

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

Level 1: Elementary – 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: Identifying adjectives and adverbs

Materials needed: One copy of the worksheet per student

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	koala
dodo	blue whale
Tasmanian tiger	Arctic wolf

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 for each key word.

Key:

- | | |
|-----------------------|-------------------------|
| 1. <i>c, climate</i> | 6. <i>a, danger</i> |
| 2. <i>a, habitat</i> | 7. <i>b, endangered</i> |
| 3. <i>c, border</i> | 8. <i>c, energy</i> |
| 4. <i>b, mountain</i> | 9. <i>b, smell</i> |
| 5. <i>a, valley</i> | 10. <i>a, section</i> |

- b. 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.

Key:

- section*
- mountain*
- endangered*
- energy*
- habitats*

3. Comprehension check

- a. Students answer the questions based on the information in the article. They may do this in different ways.

Key (suggested answers):

- Arizona*
- the 1960s*
- the 1990s*
- climate changes, habitat loss, the border wall*
- December, 2023*
- in the Sky Islands in Mexico and the US*
- the javelina; a pig*
- ocelots, wolves, pronghorns*
- Because jaguars must use more energy to reach habitat, food, and water; jaguars must travel longer distances to find water.*
- a photographer and author who works near the US–Mexico border*

4. Key language

- a. The activity asks students to correctly identify whether a word is an adjective (answering *which one, what kind* or *how much/many*) or an adverb (answering *when, where, how, or to what extent*). You may wish to remind students that adjectives describe nouns, whereas adverbs modify verbs, adjectives, and other adverbs. Students can be asked to do this exercise individually and then compare their answers in pairs. As an extension activity, you could ask students to find the words in context in the article.

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Key:

Adjectives	Adverbs
<i>same</i>	<i>briefly</i>
<i>many</i>	<i>sometimes</i>
<i>young</i>	<i>negatively</i>
	<i>nearly</i>

- b. Students can mine the article for additional examples of adjectives and adverbs. If students need support, you may wish to have them work in pairs. As an extension activity, you could ask students to make a few sentences using some of the adjectives and adverbs from the list.

Key:

Students' answers may vary. Here are some additional words they may find.

Adjectives	Adverbs
<i>excited</i>	<i>very</i>
<i>surprised</i>	<i>finally</i>
<i>large</i>	<i>so</i>
<i>important</i>	<i>more</i>
<i>good</i>	<i>other</i>
<i>great</i>	
<i>longer</i>	

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 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.