



UNDERWATER FORESTS

CEFR Level A1+

YLE Movers

LESSON OBJECTIVES

Vocabulary

- Natural world: algae, field, forest, grass, kelp, land, leaf (leaves), mangrove trees, oxygen, phytoplankton, plants, rock, root, seagrass, seawater, seaweed, stem, sun, underwater
- Animals: (spider) crab, cuttlefish, (garibaldi) fish, krill, octopus, sea otter, sea urchin, seadragon, (fur) seal, (tiger) shark, shrimp, (green sea) turtle, (humpback) whale
- Adjectives: bad, big, cold, favourite, full, good, important, safe, shallow, small, tall, thick, young
- Comparative adjectives and adverbs: bigger, safely, smaller

Grammar

- Present simple
- Present continuous
- Modals: can/cannot (ability), have to (obligation)

Skills

- Reading: predicting, for gist, for specific information
- Writing: linking a sequence, describing a picture, spelling
- Listening: for gist, for specific information
- Speaking: describing pictures, comparing pictures, exchanging information, talking about personal preferences

Resources

- Do You Know? BBC Earth Underwater Forests book
- Visit www.ladybirdeducation.co.uk for:
 - Reading Activities
 - Video Activities
 - Audiobooks
 - Video clips

LESSON PLAN

Timing: 40–60 minutes

Before reading: 10 minutes

During reading: 20 minutes

After reading: 10 minutes.

Before reading

- Introduce the subject. Ask questions like: *What is an underwater forest? Where is it? What can/can't you see? What lives/grows there?* (Use the pictures on pages 6–7.)
- Check/pre-teach new vocabulary. Ask pupils to: *Look at pages 4–5. Point to ... What colour is ...? Where is ...?* To check class understanding describe vocabulary, e.g. *It's hard and grey. You can find it in or near the sea. A rock!*
- Hand out the reading activities worksheet. Ask pupils to do activity 1. Ask them to check first in pairs, then check answers as a class.

During reading

- Read or play the audio recording and ask pupils to follow the text in their books.
- After reading up to page 11, hand out the video worksheets. Check pupils understand the tasks. Play the videos, pausing after each one for pupils to answer. Ask them to check their answers first in pairs and then as a class. Show correct pronunciation during feedback if necessary.



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- Continue to read or play the audio recording for pages 12–21. Ask pupils to do activity 2 on the reading activities worksheet. Pupils can work individually and compare in pairs before correcting as a class.
- Ask pupils to do the ‘All videos’ task on the video worksheet in class or set as homework if time is short.
- Continue to read or play the audio recording from pages 22–25. Ask them to do the ‘Look’ activity.
- Continue to read or play the audio recording from pages 26–29 and ask pupils to do activity 3 on the reading activities worksheet in small groups. Challenge and engage pupils by setting time limits for each task: *You have one minute from now!* Or get groups to shout *Stop!* when they finish. Check all the groups are of similar ability and choose a spokesperson.

After reading

- Ask pupils to do the quiz on pages 30–31 of the book individually to check what they have understood about the topic. Correct as a class.
- Set the project on page 13 of the book as a follow-up group activity using online or book resources.

DIFFERENTIATION

Extra support

- Mix pupils of different abilities when doing groupwork.
- Encourage pupils to draw and label answers rather than write full sentences.

Extension

- Fast finishers can make an underwater forest poster. This should include:
 - pictures of plants and animals that live in underwater forests
 - what the animals eat
 - what they do
 - how they stay safe
 - why they are important.