

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

Level 2: Intermediate – 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: zebra, giraffe

Asia: tiger, iguana

the Americas: puma, alligator

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 pronounced in a different way. *Drought* rhymes with *out* and *doubt*, whereas *trough* rhymes with *off* and *cough*. 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*'. *Bushmeat* normally applies to the meat of wild animals such as antelope or warthog killed in Africa.

Key:

- | | |
|-----------------------|-----------------------|
| 1. <i>coexistence</i> | 6. <i>surge</i> |
| 2. <i>drought</i> | 7. <i>bushmeat</i> |
| 3. <i>poaching</i> | 8. <i>unpalatable</i> |
| 4. <i>ingenious</i> | 9. <i>pledge</i> |
| 5. <i>trough</i> | 10. <i>resilient</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, 'It's the other way round', or similar.

Key:

1. *False. There has been a drought for the last three years.*
2. *False. He grows mung beans because he can no longer plant maize.*
3. *True*
4. *True*
5. *False. The climate crisis kills more elephants than poachers do.*
6. *False. He has moved his cows to his ancestral home.*
7. *True*
8. *False. They find sunflowers unpalatable.*
9. *True*
10. *True*

4. Key language

- a. Students could be asked to do this exercise individually and then compare their answers in pairs. Encourage them to check their answers by looking in the text. The answers match the expressions as used in the text.

Key:

- | | |
|-------------------|----------------|
| 1. <i>between</i> | 5. <i>from</i> |
| 2. <i>in</i> | 6. <i>to</i> |
| 3. <i>for</i> | 7. <i>on</i> |
| 4. <i>with</i> | 8. <i>at</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.