

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

Level 2: Intermediate

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 | 4. a |
| 2. d | 5. b |
| 3. f | 6. e |

2. Key words

- a. Ask students to do the exercise individually and then compare their answers in pairs or small groups. The noun *coordinate* is usually used in the plural to indicate the exact position of something. *Potential* can be either a noun or an adjective and examples of both uses can be seen in paragraph 10. *Moisture* can also be in the air, but it normally refers to the amount of water on a particular surface or in a substance.

Key:

- | | |
|----------------|----------------|
| 1. coordinates | 6. potential |
| 2. fertiliser | 7. massive |
| 3. knowhow | 8. plot |
| 4. yield | 9. humidity |
| 5. pest | 10. consistent |

3. Comprehension check

- a. The answers given are only suggested answers and students may answer the questions in different ways, e.g. in #5, they may say, 'He was often wrong'.

Key:

1. True
2. True
3. False. They suffer losses because of pests, diseases and a lack of technical knowhow.
4. False. He produced 7.3 tonnes.
5. False. He wasn't always right.
6. True
7. True
8. False. Mutisya's farm is bigger.
9. True
10. False. He thinks it is a waste of time.

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

- b. Students use the correct form of two of the phrases from task a to fill the gaps in the sentences.

Key:

1. small scale
2. game changer

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