

## Four reasons trees are more like humans than you think

### Level 2: Intermediate

**Article summary:** This article examines four facts about trees that demonstrate how they are able to share resources with other plant species. It also highlights some of the similarities between humans and trees.

**Time:** 60 minutes

**Language focus:** Phrasal verbs

**Skills:** Reading, Speaking, Writing

**Materials needed:** One copy of the worksheet per student

**Key:**

1. *saplings*
2. *bark*
3. *underground networks*
4. *acorns*
5. *offspring*
6. *beneficial*
7. *soil*
8. *branches*
9. *detect*
10. *shade*
11. *habitats*
12. *nutrients*
13. *wrinkled*
14. *fungi*

a. This activity aims to get students thinking about trees and the ways in which they can communicate with each other. Before students read the article, ask them to tell you any similarities they can think of between trees and humans. You can extend the activity by asking students to name the types of trees they know and in what parts of the world they are usually found, e.g. olive trees – *Mediterranean countries / the Middle East*, etc.

b. Ask students to work individually or in pairs to complete the sentences using words from the previous activity in the correct form.

**Key:**

1. *acorns*
2. *underground networks*
3. *saplings*
4. *branches*
5. *bark*
6. *habitats*
7. *fungi*
8. *wrinkled*
9. *soil*
10. *beneficial*
11. *detect*
12. *nutrients*
13. *shade*
14. *offspring*

### 1. Warmer

a. Ask students to work individually to match the words from the article to the correct definitions. Remind them to look at the different forms of any verbs (e.g. simple past, present continuous, etc.) in the definitions as these will give them clues as to the form of the verb from the article. For an extra challenge, ask students for the names of any arboreal animals that they know (animals that live in trees, e.g. *possums, squirrels, flying squirrels, tree frogs, bats, monkeys, apes*, etc.) Allow a few minutes for students to check answers in pairs or groups before checking answers with the whole class.

### 2. Key words

a. Ask students to work individually to match the words from the article to the correct definitions. Remind them to look at the different forms of any verbs (e.g. simple past, present continuous, etc.) in the definitions as these will give them clues as to the form of the verb from the article. For an extra challenge, ask students for the names of any arboreal animals that they know (animals that live in trees, e.g. *possums, squirrels, flying squirrels, tree frogs, bats, monkeys, apes*, etc.) Allow a few minutes for students to check answers in pairs or groups before checking answers with the whole class.

Explain to students that *fungi* is the plural form of the singular noun *fungus*.

### 3. Comprehension check

a. Students can work individually or in pairs to do this activity. Encourage them to highlight the section of the article where they found the answers to the questions.

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#### Key:

1. b
2. c
3. a
4. a
5. b
6. c

#### 4. Key language

a. Students work individually to find the expressions in the article and match them to the correct definition. You might like to ask students to try to work out what the phrases mean from the context before they match them to the definitions.

#### Key:

1. common
2. with
3. for
4. play
5. attack

b. Ask students to work individually or in pairs to complete the sentences with the words from the previous activity in the correct form. To extend the activity, ask students to work in pairs to write example sentences of their own using the phrases.

#### Key:

1. *in return for*
2. *under attack from*
3. *have something in common with*
4. *in contact with*
5. *play an important role in*

#### 5. Discussion

a. Students discuss the questions in pairs or groups. Ask them to justify their opinions, referring to their own experiences whenever possible.

#### 6. In your own words

a. The aim of this task is to get students to produce a social media post from the point of view of a tree in order to demonstrate the way that humans and trees communicate with one another using different networks. Give them some time to work together in small groups to produce their social media posts. Remind them that they should think about the tone of their post before they write it, as this will affect the type of language that they use.

b. Give students time to write their posts before they present them to the class. Encourage them to explain their post and what responses they may get for.