

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

Level 1: Elementary / Pre-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 discuss the questions in small groups. If students need more support to get started, elicit some categories, and then have them try to name more things in each category (birds, bugs, sea animals, mammals, rodents, flowers, plants, etc.). Ask volunteers to share their ideas with the whole class.

2. Key words

- a. Divide the class into two groups and ask each group to complete half of the items (1–5; 6–10) in pairs. Have them compare their answers in different pairs before regrouping and sharing them with someone who completed the other items.

Key:

- | | |
|------------------------|---------------------|
| 1. <i>sighting</i> | 6. <i>migrate</i> |
| 2. <i>conservation</i> | 7. <i>log</i> |
| 3. <i>categorise</i> | 8. <i>match</i> |
| 4. <i>identify</i> | 9. <i>coast</i> |
| 5. <i>track</i> | 10. <i>threaten</i> |

- b. Ask students to work individually to complete the activity and then compare their answers in pairs before checking with the whole class.

Key:

- | | |
|------------------------|----------------------|
| 1. <i>conservation</i> | 6. <i>coast</i> |
| 2. <i>match</i> | 7. <i>migrate</i> |
| 3. <i>sighting</i> | 8. <i>track</i> |
| 4. <i>categorise</i> | 9. <i>log</i> |
| 5. <i>identify</i> | 10. <i>threatens</i> |

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. *Seagrass Spotter*
2. *Seek*
3. *ChirpOMatic*
4. *SkyView Lite*
5. *Animal Tracker*
6. *WWF Forests*
7. *LeafSnap*
8. *eBird*

4. Key language

- a. Ask students to complete this activity in pairs or small groups.

Key:

1. *photos*
2. *sightings*
3. *plants/animals/fungi*
4. *plants/animals/fungi*
5. *image*
6. *nature*
7. *facts*

- b. Ask students to work in pairs to complete the statements. Then, check answers with the whole class before they discuss the questions in pairs.

Key:

1. *take*
2. *identify*
3. *categorise/identify*
4. *experienced*
5. *learnt/learned*

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5. Discussion

- a. Allow students time to note their ideas about each statement and encourage them to say why they agree or disagree. Then, put them into small groups and ask them to share their ideas.

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.