



# IN THE FOREST

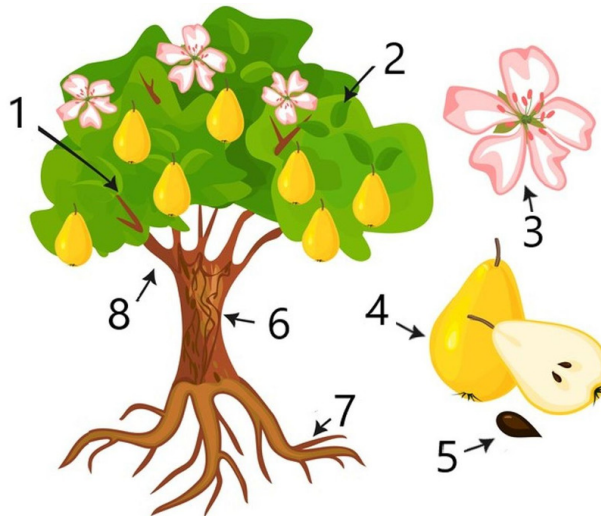


Scan to review worksheet

Expemo code:  
149M-P3A9-16V6

## 1 Warm up

Look at the picture and match these words to the correct part of the tree.



A) branches	B) a flower	C) a fruit	D) leaves
E) roots	F) a seed	G) a trunk	H) a twig

- Which words are plural, and what are their singular forms?
- Do you have a favorite tree?

The trunk of a tree is covered with a rough "skin," which is called the **bark**.



## 2

**Listening**

Listen to this podcast about forest bathing and answer the questions.

1. Which parts of trees are mentioned? bark, branches, flowers, fruit, leaves, roots, seed, trunk, twig
2. What is forest bathing?
3. What does the reporter think about forest bathing?

Listen again and choose the verb form that you hear.

1. I 'm **loving** / **love** to spend time in the forest.
2. Now, we 're **looking** / **look** at my favorite tree.
3. It 's **looking** / **looks** so green!
4. I 'm **listening** / **listen** to the sounds in the forest.
5. I 'm **hearing** / **hear** the wind in the leaves.
6. It 's **sounding** / **sounds** so peaceful.
7. And now I 'm **smelling** / **smell** the leaves.
8. They 're **smelling** / **smell** really fresh.
9. I 'm **tasting** / **taste** some of the fruit.
10. It 's **tasting** / **tastes** sweet.
11. OK, I 'm **touching** / **touch** the bark.
12. It 's **feeling** / **feels** rough.

Which two verb forms are you choosing between in this exercise?



## 3

**Language point**

Study these sentences about using your senses and answer the questions.

Now, we're **looking** at my favorite tree. It **looks** so green!  
I'm **listening** to the sounds in the forest. It **sounds** so peaceful.  
And now I'm **smelling** the leaves. They **smell** really fresh.  
I'm **tasting** some of the fruit. It **tastes** sweet.  
OK, I'm **touching** the bark. It **feels** rough.

We can use both simple and continuous forms to talk about sense experiences.

1. To talk about actions that use our senses, we can use **simple / continuous** forms.
2. To describe something that we experience with our senses, we use **simple / continuous** forms.

Verbs that describe a permanent quality or fact, which is always true, are called **state verbs**. We use **simple forms for state verbs**.

The verb **look** can be used in two ways, as both an action verb and a state verb. We use continuous forms when we talk about actions and simple forms when we describe something.  
Which other two sense verbs can be used in two ways, like **look**?  
Note that **hear** and **see** are also state verbs: I **hear** the wind in the leaves.

There are lots of other state verbs. They often describe feelings, emotions, opinions, and beliefs.

I **love** to spend time in the forest.  
I think you should explain what "forest bathing" **means**.  
Scientists **believe** that forest bathing helps your body fight heart disease and cancer.  
I **understand** what you mean. I **feel** much more relaxed. I **want** to do this again!  
That's why I **think** forest bathing can improve our physical and mental health.  
I **agree** - this is just what I **need**.

Which of these examples is not a feeling but a permanent quality or fact?

With action verbs, you can use present continuous or simple forms with different meanings.



continuous	simple
I'm <b>talking</b> to forest ranger Mike Smith, and we're <b>walking</b> in Ashdean Forest.	I <b>talk</b> to my best friend every day. We always <b>walk</b> through the park together on the way to school.
The flowers <b>are just opening</b> now.	They <b>open</b> in the morning and close at night.
The birds <b>are singing</b> too. They're <b>sitting</b> on one of the branches.	She never <b>sings</b> in the shower. I usually <b>sit</b> at the back of the classroom.

1. We use **present simple / present continuous** to talk about things that happen regularly or things that are always true.
2. We use **present simple / present continuous** to talk about things at this moment or around now.

## 4

**Practice**

In the next Greenscene podcast, Mike explains to Linda how to light a fire safely in the forest. Use the correct present simple or present continuous form of the verbs in the box to complete the sentences.

feel / look x 2 / love / move / need / put / see / smell / taste / walk / want

When I'm in the forest, I \_\_\_\_\_<sup>1</sup> to have a fire for cooking or keeping warm, and, of course, a wood fire always \_\_\_\_\_<sup>2</sup> wonderful. But I \_\_\_\_\_<sup>3</sup> to be safe. First of all, I \_\_\_\_\_<sup>4</sup> some wood. Come with me. Right now, I \_\_\_\_\_<sup>5</sup> through the trees, and I \_\_\_\_\_<sup>6</sup> for some big pieces of deadwood. I \_\_\_\_\_<sup>7</sup> some twigs, too; these \_\_\_\_\_<sup>8</sup> very dry, so they're perfect for starting the fire. Now I have enough wood, and I \_\_\_\_\_<sup>9</sup> the dry leaves away from the ground. I \_\_\_\_\_<sup>10</sup> the twigs down first and then the bigger pieces of wood. We can start cooking when the fire \_\_\_\_\_<sup>11</sup> hot. Food that is cooked on a fire like this \_\_\_\_\_<sup>12</sup> great.



## 5 Writing

Read this information from the Greenscene website about their new writing competition.

Greenscene is looking for the best short text about forest bathing to publish on our website. The winners will receive a free weekend forest bathing experience with Mike Smith. Follow these instructions to win this amazing prize.

Choose one of the pictures to write about, and imagine you are forest bathing in this place.

Write sentences about at least three senses. Use verbs that talk about sense actions and verbs that describe something that you experience with your senses.

You also need to describe your feelings, emotions, opinions, and beliefs.

Write 35-50 words.



A forest at night



A rain forest



A prehistoric forest

## 6 Extra practice/homework

Find and correct mistakes in some of these sentences. If the sentence is correct, write a check next to it.

1. I'm standing in a forest.
2. I looking around.
3. The trees are looking different.
4. I'm listening to the birds, but they are sounding strange.
5. Maybe they're not birds.
6. I'm hearing a loud noise, and I see a dinosaur.
7. It's coming closer to me.
8. I'll trying to run, but I can't.
9. The dinosaur is open its mouth.
10. Its breath is smelling terrible.
11. I feel frightened.
12. I'm thinking think this is a dream.



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**Optional extension**

**There are lots of adjectives that describe what we experience with our senses.**

For example: *Tree bark feels rough.*

**Choose the best adjective to describe each item.**

1. A mirror or window feels sharp / smooth / soft / sticky.
2. A lemon tastes bitter / sour / spicy / sweet.
3. An old fish smells smoky / lovely / disgusting / minty.

**Think of things that the other adjectives in each set could describe.**

For example: *A kitten's fur feels soft.*



# Transcripts

## 2. Listening

- Linda:** Hi, listeners. Welcome to Greenscene, a podcast about the natural world. I'm talking to forest ranger Mike Smith, and we're walking in Ashdean Forest, just outside the city. I love to spend time in the forest. But Mike is going to show me a new activity that is very popular these days. What are we going to do, Mike?
- Mike:** Forest bathing.
- Linda:** I think you should explain what "forest bathing" means.
- Mike:** Sure. Forest bathing is time that you spend with trees. That's it. There's no special way to do it, no rules. You just enjoy the trees.
- Linda:** And is forest bathing good for us?
- Mike:** It really is. There's a lot of evidence that it's good for our health. Scientists believe that forest bathing helps your body fight heart disease and cancer. But most importantly, you can really relax in the forest. Let me show you. Come over here with me. We're going to use our senses to really enjoy the forest. Now, we're looking at my favorite tree.
- Linda:** It looks so green! The tree has pale pink flowers, and they're just opening now.
- Mike:** That's right. Now, what else do your senses tell you? Start with your ears.
- Linda:** I'm listening to the sounds in the forest. I hear the wind in the leaves. It sounds so peaceful. The birds are singing too. They're sitting on one of the branches. And now I'm smelling the leaves. They smell really fresh.
- Mike:** This tree over here has actually got some fruit.
- Linda:** Mike is picking a fruit for me to try! I'm tasting some of the fruit. It tastes sweet.
- Mike:** Now use your hands. Touch the trunk.
- Linda:** OK, I'm touching the bark. It feels rough.
- Mike:** Most people start to feel really calm after they use their senses to experience the forest.
- Linda:** I understand what you mean. I feel much more relaxed. I want to do this again!
- Mike:** That's why I think forest bathing can improve our physical and mental health.
- Linda:** I agree - this is just what I need. That's all we have time for. Thanks, Mike. For more information about forest bathing and details of our new writing competition, visit the Greenscene website.



# Key

## 1. Warm up

5 mins.

Call attention to the image and go over the instructions. Give students a minute to complete the matching exercise and go over the answers with the class, checking pronunciation. Pose the follow-up question about singular and plural forms - you should point out that many nouns ending in *-f* have a *-ves* plural form, and also elicit that the plural form *branches* has two syllables while the singular has only one. Then present the information about *bark* and drill the pronunciation of *rough* /r.ʌf/. Pose the final follow-up question - students may want to talk about an individual tree or a type of tree.

1 a twig; 2 leaves; 3 a flower; 4 a fruit; 5 a seed; 6 a trunk; 7 roots; 8 branches

1. leaves/leaf, branches/branch, and roots/root
2. Student's own answers.

## 2. Listening

10 mins.

Explain the context and go over the instructions for the first listening activity. Play the recording and then check answers. For the second listening activity, students will recover more detailed information from the recording. Give students a minute to work in pairs to try to recall the correct word from the options. Then play the recording again for them to check. Finally, pose the follow-up question, which leads into the language point. If you have time after you check answers, students could read the transcript out loud in pairs.

1. bark, branches, flowers, fruit, leaves, trunk
2. It's simply spending time with trees.
3. She loves it and wants to do it again.

Listening 2

- |               |                |                 |                 |
|---------------|----------------|-----------------|-----------------|
| 1. love       | 2. 're looking | 3. looks        | 4. 'm listening |
| 5. hear       | 6. sounds      | 7. 'm smelling  | 8. smell        |
| 9. 'm tasting | 10. tastes     | 11. 'm touching | 12. feels       |

Present continuous and present simple.

## 3. Language point

10 mins.

The answers to the second listening exercise are analyzed in this stage. Go over the examples and questions in each section. Elicit/explain (or, if appropriate, translate) the meaning of *senses* and *fact*. Students have already encountered present simple and continuous forms and state verbs in lessons in the A1 course plan; they will review the main usages of these forms here and expand on their understanding of state (also called stative) verbs.

Note: your students may ask about the verb *think*, which is a state verb if used to describe a feeling or opinion (I think trees are beautiful), and an action verb if you ask, "What are you thinking about?"

1. continuous forms
2. simple forms

- Which other two sense verbs can be used in two ways, like look?

Taste and smell.





- Which of these examples is not a feeling but a permanent quality or fact?  
...what "forest bathing" means.

- Present simple/present continuous:

1. present simple
2. present continuous

#### 4. Practice

10 mins.

Go over the instructions and do the first one as an example with the class. Students work alone, then check answers in pairs, and then with the whole class. When you check answers, ask students to explain their choice of verb form.

NOTE: If students are finding this difficult, skip the speaking stage and do the extra practice/homework exercises in class for additional support.

- |               |                |           |            |
|---------------|----------------|-----------|------------|
| 1. love       | 2. smells      | 3. want   | 4. need    |
| 5. 'm walking | 6. 'm looking  | 7. see    | 8. look    |
| 9. 'm moving  | 10. 'm putting | 11. feels | 12. tastes |

#### 5. Writing

13 mins.

In this stage, students will activate the vocabulary and grammar from the lesson in a writing activity. Make sure students understand the aim of the activity is to practice the target language and that they will have to use their imagination.

Go over the instructions about the writing competition with the class. You could elicit that student need to use sentences with both present continuous and simple forms. If your students need more structure, you could share this generic example with them:

I'm standing in a forest. I need to relax. I'm smelling the air. It smells fresh. I'm looking at the trees. They look so big. I hear the birds. They sound happy. I know I am safe here. I'm relaxing. (41 words)

Look at the three pictures and elicit/explain the names of the animals: owl, leopard or jaguar, and dinosaurs. Then give students ten minutes to write their texts. Monitor and support as necessary – it would be fine for students to use their dictionaries to check one or two words, but don't let this take up too much time.

After around ten minutes, students could share their texts in pairs or with the class, reading their text so that the listener can guess which forest the text describes. If there isn't enough time for students to finish, ask them to complete the writing for homework. You should collect the writing for marking. Early finishers could write a second text about a different forest.

#### 6. Extra practice/homework

2 mins to explain.

These exercises can be assigned for homework or used instead of the writing activity if the class needs more support. If you use these for homework, make sure that you mark the exercises in a future class, or collect them from students and mark them yourself outside class. If you prefer, you can make the answers available to students and they can check their own answers.

1. correct



2. I'm looking around.
3. The trees look different.
4. I'm listening to the birds, but they sound strange.
5. correct
6. I hear a loud noise, and I see a dinosaur.
7. correct
8. I'm trying to run, but I can't.
9. The dinosaur is opening its mouth.
10. Its breath smells terrible.
11. correct
12. I think this is a dream.

## 7. Optional extension

10 mins.

These exercises are designed as a cooler activity if you have time in your lesson. In this activity, students define more sense adjectives by matching these with examples. In the second part of the activity, encourage students to make full sentences to pair the other adjectives with examples. If you don't have time for the second part, students could do this for homework. Alternatively, you could split the class into three groups and ask each one to work on a different sense. The groups can present their ideas to the class. Students could use dictionaries if they need to.

1. smooth

2. sour

3. disgusting