

UNREAL WORLD OF NATURE

Should untouched places in the world be left untouched?



TARGET LEARNERS

Teens (B1 - B2 levels)



DURATION

60 - 90 minutes



PREPARATION

Classroom technology

Art supplies (*crayons, pencils, ...*)

LESSON OBJECTIVES

At the end of this lesson, students will be able to:

- ✓ expand their knowledge of breathtaking sceneries that may seem unreal in the world.
- ✓ acquire new vocabulary related to nature.
- ✓ effectively use and apply gerund phrases as noun phrases.
- ✓ understand the advantages and disadvantages of exploring nature and leaving it untouched.
- ✓ develop critical thinking, speaking, and debating skills



1 Engage 10 - 15 minutes

This stage elicits students' prior knowledge and stimulates their interest in the topic of beauty sceneries around the world.

Suggested teacher's activities

Places that don't feel real.

Exercise A:

- Start the lesson by showing students 5 pictures of places around the world. These places seem unreal due to their exceptional beauty and remarkable features.
- Ask them to work with their classmates and figure out which image(s) is/are not real and say why they think so.
- Reveal the surprising twist that all the images provided are real scenes of nature to spark curiosity and engage students in the following exercise.

Exercise B:

- Ensure classroom technology (computer, projector, speakers) is set up for video playback.
- Play the Edpuzzle video showcasing the 5 scenes observed in the pictures from Exercise A. Scan the code or using this link.
- Encourage students to watch the video, and share their opinion about the video by answering the questions in the worksheet.



Are there untouched places in the world?

Exercise C:

- Present the question to students: "Are there untouched places in the world?"
- Encourage students to freely share their thoughts with their classmates.
- Have students read the prompt questions and use them to generate their answers, considering the existence of unexplored places on Earth and the reasons behind their untouched status.
- Share the surprising fact from the worksheet: *"According to PADI® (Professional Association of Diving Instructors®), despite humans being around for almost 200,000 years, we have only scratched the surface of underwater exploration. Despite covering 71% of the planet, only 5% of the ocean has been explored."*
- Allow students to express their opinions or provide additional information related to the fact.

Answer key

A. All the images depict real locations. They are genuine places from around the world, including:

1. Australia's Pink Lake - Australia
2. Dean's Blue Hole - The Bahamas
3. Pamukkale - Turkey
4. Fly Geyser - Nevada, United States
5. Denmark Strait Cataract - Located between Greenland and Iceland.

B. (Students' answers vary.)

C. (Students' answers vary.)

Possible answers:

1. According to the fact, there are unexplored places on Earth.

2. Some reasons why certain places remain untouched by humans include their remote location, limited accessibility, protective regulations or designations, challenging environmental conditions, or simply being overlooked or unknown to humans.

2

Explore

15 - 20 minutes

This stage is to enhance understanding of unique places in the world and expand students' vocabulary.

Suggested teacher's activities

Exercise A:

- Divide students into groups and have them all read the names of the places in the box.
- Assign each group a paragraph describing a specific place.
- Instruct the groups to read their assigned paragraphs and choose the correct name from the box that matches the description.
- Have them share their answers, facilitating a class share where they can explain their answers, and provide feedback as needed.

Exercise B:

- Instruct students to reread the paragraphs and identify the words that are underlined and in bold.
- Ask students to explain the meanings of these underlined words to the class. These words are already explained in the text. This activity is to check their reading comprehension skills and guessing the meanings of the words.
- Facilitate a class discussion where students share their explanations.
- Offer clarifications or additional explanations as needed.

Exercise C:

- Have students read the statements, check or discuss with their classmates.
- Instruct them to write "T" or "F" in the designated box for each statement.
- Review the correct answers with the class, providing brief explanations as necessary.

Answer key

A.

Paragraph 1: Australia's Pink Lake

Paragraph 2: Fly Geyser

Paragraph 3: Dean's Blue Hole

Paragraph 4: Pamukkale

Paragraph 5: Denmark Strait Cataract

B.

A geyser is a hole in the ground that has water and steam coming out of it.

Algae are tiny plants that live in water.

Minerals are natural substances that make rocks.

The terraces are formed by hot spring water that flows down the hill.

C.

- A geyser is a natural phenomenon where hot water and steam come out of the ground. (True)
- Algae are animals that live in water and have different colors. (False)
- Algae are not animals, but photosynthetic organisms that belong to the kingdom Protista
- Minerals are natural substances that make rocks and have different properties. (True)
- Terraces are flat areas that are cut into a slope or hillside. (True)

D.

turquoise: (n) a blue-green colour

surreal: (a) very strange; more like a dream than reality, with ideas and images mixed together in a strange way

descend: (v) to come or go down from a higher to a lower level

plunge: (v) to fall or dive quickly and steeply

eye-catching: (a) immediately likely to attract attention because it is particularly interesting, bright or attractive

salinity: (n) the amount of salt contained in something

3**Explain**

10 - 20 minutes

This stage is to help students learn about gerund phrases as noun phrases and effectively use them.

Suggested teacher's activities**Exercise A:**

- Tell students to read the questions and choose the correct option. This exercise is to help students explore and try to explain the concept of gerund phrase by themselves.
- Check their answers and ask them to explain why they chose them.
- Draw their attention to the Grammar table in their worksheet. Have students identify and explain the differences of the functions of Gerund phrase in full sentences.

Exercise B:

- Instruct students that they are going to do an exercise to check their understanding of using gerund phrase.
- Ask students to read the sentences and underline the gerund phrase in each sentence. Then, ask them to write the function of the gerund phrase in the blanks, using the words: subject, direct object, object of preposition, or complement.
- Give students some time to complete the worksheet individually or in pairs. Monitor their progress and provide assistance if needed.
- Check the answers with the whole class. Ask students to read the sentences aloud and explain their answers. Correct any mistakes and clarify any doubts.

Exercise C:

- Have students read the question and the examples.
- Ask students to write two sentences using gerund phrases, each illustrating an aspect of the question.
- Give students some time to write their sentences individually or in pairs. Monitor their progress and provide assistance if needed.
- Have them share their sentences with the whole class. Ask them to identify the gerund phrases and their functions in their sentences. Correct any mistakes and clarify any doubts.

Answer key**A.**

1. B
2. A

B.

1. *object of preposition*
2. *subject*
3. *object of preposition*
4. *subject complement*
5. *direct object*

C. *(Students' answers vary.)*

4**Elaborate**

20 – 25 minutes

This stage aims to promote teamwork, communication, critical thinking, and a deeper understanding of the topic while enhancing debating skills and fostering respect for diverse perspectives.

Suggested teacher's activities**Exercise A:**

- Divide the class into two groups: For and Against. Assign each group a position on the issue.
- Encourage students to read the prompt questions related to their position in order to help them develop arguments and gather evidence.
- Have each group brainstorm ideas for their position using the prompt questions.
- Allow the students time to brainstorm and note down their ideas.

Exercise B:

- Instruct students to write or draw their group's arguments or points onto an A4-sized paper or large sheet of paper.
- Encourage them to make the poster attractive or add some visuals using art supplies.

Exercise C:

- Have each group display their poster in front of the class. Give each group a few minutes to review their arguments and points. Have them refer to the Useful language box if needed.
- Explain the rules and format of the debate to the class. You can use the following example or modify it according to your preferences:

1. *The debate will consist of four rounds: opening statements, cross-examination, rebuttals, and closing statements.*

Functions of the rounds:

- *Speaking order: For, Against, Against, For.*
- *Opening: introduce position and arguments.*
- *Cross-examination: ask and answer questions to challenge or clarify arguments.*
- *Rebuttal: address opposing arguments and provide counterarguments.*
- *Closing: summarize position and points, persuade audience to vote.*
- *Audience: listen, take notes, vote for most convincing group.*

2. *Each round will have a time limit. The order of speaking will be: For group → Against group → Against group → For group.*

- Start the debate and monitor the time and participation of the groups. Remind students to follow the debate rules and be respectful to others.
- After the debate, have the audience vote for the winning group by a show of hands or by using an online polling tool.
- Congratulate both groups for their efforts and performance. Have a class discussion on the issue and the debate. Ask students to share their opinions, feedback, and reflections. Guide the discussion by asking questions such as:
 - 1.** *What did you learn from the debate?*
 - 2.** *What arguments or evidence did you find most convincing or persuasive?*
 - 3.** *How did you feel during the debate? Did you change your mind on the issue?*
 - 4.** *What skills did you practice or improve during the debate?*
 - 5.** *What challenges did you face during the debate? How did you overcome them?*
 - 6.** *What suggestions do you have to improve the debate process or outcome?*

Answer key**A.** *(Students' answers vary.)***B.** *(Students' answers vary.)***C.** *(Students' answers vary.)*

5**Evaluate**

5 - 10 minutes

This stage is to encourage reflection through a lesson-based checklist, foster reflective thinking and encourage students to express their thoughts on nature scenes and their commitment to protecting the environment in a 50-word paragraph.

Suggested teacher's activities**Exercise A:**

- Instruct students to reflect on the lesson and complete a checklist based on what they have learned in the lesson.

Exercise B:

- Have students engage in reflective thinking and write a 70-word paragraph detailing their own thoughts about nature scenes and commitment to how they contribute to protecting our nature.
- Have some students share their writings.
- Summarize the main ideas covered in the lesson.

Answer key**A.** *(Students' answers vary.)***B.** *(Students' answers vary.)*