

WHY DO WE NEED ANIMALS? A CALL FROM THE WILD



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

A



1. Matching activity: Endangered and extinct animals

Draw lines to match the pictures with their correct statements.



If an animal is **endangered**, there are very few of that animal left, and it might become extinct one day.



If an animal is **extinct**, there are no more of that animal left in the world.



2. True or False: Facts of endangered and extinct animals

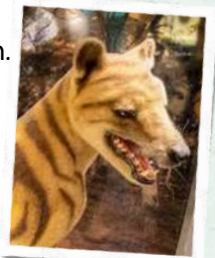
Read the statements below. Write a **T** if the sentence is True, and **F** if it is False.

T or F

1. ☐ ☐ The Northern White Rhino has only two individuals left on Earth.
2. ☐ ☐ The dodo bird can now be found in Africa.
3. ☐ ☐ There are between 200 and 2,000 extinctions each year.
4. ☐ ☐ The Tasmanian tiger is still found in the wild today.
5. ☐ ☐ Nearly all species of sea turtles are now endangered.
6. ☐ ☐ About 29% of the world's species are at risk of extinction.



Northern White Rhino



Tasmanian tiger



Sea turtle



The Dodo bird

B



Quiz: How well do you know about animals?

Answer the questions below and see how many you get right!

1. This animal can make honey.

- ☐ A. Bears
- ☐ B. Bees
- ☐ C. Beetles
- ☐ D. Butterflies

2. This animal keeps the soil healthy by eating dead plants.

- ☐ A. Earthworms
- ☐ B. Owls
- ☐ C. Rabbits
- ☐ D. Squirrels

STUDENTS' WORKSHEET

3. This animal eats mosquitoes and helps keep them away.

- ☐ A. Chickens
☐ B. Bats
☐ C. Parrots
☐ D. Penguins

5. This animal helps farmers find truffles, a type of rare mushroom.

- ☐ A. Goats
☐ B. Rabbits
☐ C. Pigs
☐ D. Sheep

7. This animal helps keep the water clean by eating tiny bits of stuff we can't see.

- ☐ A. Clams
☐ B. Dolphins
☐ C. Jellyfish
☐ D. Sharks

4. This animal provides more than half the air that we breathe.

- ☐ A. Sharks
☐ B. Turtles
☐ C. Dolphins
☐ D. Whales

6. This animal helped carry important messages during wartime, saving many lives.

- ☐ A. Birds
☐ B. Camels
☐ C. Eagles
☐ D. Pigeons

8. This animal makes silk that people use to make clothes.

- ☐ A. Camels
☐ B. Silkworms
☐ C. Sheep
☐ D. Rabbits


C Big question: Why do we need animals?

Read the questions below and share your opinions.



1. Why do we need animals?
2. Can you think of ways animals help people in daily lives?
3. What would the world be like if we didn't have animals to study and learn from?

2 EXPLORE

A  **Discussion: Human vs Animals**
Look at the photos and discuss the questions below.

- a. What is the boy doing in picture A? What eating tool is he using?
- b. Do you know the animal in picture B? Have you ever seen this animal in real life?
- c. In what ways can the boy's action affect the animal?



B

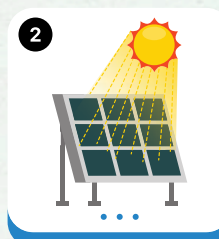


1. New words

Write the words in the box for the correct definitions. Then match the definitions with the pictures.

illegal habitat deforestation emission
solar power abuse ivory transportation

- ☐ a. (phr.n) energy from the sun that can be used to make electricity.
- ☐ b. (a) not allowed by the law.
- ☐ c. (n) treating someone or something very badly or hurting them.
- ☐ d. (v) a hard, white material like bone that comes from the long teeth (tusks) of elephants and some other animals.
- ☐ e. (n) the place where an animal or plant lives
- ☐ f. (n) the bad gases or smoke go into the air from things like cars or factories
- ☐ g. (n) the act of cutting down or burning the trees in an area
- ☐ h. (n) the way people move from one place to another, like by car, bus, bike, or train.



2. Practice

Choose 3 words from the list and make sentences.

C Harmful human activities to animals



Look at the infographic. Can you guess the missing words? Listen and fill in the blanks 1 to 5.



3 EXPLAIN

A



Some ways to protect animals

Read the text below. Listen to the audio again and write ONE WORD in each gap.

SOME WAYS TO PROTECT ANIMALS

- To fight against harmful animal trade and overhunting, we must avoid using or buying items made from (1) _____ parts, like rhino horns, elephant ivory, or shark fins.
- Planting trees can help bring back (2) _____, providing animals with safe places to live.
- To cut (3) _____, which warm the Earth, we should use public transportation, walk or ride bikes, turn off lights, and use clean energy.
- To fight animal abuse, we must be kind to animals, report any abuse we see, and avoid (4) _____ that uses animals, such as circuses.
- We must reduce (5) _____ use, recycle, and switch to personal bottles and lunch boxes instead of single-use plastic items.

B 1. Grammar Lead-In



Read the sentences and circle the correct answers to fill the gaps. Sometimes both choices are correct.

1. We _____ not buy products made from animal parts like rhino horns or elephant ivory. It's illegal.

A. should

B. must

2. We _____ join tree-planting events to restore habitats and give animals safe places to live.

A. should

B. must

3. We _____ use public transport, walk or ride bikes, turn off lights when not in use, and use clean energy like solar power.

A. should

B. must

4. As the right thing to do, we _____ be kind to animals, report mistreatment, and avoid entertainment that overuses animals.

A. should

B. must

2. Grammar: Should/Must

Read the sentences and fill in the blanks.

Giving advice or suggesting a good thing to do

We use _____ ⁽¹⁾ when giving advice or suggesting a good thing to do.

After **should/must**, what verb form do we use? → _____ ⁽²⁾.

We should *plant* trees to create safe habitats for animals.

The contraction form of **should not** is _____ ⁽³⁾, and **must not** is _____ ⁽⁴⁾.

We *shouldn't* use plastic bottles. / You *mustn't* buy illegal animal products.

Following rules or guidelines

We use _____ ⁽⁵⁾ for rules or guidelines.

You *mustn't* litter when there's a "No Littering" sign.

C Discussion



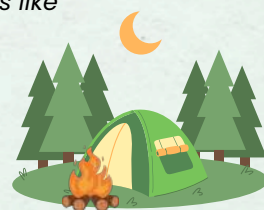
1. In your group, read the situations and discuss what we should/must do in each case. Use the space below to write your sentences.



Situation 1: While hiking with friends, someone in your group wants to take a baby bird from its nest to keep as a pet.



Situation 2: You see people throwing trash on the ground in a park where animals like squirrels and birds live.



Situation 3: While getting ready to sleep at the campsite, you see a campfire from another group that's still burning.

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2. Share your group's sentences with the class.

4 ELABORATE

A Why do people need animals?

In your group, discuss the question above. Look at the pictures below to help.



B 1. Group work: Let's protect the animals!

Each group chooses an animal, creates a poster, and prepares a speech to share their message about protecting the animal. See the sample ideas below.

► Introduction: Choose and introduce the animal and reasons why you made the video.

E.g: "Hi, we're [your group's name]! Today, we're talking about sea turtles and why they need our help."

► Facts about the animal: Describe some facts about the animal, how it is important in our lives, and if it faces any threats.

E.g: "First, let's see why sea turtles are important. Sea turtles help keep the ocean clean by eating jellyfish and seaweed, which prevents these from damaging coral reefs."

► Simple actions to protect the animal: Suggest simple actions people can easily take to protect the animal in everyday life.

E.g: "You should use less plastic and clean up beaches to avoid harming sea turtles."

► Call to action: Give a clear, memorable message on what people should do next.

E.g: "Now or never, let's act now to protect sea turtles and their homes!"

2. Gallery walk:

a. Display the poster and perform your group's presentation for the class.

b. Visit other groups' displays. Listen to and vote for the best poster and presentation.

Use these questions to help you vote:

1. Was the main message clear and easy to understand?
2. Did the information seem new or useful to you? Do you agree with it?
3. Were the suggested actions easy to follow?
4. Did the speech make you want to help the animal?

C Homework: Video project

In your group, prepare a video, using ideas in the poster.

Use any presentation tools you know to help with your display. Then, record a video and share it on social media or your school platform.



5 EVALUATE

A  **Let's reflect!**

What have you learned today? Check the list.

- ☐ **Know** the difference between 'extinct' and 'endangered' animals, and learn that some are at risk.
- ☐ **Understand** why animals are important to humans and our planet.
- ☐ **Learn** new vocabulary about extinction and protecting animals.
- ☐ **Use should** and **must** to build persuasive sentences
- ☐ **Improve** listening skills and practice new words by listening and filling in an infographic.
- ☐ **Create** a poster and **give** a speech to share the message of protecting an animal.
- ☐

B  **Let's write!**

Write a 100-word paragraph about how you will change your daily habits or commit to avoiding activities that harm animals.

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