

The best apps for nature lovers – from identifying birdsong to tracking lions

Level 2: Intermediate – Teacher's notes

Article summary: A review of eight nature apps that can help users identify plants, animals, fungi and stars, track animal movements, and have an immersive forest experience

Time: 60–90 minutes

Skills: Reading, Speaking, Writing

Language focus: Collocations: verb + noun

Materials needed: One copy of the worksheet per student

1. Warmer

- a. Ask students to complete the task in small groups. They can use the scientific classification system (i.e., fungi, animals, plants, Monera, Protocista, or where these things grow or live geographically or by ecological systems). Answers will vary.
- b. Encourage students to work in groups and add more words for three minutes. Then, have them take turns reading their words, have everyone else listen, and add the words they did not write.

2. Key words

- a. Ask students to complete the task in pairs or individually. Encourage students to share what else they know about each word's use and meaning.

Key:

1. *sighting, sightings*
2. *conservation*
3. *fungi*
4. *critter, critters*
5. *pollinator, pollinators*
6. *track, tracking*
7. *prowl*
8. *migrate*
9. *meadow*
10. *gaze, gazed*
11. *rambler*
12. *canopy*

3. Comprehension check

- a. Ask students to complete the task individually and compare their answers in small groups before checking with the whole class. Encourage students to read each statement first and scan the text quickly to find relevant information.

Key:

1. *True*
2. *True*
3. *Not Given*
4. *True*
5. *False. They are.*
6. *False. You can also take photos of flowers, fruit, or bark.*
7. *True*
8. *False. You do not need Wi-Fi.*
9. *False. It takes you on a virtual tour.*
10. *True*

4. Key language

- a. Ask students to work in pairs to match the verbs and nouns to form collocations from the text. Then, check answers with the whole class.

Key:

1. *c*
2. *a (e also possible)*
3. *e (animals, planets, species also possible)*
4. *f (c also possible)*
5. *d*
6. *b*

- b. Ask students to complete the questions and check answers with the whole class. Then, ask students to discuss the questions in small groups.

Key:

1. *track*
2. *experience*
3. *uncover*
4. *log/record/track*
5. *categorise/identify*
6. *contributed*

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5. Discussion

- a. Ask students to discuss the statements in small groups. Have them say whether they agree or disagree and explain their answers. Encourage them to use newly acquired vocabulary but focus mainly on having them engage with the topic and practise their fluency.

6. In your own words

- a. Ask students to explore a nature app. It can be one from the article or a different one. Have them make notes as they use it.
- b. Ask students to write a brief review using their notes. Encourage students to peer edit in pairs. You can ask students to share their reviews in small groups or on the class (digital) wall.