

'I was thrilled and shocked': images raise hopes of return of wild jaguars to the US

Level 2: Intermediate – Teacher's notes

Article summary: The article talks about recent sightings of wild jaguars in the US

Time: 60 minutes

Skills: Reading, Speaking, Writing

Language focus: Adjective order

Materials needed: One copy of the worksheet per student

Key:

- | | |
|---------------------------|----------------------------|
| 1. <i>b, conservation</i> | 7. <i>b, freshwater</i> |
| 2. <i>a, roam</i> | 8. <i>c, habitat</i> |
| 3. <i>c, hunt</i> | 9. <i>a, vital</i> |
| 4. <i>a, extinction</i> | 10. <i>b, construction</i> |
| 5. <i>a, obstacle</i> | 11. <i>a, barrier</i> |
| 6. <i>c, plentiful</i> | 12. <i>c, critical</i> |

- b. Before reading the article carefully, students use some of the key words to fill the gaps in the sentences to ensure that they understand and know how the words are used in other contexts.

1. Warmer

- a. This activity aims to get students thinking and talking about animals. The animals' status is per the World Wildlife Fund's designations. Encourage students to share what they know about these different species. You may wish to research pictures of them before the class or have students look them up on their phones. After they've completed the chart, ask students to share which ones surprised them, as well as any personal experiences, anecdotes and opinions if they wish.

Key:

Extinct	Endangered
golden toad	koalas
dodo	crocodiles
Tasmanian tiger	blue whale
	Arctic wolf
	macaw

2. Key words

- a. Ask students to do the exercise individually and compare their answers in pairs or small groups. You may wish to note that *saltwater* is the opposite of *freshwater*. You may also point out that a *barrier*, e.g., a mountain range, can be a natural occurrence. As an extension activity, ask students to write the part of speech for each key word.

Key:

- | | |
|------------------------|------------------------|
| 1. <i>freshwater</i> | 5. <i>habitats</i> |
| 2. <i>plentiful</i> | 6. <i>obstacles</i> |
| 3. <i>construction</i> | 7. <i>conservation</i> |
| 4. <i>vital</i> | 8. <i>critical</i> |

3. Comprehension check

- a. Students answer the questions based on the information in the article. They may do this in different ways, e.g., in item 1, they may say, 'The conservation group is called the Sky Island Alliance.'

Key (suggested answers):

- Sky Island Alliance*
- the 1960s*
- the 1990s*
- climate extremes, habitat loss, the border wall*
- December, 2023*
- They are part of the Sky Islands in northern Mexico and the US south-west.*
- the javelina; a pig*
- sub-tropical ocelots, Mexican grey wolves, Sonoran pronghorns*
- because it forces jaguars to use more energy to reach habitat, food and water; jaguars must travel farther to find water*
- the human and environmental impacts of the border wall*

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4. Key language

- a. The activity allows students to practise adjective order: determiner, opinion, size, age, shape, colour, origin, material, and purpose (or DOSA-SCOMP). Students could be asked to do this exercise individually and then compare their answers in pairs. Emphasise how and when a comma should be used when listing adjectives (e.g., item 5).

Key:

1. *a powerful old grey wolf*
2. *the award-winning Norwegian author*
3. *the tallest rocky mountain*
4. *some delicious Moroccan food*
5. *young, muscular male*
6. *the fifth recorded jaguar sighting*
7. *the last open corridors*
8. *many endangered species*

- b. Students have an opportunity to internalise DOSA-SCOMP here. Encourage them to get creative, challenge themselves, and have some fun with adjectives. If you have the space, you can have students write one of the categories and then pass their worksheet to the right so the next person can write the next category and so on until they reach the noun. Ask volunteers to read their results.

5. Discussion

- a. Students discuss the statements related to the article and give their reasons and justifications for each answer, referring to their own experiences wherever possible.

6. In your own words

- a. Ask students to research more about the wild jaguars or to choose another endangered animal.
- b. Students could then present their reports to the class. Encourage them to share the information they've gathered and their opinions about the issue. Invite students to use some of the given phrases in their presentations when stating facts and their opinions.