

A CALL FROM THE WILD

WHY DO WE NEED ANIMALS?



TARGET LEARNERS

Young Teens
(A2 - B1 Level)



DURATION

120
minutes



PREPARATION

Classroom technology
(Smartboard, projector)

Lesson Goals

Social Knowledge

- Differentiate between 'extinct' and 'endangered' animals and understand that some species are at risk of extinction.
- Understand the importance of animals in human life.
- Create a compelling poster that encourages others to take action to protect animals and the environment.

Language Competencies

- Learn new vocabulary about harmful human activities to animals.
- Use **should** and **must** to build persuasive sentences
- Enhance listening skills and strengthen vocabulary by filling in gaps in an infographic.

1 Engage 20 minutes

The purpose of this stage is to help students understand the difference between endangered and extinct animals, recognize the important roles animals play in our lives, and address why humans need animals.

Suggested teacher's activities

Exercise A: Endangered and extinct animals

- **A1.** Have students identify the two animals in the pictures and share something interesting about each.
- Have students read the statements and match them to the correct pictures, and review the answers together.
- **A2.** Group work: Have students tell their friends what they know about the animals in the photos.
- Have students identify which statements are T/F.
- Ask each group present and explain their answers. Encourage them to share any insights that they have found particularly interesting so far.
- Review the answers, providing brief explanations as necessary.

Exercise B: Quiz

- Have students take the quiz about animals' roles in our lives. It will help them explore the benefits of some animals.
- Have students share and explain their choices.
- Review the answers and discuss any interesting facts or insights.

Exercise C: Big question

- Pose the question, "Why do we need animals?" and encourage students to freely share their responses. They may use the quiz in exercise B for references.
- Use the suggested questions in the activity to provoke students' critical thinking on the topic. Provide guided questions or prompts to support students when needed.
- Highlight the main ideas shared by the students.

Answer key

A1.

Picture 1 (dinosaur): If an animal is extinct, there are no more of that animal left in the world.

Picture 2 (polar bear): If an animal is endangered, there are very few of that animal left, and it might become extinct one day.

A2. (Click the answers for references)

1. True
2. False
3. True
4. False
5. True
6. True

B. (Click the answers for references)

1. B (Bees)
2. A (Earthworms)
3. B (Bats)
4. D (Whales)
5. C (Pigs)
6. D (Pigeons)
7. A (Clams)
8. B (Silkworms)

C. (Students' answers vary.)

2 Explore 30 minutes

The purpose of this stage is to help students explore how human activities impact animals, learn vocabulary about harmful activities of human to animals.

Suggested teacher's activities

Exercise A: Discussion - Human vs Animals

- Have students discuss how the human actions might impact the animal using the provided photos and questions.
- Encourage students to identify the plastic cup and utensils, and guide them to consider how plastic waste affects animal lives.
- Have them share and explain their opinions and highlight the main ideas.

Exercise B: New words

- **B1.** Ask students what they see in the pictures.
- Ask them to read the words in the box and do the pronunciation drill.
- Have them read the definitions, and then match them with the words and pictures.
- Check their work, give feedback, and do comprehension check.
- **B2.** Have students select 3 new words to make sentences, and share with the class.
- Review and discuss the sentences together.

Exercise C: Harmful human activities to animals

- Inform students that they will listen to a recording about human activities that are harmful to animals.
- Have them read an infographic with missing information, guessing the words for the gaps before listening.
- Play the recording for students to fill in the gaps.
- Review and correct the answers as a class.

Listening recording



Click or scan

Answer key

A. (Students' answers vary.)

Possible answers:

a. In picture A, the boy is eating noodles. He is using single-use chopsticks and a plastic cup.

b. It's a sea lion in picture B.

c. If the boy throws the plastic cup on the ground, animals might eat it or get stuck in it. Furthermore, making plastic cups can pollute the environment, which can harm animals and their homes.

B1.

a - 2: solar power

b - 8: illegal

c - 1: abuse

d - 6: ivory

e - 4: habitat

f - 7: emission

g - 3: deforestation

h - 5: transportation

B2. (Students' answers vary.)

C. (See p.5 for listening script)

1. illegal

2. deforestation

3. emission

4. abuse

5. plastic

3

Explain

25 minutes

This stage encourages students to use "should" and "must" for giving advice and making strong recommendations on how to protect animals in daily life.

Suggested teacher's activities

Exercise A: Some ways to protect animals

- Have students read the sentences with gaps and guess the missing words. Then have them listen to the recording in 2c again to complete the exercise.
- After listening, have students share their responses. Lead a brief discussion to compare answers and clarify any misunderstandings or missed key points.

Exercise B: Grammar – Should/ Must

- **B1.** Have students read the sentences using "should" or "must" and select the correct options.
- Have them share and explain their choices.
- **B2.** Have students review the grammar table that confirm the form and use of "should" and "must".
- Have them complete the notes by filling in the correct words.
- Have them compare their answers with their peers and explain their choices.

Exercise C: Discussion

- **C1.** Group work: Have students read the situations and create sentences using "should" or "must" for each one. Depending on your class level, you can specify the minimum number of sentences each group should write.
- **C2.** Have the groups share their sentences. Provide feedback and clarification when needed.

Answer key**A.**

- (1) endangered
- (2) habitats
- (3) emission
- (4) entertainment
- (5) plastic

B1.

1. B
2. A & B
3. A & B
4. A & B

B2.

- (1) should
- (2) to verb (verb bare)
- (3) shouldn't
- (4) mustn't
- (5) must

C. (Students' answers vary.)Possible answers:

Situation 1:

- We should leave the baby bird in its nest to avoid harming it.
- We shouldn't take the bird home because it will make it upset.
- We must not remove the baby bird from this protected area without permission.
- We must follow the rules to protect wildlife while hiking.

Situation 2:

- We should pick up the trash to keep the park clean and safe for animals.
- We shouldn't litter because animals might get hurt by eating it.
- Everyone must follow park rules and dispose of trash properly.
- We mustn't litter in the park because it's not allowed and can harm the animals.

Situation 3:

- We should check that our own campfire is completely out before going to sleep.
- We shouldn't leave the campfire burning because it might lead to fires.
- Everyone must follow the rules and put out their campfire before sleeping to avoid fires.
- We mustn't keep the campfire going while you sleep because it's against the rules and can be dangerous.

4**Elaborate**

35 minutes

The purpose of this stage is for students to create a poster and a speech that promote animal protection while also improving their expression and public speaking skills. The ultimate goal is to answer the big question: Why do people need animals?

Suggested teacher's activities**Exercise A: Why do people need animals?**

- Have students share their knowledge about how animals positively impact human life.
- Use pictures to help them identify these benefits.
- Have them discuss their ideas and summarize the key points shared.

Exercise B: Group work: Let's protect the animals!

- **B1.** Group work: Have students create a poster and prepare a speech about protecting an animal of their choice.
- Ask them to review the sample ideas to inspire their poster and speech.
- Provide enough time for them to complete their work.
- Monitor groups, offering support and prompting for more details as needed.
- **B2.** Have the groups display their work at different corners of the classroom.
- Ask each group to nominate a representative to present their speech.
- Have group members visit other displays, listen to the speeches, and vote for their favorite. Ask them to explain their choices or provide feedback on the speeches.
- Offer constructive feedback to each group, focusing on strengths and areas for improvement.

Exercise C: Homework – Video project

- Ask the group to enhance their speech based on previous feedback.
- For homework, have them make a video based on the poster to share their message, using images and tools they like.
- Review their videos before publishing and encourage sharing on social media or school platforms to promote animal protection.

Answer key

A. (Students' answers vary.)

Possible answers:

Pets and friendship: Pets for friendship and reduce loneliness.

Service: guide dogs for the visually impaired, police animals, security dogs, etc.

Food sources: Animals for meat, milk, and eggs.

Farming help: Oxen and horses for farming

Entertainment: Horses for sports and dogs for dog shows

Ecosystem roles: Animals for maintaining natural balance, like bees to pollinate plants, snakes to kill rats, etc.

B. (Students' answers vary.)

C. (Students' answers vary.)

5 Evaluate
10 minutes

The purpose of this stage is for students to review and self-evaluate learning with a checklist and have students write a paragraph about their personal commitment to protecting animals.

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

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

Exercise B:

- Have students engage in reflective thinking and write a 100-word paragraph about how they will change their daily habits or commit to avoiding activities that harm animals.
- Have some students share their writings.
- Summarize the main ideas covered in the lesson.

Answer key

A. (Students' answers vary.)

B. (Students' answers vary.)

Listening Script:

Our world is home to many incredible animals, but sadly, they are now mostly affected by human activities. One major issue is illegal wildlife trade or overhunting, where animals are killed for their parts, such as rhino horns, elephant ivory, and shark fins. We must not buy these parts. It is illegal.

Deforestation happens when trees are cut down and forests are cleared to build cities. This ruins animal homes, making it hard for them to find food and a place to live. To help, we should join tree-planting events to bring back their habitats and give animals safe homes.

Another problem is emission, which makes the Earth warmer. It comes from using lots of cars and running factories. To reduce emission, we should use public transportation, walk or ride bikes, turn off lights when not in use, and use clean energy like solar power.

Animal abuse happens when animals are hurt or treated badly. This includes hitting them, forcing them to perform in circuses, or using them for rides. As the right thing to do, we must be kind to animals, report if you see animals being treated badly, and avoid entertainment that abuses animals, such as circuses.

Lastly, plastic waste is a major problem that happens every day. We use plastic in many everyday activities, such as plastic cups, cutlery, and shopping bags. We should cut down on plastic use, recycle, and use personal bottles and lunch boxes instead of single-use plastic items.

Together, let's protect animals and make our world a better place for them.