

## 'When we plant, they come': thirsty elephants pose new problem for drought-hit Kenyan farmers

### Level 3: Advanced – Teacher's notes

**Article summary:** The article describes how climate change is affecting poorer countries and even leading to problems with wild animals in Kenya.

**Time:** 60 minutes

**Skills:** Reading, Speaking, Writing

**Language focus:** Vocabulary

**Materials needed:** One copy of the worksheet per student

#### 1. Warmer

- a. The purpose of this activity is to get students thinking about the geographical location of wild animals and to introduce the idea that some of them may be threatened or endangered by the onset of climate change.

**Key:**

*Africa: hippopotamus, giraffe, zebra*

*Asia: iguana, snow leopard, orangutan*

*the Americas: puma or mountain lion, sloth, llama*

#### 2. Key words

- a. Ask students to do the exercise individually and then compare their answers in pairs or small groups. Note the pronunciation of *drought* and *trough*, which have the same combination of letters but are pronounced in a different way. *Drought* rhymes with *out* and *doubt*, whereas *trough* rhymes with *off* and *cough*. The expression 'to keep at bay' is often used in a healthcare context as in 'Vitamin C is supposed to be effective at *keeping* colds *at bay*.' Apart from its association with taste, the word *unpalatable* can also be used to express something you simply don't like or don't want to accept, as in 'Some people will find this politician's views *unpalatable*.'

**Key:**

- |                     |                        |
|---------------------|------------------------|
| 1. <i>roam</i>      | 7. <i>trough</i>       |
| 2. <i>dejected</i>  | 8. <i>graze</i>        |
| 3. <i>drought</i>   | 9. <i>bushmeat</i>     |
| 4. <i>poaching</i>  | 10. <i>mitigate</i>    |
| 5. <i>ingenious</i> | 11. <i>unpalatable</i> |
| 6. <i>at bay</i>    |                        |

#### 3. Comprehension check

- a. The answers given are only suggested answers and students may correctly answer the questions in different ways, e.g., in item 2 they may say 'because they all had enough to eat', or similar. Note that the plural form *rains* is used to describe the seasonal heavy rain that occurs in tropical countries.

**Key:**

1. *the rains*
2. *because there was enough food for both humans and animals*
3. *because mung beans grow faster and require less water than maize*
4. *the climate crisis*
5. *to avoid confrontations with elephants*
6. *because of Covid*
7. *sunflowers*
8. *bees*
9. *There isn't enough water.*
10. *because developed countries always fail to keep their promises*

#### 4. Key language

- a. Students could be asked to do this exercise individually and then compare their answers in pairs. The answers given are the phrases used in the text.

**Key:**

- |             |             |
|-------------|-------------|
| 1. <i>e</i> | 5. <i>g</i> |
| 2. <i>h</i> | 6. <i>c</i> |
| 3. <i>f</i> | 7. <i>d</i> |
| 4. <i>a</i> | 8. <i>b</i> |

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#### 5. Discussion

- a. Allow students time to note down their ideas about each statement and encourage them to say why they agree or disagree with each one.

#### 6. In your own words

- a. This task could also be done as a homework, and students could then present their reports to the class.