

We all need forests

Warm-up

Forests for all



On your school's English website, you can find articles on school activities and projects. Get into pairs and read this week's headlines. Then discuss the questions.

In a national park

The don'ts in a forest

All you have to know about work in the forest

Ready for the hunting exam?

Protect our forests – protect our future!

In this unit you are going to

- talk about tree species (*Speaking A2*)
- speak about the *Celtic Tree Calendar* (*Speaking A2*)
- talk about forest-related activities and their benefits (*Speaking A2*)
- talk about a forestry course and forest work (*Speaking A2*)
- discuss the pros and cons of hunting (*Speaking A2/B1*)
- discuss how forests can prevent natural disasters (*Speaking B1*)
- write an argumentative text about the pros and cons of hunting (*Writing B1*)
- write an article about the importance of forests (*Writing A2/B1*)
- read an article about a forestry course (*Reading A2/B1*)
- read what you need to study for the hunting exam (*Reading A2/B1*)
- listen to an interview about activities offered in a national park (*Listening A2*)
- practise trouble-free grammar: Modal verbs (*not to be allowed to/must not*) (*Language in use A2*)
- boost your vocabulary: Parts of a tree, tree species, activities in a forest, flowers and plants, safety equipment of a forester, forest machinery and tools, forest work, forest animals.

- 1 What could the activities be about?
- 2 Which two activities would you like to take part in? Give reasons.
- 3 Do you like forest work? Explain.

Language in use

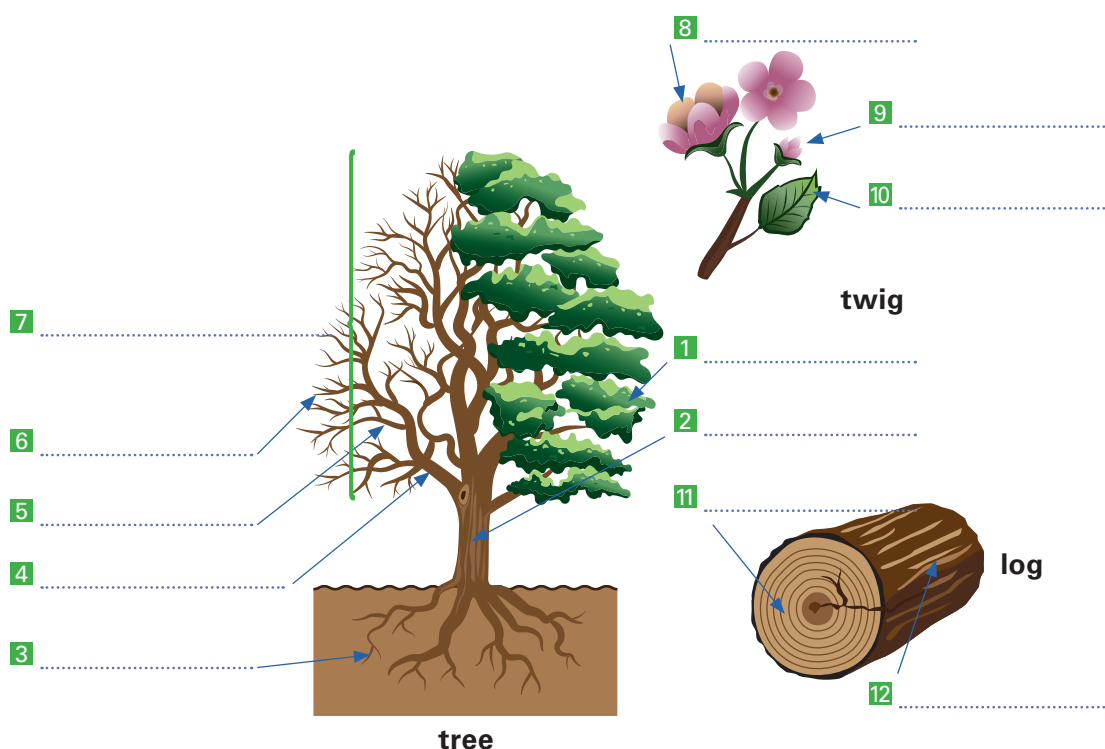
Identifying trees



Have a look at the VocabBooster and label the different parts of a tree (1–12). Look up the words you don't know in an online dictionary. Then get into pairs and compare your results.

VocabBooster

foliage ■ trunk ■ branch ■ roots ■ twig ■ blossom ■ limb ■ bud ■ rings ■ crown ■ leaf ■ bark

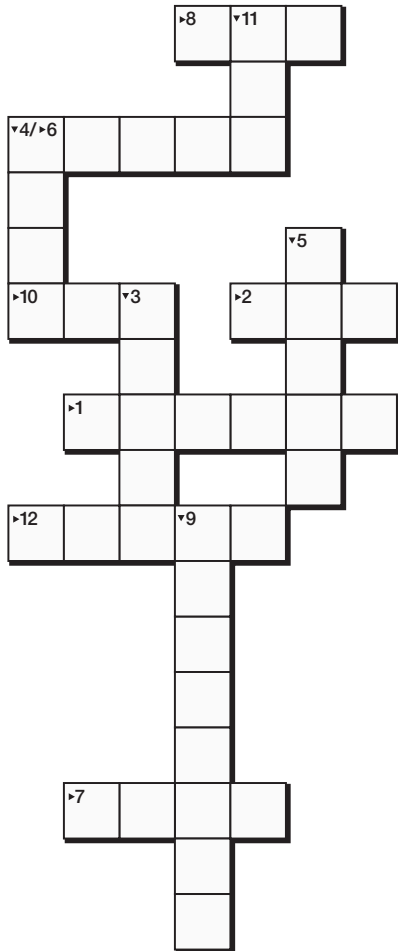


2

Have a look at the crossword puzzle. Fill in the tree species from the VocabBooster. Then get into pairs and compare your results.

VocabBooster

oak ■ spruce ■ fir ■ larch ■ beech ■ birch ■ maple ■ ash ■ chestnut ■ lime ■ pine ■ elm



1. The most common tree in Austria.
2. The most common Christmas tree.
3. Its leaf is on the Canadian flag.
4. Its leaves are heart-shaped.
5. Its bark is white.
6. It loses its needles in autumn.
7. It can survive in cold and hot climate.
8. Its wood is very hard and used for making floors and furniture.
9. Animals like squirrels eat its reddish, round nuts.
10. This tree species is in danger because of a fungal disease.
11. The wood of this endangered tree is light in colour.
12. This important tree is often called *Mother of the Forest*.

3

Have a look at the fact sheets on the tree species from activity 2. Fill in the missing information. Do some online research if you need help. The first one (0) has been done for you. Then compare your results with a partner.



Fact sheet 0

Tree species: maple
 Type of tree: deciduous
 Type of wood: hard wood
 Form of leaves: lobed



Fact sheet 1

Tree species: fir
 Type of tree:
 Type of wood: soft wood
 Form of leaves:



Fact sheet 2

Tree species:
 Type of tree: deciduous
 Type of wood:
 Form of leaves: oval with pointed tip



Fact sheet 3

Tree species: elm
 Type of tree:
 Type of wood:
 Form of leaves: sinnuate



Fact sheet 4

Tree species:
 Type of tree: deciduous
 Type of wood:
 Form of leaves: leaf with rounded lobes



Fact sheet 5

Tree species: spruce
 Type of tree:
 Type of wood: soft wood
 Form of leaves:



Fact sheet 6

Tree species:
 Type of tree: coniferous
 Type of wood:
 Form of leaves: needle



Fact sheet 7

Tree species:
 Type of tree: deciduous
 Type of wood: hard wood
 Form of leaves:



Fact sheet 8

Tree species: ash
 Type of tree:
 Type of wood: hard wood
 Form of leaves:



Fact sheet 9

Tree species:
 Type of tree: deciduous
 Type of wood:
 Form of leaves: slightly heart-shaped, hair on underside



Fact sheet 10

Tree species: larch
 Type of tree:
 Type of wood: soft wood
 Form of leaves:



Fact sheet 11

Tree species:
 Type of tree: deciduous
 Type of wood:
 Form of leaves: ovoid with toothed edge

Please note: Most types of trees:

Coniferous trees are evergreens, deciduous trees drop their leaves every autumn.



Go online and google "fantastic gardener Celtic tree calendar". Find out which tree you are and fill in the grid on page 80. An example has been given. Then walk around in class and interview at least three of your classmates using the questions from the box. Take notes in the grid.

- | | |
|---------------------------------|---|
| 1 What kind of tree are you? | 5 When does the tree bloom? |
| 2 What type of tree is it? | 6 What type of wood is it? |
| 3 What does the leaf look like? | 7 What character trait is associated with this tree sign? |
| 4 How tall does the tree grow? | |

	Date of birth: 15/05	me:	student 1:	student 2:	student 3:
1	canadian hawthorn				
2	deciduous				
3	lobed				
4	12-15 metres				
5	May/June				
6	hard				
7	full of energy				



5

Have a look at the grid in activity 4 again and report your findings in class. In your summary you should include the following:

- Which tree species were mentioned?
- To what extent do the characteristics attributed to the type of tree match your classmates' character traits? Explain.
- Are you happy with the results of your *Celtic Tree Horoscope*? Why? /Why not?

Speak for about three minutes.

Listening

In a national park



1

Picking flowers and mushrooming are popular pastimes in the woods. Have a look at the VocabBooster and label the pictures (1–14) with the appropriate words. Look up all the words you do not know in an online dictionary or the vocabulary reference. Then get into pairs and compare your results.

VocabBooster

snowdrop ■ stinging nettle ■ lily of the valley ■ primrose ■ liverleaf ■ wild garlic ■ sorrel ■ wood anemone ■ blueberry ■ blackberry ■ chanterelle ■ penny bun ■ fly agaric ■ parasol mushroom



1



2



3



4



5



6



7



8



9



10



11



12



13



14

Please note: Lilies of the valley and fly agarics are highly poisonous.



Track 8

2

Listen to a radio interview on an Austrian bilingual radio station. A group of students who are spending their orientation week in the *Hohe Tauern National Park* are being interviewed. While listening, answer the questions (1–8). Take notes in the grid. Then get into pairs and compare your results.



1 What is special about the *Hohe Tauern National Park*?

2 Why do the students have to reconnect with nature?

3 What species of trees have they learned about?

4 What else do the activities teach them?

5 What did the students do at the lake?

6 What did the blindfolded students have to touch?

- | | | |
|---|---|--|
| 7 | What did the students read to learn about the native animals on the themed trail? | |
| 8 | Which guidelines must the students follow on their geocaching hunt? | |



3

Get into pairs and discuss the following questions. Use the phrases from the LanguageBox below.

- 1 Have you ever been to a national park? If yes, where and when? / If no, which national park would you like to go to and why?
- 2 Why would you / would you not enjoy doing the activities the students described?
- 3 How can students benefit from such activities?
- 4 Why are guidelines needed in national parks? Give reasons.

LanguageBox

I went to ... (*name of national park*) in ... / I visited ... (*name of national park*) in ...

I spent ... days / ... weeks in ... and I especially liked ...

I have never been to a national park but ...

I would enjoy doing the activities mentioned because I could learn about nature / experience nature / reconnect with nature ...

It is fun to play outdoor games with my friends / use my imagination ...

I would not enjoy doing these activities because they are rather childish / boring / a waste of time ...

It is important to do such activities as students can learn to cooperate / build trust / rely on friends / look out for each other ...

Guidelines are necessary in order to keep the park tidy / to protect the habitats of animals and plants / to preserve nature / not to disturb wildlife ...

Language in use

The don'ts in a forest

Trouble-free grammar: Modal verbs

We use **not to be allowed to / must not** to express that something is forbidden.

You **must not** leave the marked trails.

He **is not allowed to** fish here.

You **must not** leave rubbish behind in the forest.

She **is not allowed to** hunt in the forest.

Are you allowed to walk your dog in the forest?

Is he allowed to climb trees in a national park?

- 1 Have a look at the pictures (1–7) taken on a themed trail. Write down what you are *not allowed to do/must not do*. The first one (0) has been done for you. Compare your results with a partner.



0 You are not allowed to walk your dog without a leash. You must not walk your dog without a leash.



4



1



5



2



6



3



7

- 2 Make up two sentences using the words/phrases (1–6) and *to be allowed to* or *must not*. The first one (0) has been done for you. Compare your results with a partner.

0 visitors/litter the area *visitors are not allowed to litter the area.*
visitors must not litter the area.

1 students under the age of 15/take part in the activity

2 he/ride his bike in the national park

3 the class/leave the marked trails

4 we/ignore the guidelines

5 people / cut down trees in national parks

6 I / disturb wildlife

Reading

All you have to know about work in the forest

- 1 Working in the forest can be dangerous. Have a look at the VocabBooster and label the safety equipment (1–7) in the picture with the appropriate words. Then get into pairs and compare your results.

VocabBooster

cut-resistant gloves ■ cut-resistant shoes ■ cut-resistant trousers ■ hard hat ■ face visor ■ ear defenders ■ high-visibility jacket



- 2 Have a look at the VocabBooster. Match the forestry-related terms in A with the appropriate definitions in B. The first one (0) has been done for you. Then get into pairs and compare your results.

VocabBooster

A

B



0 A skidder

is a tool with a rotating chain.

A

B



2 A debarker

0 is a heavy vehicle used for pulling cut trees out of a forest.



1 A chainsaw

is a machine that removes the bark from the logs.



3 A harvester

is a metal tool, around 80 cm long, used for pushing over a tree.

A	B	A	B
 4 Timber	<input type="text"/> are small pieces of wood used for heating.	 9 A cant hook	<input type="text"/> is a machine with sharp rotating teeth that grinds the stump and roots into small chips.
 5 Wood chips	<input type="text"/> is a tool with a steel blade and a wooden handle used for cutting wood.	 10 A felling lever	<input type="text"/> is a small tool used for pushing over a tree.
 6 A felling wedge	<input type="text"/> are tools consisting of two arms for holding or lifting something.	 11 Tongs	<input type="text"/> is wood suitable for building or for making furniture.
 7 An axe	<input type="text"/> is a heavy vehicle used for felling trees, cutting off the branches and making logs.	 12 A forwarder	<input type="text"/> is a trailer used for transporting felled logs.
 8 A stump grinder	<input type="text"/> is a tool used to move logs.	 13 A forwarder trailer	<input type="text"/> is a vehicle used for transporting felled logs.

- 3** Have a look at the VocabBooster. Use the words to complete the sentences (1–7) in a meaningful way. Then get into pairs and compare your results.

VocabBooster

escape route ■ dead branch ■ landing ■ notch ■ diameter ■ bark beetle ■ sap

- People cutting trees need an so that they can run away when the tree is falling.
- Last August, the logger cut away a from an oak tree because it didn't have any leaves.
- The chainsaw is used to cut a which looks like a V.
- The skidder pulls the logs to the , a place where logs are sorted.
- Many trees are dying because of the which lives in the bark.
- The *Big Limb Tree* in California is the thickest tree in the world. Its is 3.8 metres.
- The of maple trees is used to make maple syrup.



After the return from the forestry course, your classmate has written an article for your school's English website. He has asked you for help with the headlines. Read the article and choose the correct headline (A–F) for each paragraph (1–5). Write your answers in the spaces provided on page 87. The first one (0) has been done for you. Then get into pairs and compare your results.



Don't forget to oil your chainsaw

Both the young and the old go to the woods to do sports, walk their dogs or simply spend some time outdoors. But the forest is also a workplace. To learn the jobs of a forester, our class spent a week in Traunkirchen (Upper Austria), where we were taught how to harvest timber, replant and care for trees.

D 0

Austria's forests cover about 4 million hectares of land, which is almost a third of the country. More than one billion cubic metres of wood grow in this area, which makes forest management a far bigger business than most people think. The wood is used for building, making paper, furniture, or for creating wood chips or pellets. Apart from that, forests are important for Austria's tourism industry.

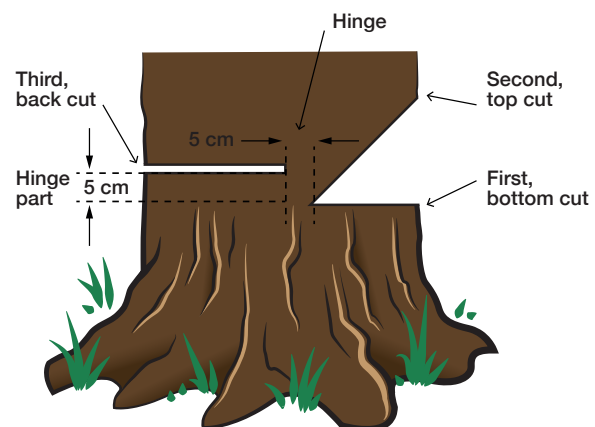
1

Austrian forests provide plenty of jobs. The logger, for example, cuts the trees. To avoid injuries, safety equipment such as cut-resistant trousers, gloves and shoes, is essential. In addition, a high-vis jacket, a hard hat, ear defenders and a face visor are a must. As around 1/3 of forest owners are female, the market has reacted and special catalogues for female foresters and loggers are now available. In other words, the forest is no longer the all-male workplace it used to be.



2

In spring and summer, the forester cares for 30 young trees and builds or repairs paths and recreational areas. Harvest season often begins in October. The forester first marks trees with paint. This is how the logger knows which trees to cut down. Before he or she starts to fell a tree, 35 the logger must control the equipment. The chainsaw should have fresh oil and a new or sharpened chain. Other equipment such as felling wedges, a cant hook, an axe as well as a felling lever, have to be prepared. Then the logger 40 estimates the felling zone and cuts away any brush around the trunk and on the escape routes with a brushcutter. Finally, it is essential to check for dead or loose branches that could break off.



3

45

With the chainsaw, it takes three cuts to fell a tree. First, the forester makes the undercut which consists of the top and bottom cut. It is a V-shaped notch, cut into the side of the tree in the direction the tree should fall. The undercut should be about 1/3 of the tree's diameter in depth. The third cut is the back cut which is made about 2 inches higher than the hinge part of the undercut and placed on the opposite side.

4

55

Once a tree is felled, all its branches are cut off. This is called delimbing. The trees are then