

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

Level 3: Advanced – Teacher's notes

Article summary: The article discusses 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, muscular</i> | 9. <i>a, stepping stone</i> |
| 2. <i>a, euphoria</i> | 10. <i>b, flank</i> |
| 3. <i>c, thrilled</i> | 11. <i>a, insurmountable</i> |
| 4. <i>a, elusive</i> | 12. <i>c, prey</i> |
| 5. <i>a, rugged</i> | 13. <i>a, expenditure</i> |
| 6. <i>c, sighting</i> | 14. <i>c, toll</i> |
| 7. <i>b, tentative</i> | 15. <i>b, standstill</i> |
| 8. <i>c, biodiversity</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. As an extension activity, ask students to write the part of speech for each key word.

Key:

- | | |
|---------------------------|--------------------------|
| 1. <i>biodiversity</i> | 7. <i>insurmountable</i> |
| 2. <i>stepping stones</i> | 8. <i>sightings</i> |
| 3. <i>tentative</i> | 9. <i>standstill</i> |
| 4. <i>prey</i> | 10. <i>flank</i> |
| 5. <i>thrilled</i> | 11. <i>toll</i> |
| 6. <i>elusive</i> | 12. <i>muscular</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 ocelot, Mexican grey wolves, Sonoran pronghorns*
- Because it is impossible to anything much larger than a badger; it forces jaguars to expend more energy to reach critical habitat, prey, and water; jaguars must travel farther to find water.*
- the human and environmental toll 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 1).

Key:

1. *young, muscular male*
2. *the remote Whetstone Mountains*
3. *the fifth recorded jaguar sighting*
4. *the last open corridors*
5. *numerous endangered species*

- b. Students could be asked to do this exercise individually and then compare their answers in pairs. Allow students to add one or more adjectives to the items from task A. Have students share their ideas and, if you wish, use peer review to check answers.
- c. Students have an opportunity to internalise DOSA-SCOMP here. Invite them to 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 wild jaguars or choose another endangered animal.
- b. Students then present their reports to the class. Encourage them to share the information they've gathered and their opinions about the issue and use some of the given phrases in their presentations when stating facts and their views.