: The categorisation of activities is indicative only and should not prevent teachers from using any activities that are considered suitable for a particular group of students.

Making the best use of these units

Learning Record

A copy of the Learning Record should be distributed to each learning support and language support student.

Students should:

1. Write the subject and topic on the record.
2. Tick off/date the different statements as they complete activities.
3. Keep the record in their files along with the work produced for this unit.
4. Use this material to support mainstream subject learning.

Introduction of a topic or activity should ensure that students understand **what** they are doing and **why**. Many students will have some difficulty in understanding both the language in the activity and the instructions/purpose for carrying out the activity.

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 learning/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:



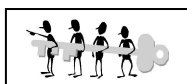
Developing a **personal dictionary** for different subjects, topics, and other categories of language, on an on-going basis. This prompt is a reminder.



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 for different subjects and topics. This file will be an invaluable **learning resource** in supporting mainstream learning.



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

Don't forget that many of the activities in these units are also suitable as **homework** tasks or for **self-study**.

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

Verbs

to date
to design
to grow
to plant
to require

Adjectives

broadleaved
huge
visual
walled
wooded

Vocabulary file 1

Word	Meaning	Note or example*
to make		
to design		
wood		
tools		
hardwoods		
materials		
safety		

* You may wish to write a sentence or phrase, make a note of the page in your textbook where this word appears or, if English is not your first language, provide a translation into your language.



Get your teacher to check this and then file it in your folder.

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Vocabulary file 2

Word	Meaning	Note or example
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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Language Level: all
Type of activity: whole class
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:

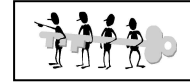
The importance of trees

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



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

Language Level: A1
Type of activity: pairs or individual
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	



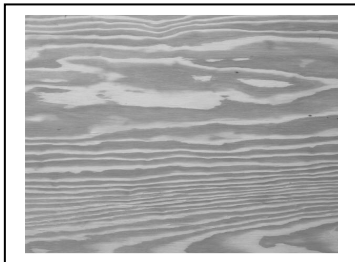
Check that these key words are in your personal dictionary.

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

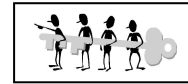
2. Put these words in the correct order to form sentences:

give /timber /deciduous trees / us /hardwood

timber /us /conifers /softwood /give

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

Language Level: A1/A2
Type of activity: pairs or individual
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.

NAME: _____ DATE: _____

Wood Technology: Introduction

Language Level: A2 / B1
Type of activity: individual
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!



Check that these key words are in your personal dictionary.

NAME: _____ DATE: _____
Wood Technology: Introduction

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

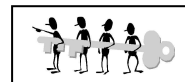
example: WQRX = FIND

XYOQKRQRK QO WLR! =

NAME: _____ DATE: _____

Wood Technology: Introduction

Language Level: A2 / B1
Type of activity: pairs or individual
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.

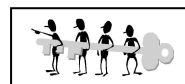
Word Box

wood materials making properties safety

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?

Language Level: A2 / B1
Type of activity: individual
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 |
|--------|-------|

NAME: _____ DATE: _____

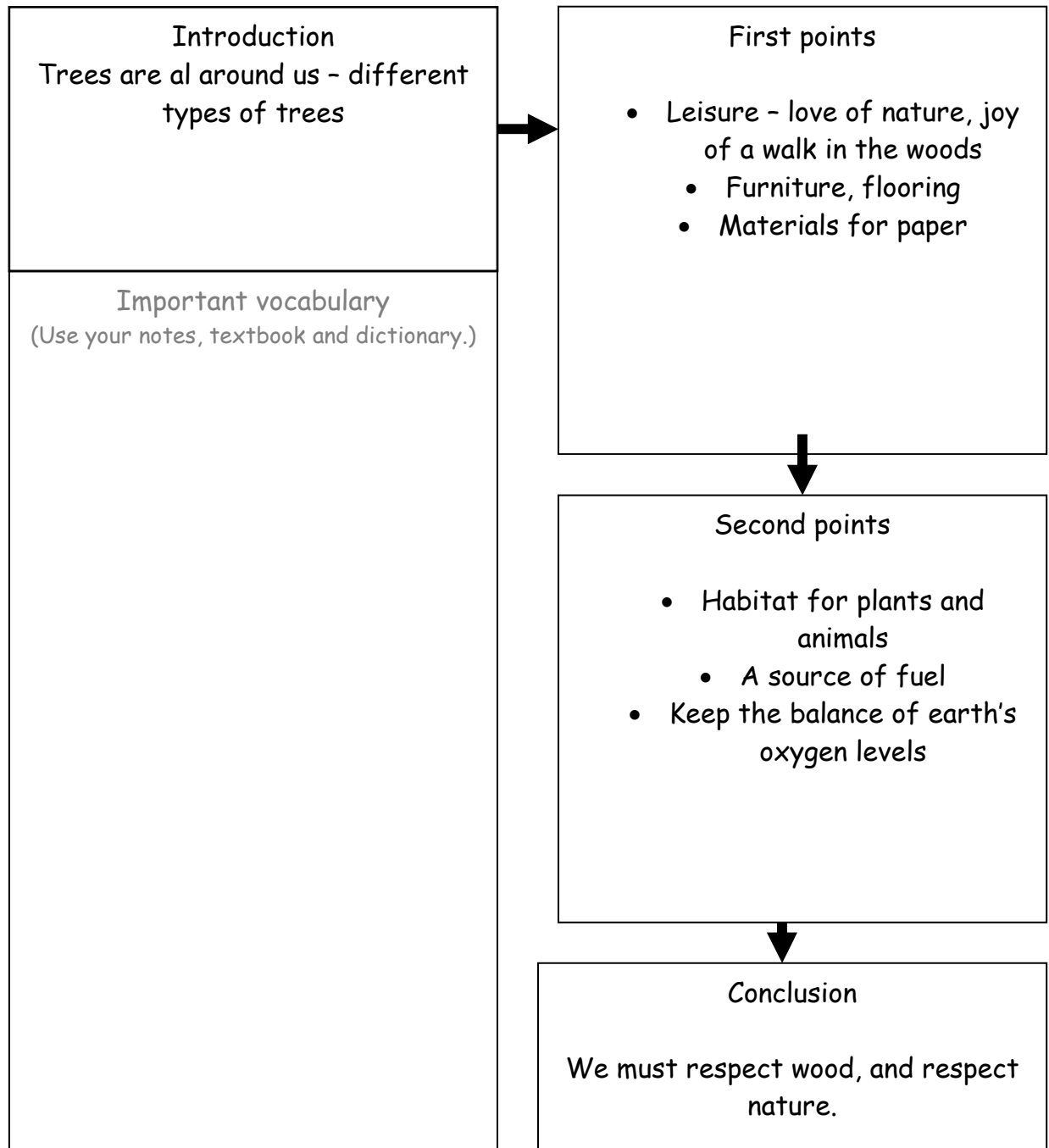
Wood Technology: Introduction

Language Level: A2 / B1
Type of activity: individual
Suggested time: 40 minutes

Writing

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:



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.

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.

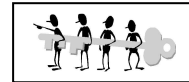
a	b	c
d	e	f
g	h	i
j	k	l
m	n	o
p	q	r
s	t	u
v	w	xyz

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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 Wood Technology: Introduction



Word search

Find the words from the list below.

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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Wood Technology: Introduction

Play Snap

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



planted	planted
forestry	forestry
woodlands	woodlands

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species	species
trees	trees
bogs	bogs

NAME: _____ DATE: _____
Wood Technology: Introduction

plantation	plantation
pollen	pollen
wood	wood

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.

Multiple Choice, page 13

NAME: _____ DATE: _____
Wood Technology: Introduction

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

NAME: _____ DATE: _____
Wood Technology: Introduction

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