

THE WORLD UNDER OUR FEET: THE SOIL		
LESSON 5: LIFE IN THE SOIL		
Duration of Unit: 1 hour/ 1 lesson		
TEACHING AIMS	<ul style="list-style-type: none">To enable learners to identify the main relationships between living organisms and soil.	
LEARNING OUTCOMES		
Most learners should know: <ul style="list-style-type: none">Some relationships between living organisms and soil.	Most learners should be able to: <ul style="list-style-type: none">Describe some relationships between biotic and abiotic components.	Be aware that <ul style="list-style-type: none">the soil hides a lot of living organisms
COMMUNICATION		
LANGUAGE OF LEARNING	LANGUAGE FOR LEARNING	LANGUAGE THROUGH LEARNING
Vocabulary. Animals: mole, burrowing owl, turtle, predator, plant, insect, earthworm, larva. Microbes: bacteria, mycorrhizae. Burrows, melting snow, plow, tunnel, pore, nitrogen, sugar. Adjectives: dynamic large, amazing ...	What can you see? I can see ... How many ... are there? What are the biggest/smallest factor?	Language that emerges in carrying out tasks. Dictionary use for vocabulary extension.
COGNITION		
<ul style="list-style-type: none">Remembering and focusing on soil organismsIdentifying relationships between soil and organisms		
CULTURE		
Taking turns while answering the questions, respecting the others		

ACTIVITIES
<ul style="list-style-type: none"> • Revision: describe data of laboratory experience and make a poster. • Watch a video about life in the soil • Complete a pattern on relationships between organisms and soil after watching and listening to the video.
RESOURCES
<ul style="list-style-type: none"> • Ppt presentation • https://www.youtube.com/watch?v=Qas9tPQKd8w • Worksheet with exercises to do.
ASSESSMENT
<ul style="list-style-type: none"> • Describe the results of the experiment and make a poster. • Complete the sentences “fill in the gaps”.

[ALL MATERIALS, VIDEOS AND IMAGES ARE FOR DIDACTIC PURPOSES ONLY]