

High tech, high yields? The Kenyan farmers deploying AI to increase productivity

Level 3: Advanced

Article summary: This article describes how farmers in Kenya are using artificial intelligence to get advice to help them improve their crops.

Time: 45–60 minutes

Skills: Reading, Speaking

Language focus: Vocabulary

Materials needed: One copy of the worksheet per student

1. Warmer

- a. This activity aims to introduce the theme of farming and crops.

Key:

1. c
2. d
3. f
4. a
5. b
6. e

2. Key words

- a. Ask students to do the exercise individually and then compare their answers in pairs or small groups. The plural form of *coordinate* is more usual, meaning the exact longitude and latitude of a given place. Note that the word *ragged* is often applied to clothes and is pronounced as two syllables. *Yield* is usually used with crops but may also be applied to money that is invested (e.g. stocks and shares) and any profit this investment may make. An annoying person may also be referred to as a *pest*.

Key:

1. *stride*
2. *coordinate*
3. *yield*
4. *inadequate*
5. *pest*
6. *ragged*
7. *plot*
8. *Indigenous*
9. *Erosion*
10. *Humidity*

3. Comprehension check

- a. The answers given are only suggested answers and students may correctly answer the questions in different ways, e.g. in #1, they may say, 'It uses AI to help farmers'.

Key:

1. *It uses chat prompts to give farmers advice about fertiliser application.*
2. *He could have used more fertiliser than he needed to.*
3. *Because they help them to improve the quality and quantity of their produce inexpensively.*
4. *agricultural extension officers, general farmer's knowledge, and guesswork*
5. *5 tonnes more*
6. *their own knowledge*
7. *in agriculture and food security*
8. *It's free.*
9. *Indigenous agricultural practices might be lost.*
10. *It advises him when to water his cucumbers.*

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4. Key language

- a. Students could do this task individually and then compare their answers in pairs. Encourage them to do the task without looking in the text but to check their answers in the text.

Key:

1. *c*
2. *d*
3. *f*
4. *e*
5. *a*
6. *b*

- b. Students use the correct form of two of the phrases from task a to fill the gaps in the sentences. Note that they will need to amend the phrase to complete #2.

Key:

1. *take samples*
2. *achieved her goal*

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-b. The task could also be done as a homework task and students could then present their findings to the class.