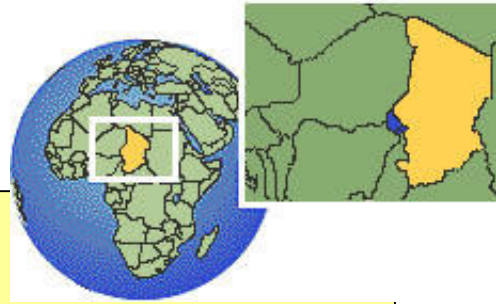


# The Shrinking Lake

## A Introduction

You are going to read about an environmental problem in this part of the world, Central Africa.



- What do you know about this part of the world? What countries are in this area?
- What pressures are there are on the environment in this region?



## B Vocabulary

Look at this word list. Match the words on the left with the definitions on the right.



<b>puddle</b>	struggle without external help
<b>breeding</b>	the financial means whereby one lives
<b>plentiful</b>	famous extinct African bird
<b>glum</b>	to reduce in size
<b>to shrink</b>	use of water in agriculture
<b>Dodo</b>	sad, depressed
<b>pottery</b>	severe, sharp
<b>acute</b>	reproduction in the animal world
<b>to fend for oneself</b>	a lot of, sufficient
<b>to beset</b>	water left on ground after rain
<b>livelihood</b>	to trouble persistently
<b>irrigation</b>	the art of making pots, vases, etc

## C Reading

This is an article about a fisherman from Central Africa and the difficulties he faces due to an environmental problem. As you read through the article, underline the words from the previous exercise. Also underline any other words you don't understand: you can ask your teacher about them afterwards.

**C** Reading

# The Shrinking Lake

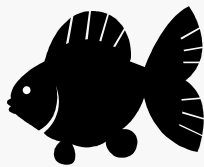
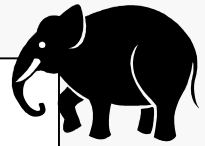
Margaret Rotham

Rikki Mbaza has a very English name but his part of central Africa is suffering from a problem that few in England would have to put up with: a lack of rain so acute that Rikki's livelihood is literally evaporating away.

"I would love to have the English weather here in Chad. Then the lake would not go away."

Rikki Mbaza lives in the town of Bol near the shores of Lake Chad, a lake that has shrunk by 90% in the last 40 years. A lack of rain is only one of many culprits being blamed for this emerging disaster.

"I am a fisherman. For me, it is like watching my life draining away every day. The fishing is getting worse and worse in the lake. They are getting smaller and I think the fish breeding has been disrupted by the reduction in area and in depth." Lake Chad is only a metre deep in most places.



Rikki struggles now to provide enough food and income for his wife Achta and their four children. Achta has had to take up pottery in her spare time in order to try and boost the amount of money coming into the household every month.

"Our rent doesn't go down with the level of the lake unfortunately," Mbaza complains. "We still have six mouths to feed but I need assistance from the government. They have left me to fend for myself in a desperate situation."

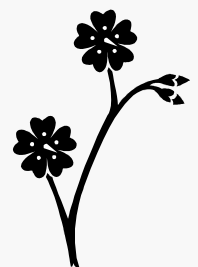
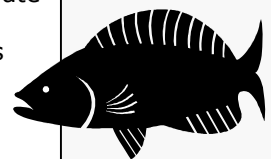
While one can understand Rikki Mbaza's frustration with his government, his accusatory tone is perhaps a little unfair. The Chad government has often seemed like a powerless, rudderless boat caught in the storm of international politics.

Angela Muscovite at the Center For African Politics at UCLA sees little reason for optimism in the case of the shrinking lake in the African heartland. "The story of Chad Lake is a modern day environmental tragedy. This is a body of water that, in 1960 was over 25,000 km<sup>2</sup> in size - now it's less than 10% of that."

"It has been so over-exploited and it is an issue the whole international community, obviously more so those governments in Africa, need to co-operate on to find a resolution. And that isn't going to happen any time soon. By the time it does, they'll be arguing over a puddle in the middle of the desert. It's sad but that's how I see things panning out."

The guilty parties, as so often in these cases, blame each other for the problems that now beset the lake. Charlie Vaughan, who teaches Environmental Science at Cambridge University in Britain, explains why the lake is going the way of the Dodo. "The main culprit is geography funnily enough. Chad, Niger, Nigeria and Cameroon all lay claim to the waters of this lake and you only need a five metre shoreline to be able to extract water from it. The whole area has been a target for massive irrigation schemes over the last couple of decades with each country's agricultural ministry blaming the other three for the problems. In an area with plentiful rainfall, it wouldn't be so much of a problem. This is a dry area."

None of this gesturing and buck-passing will help Rikki, Achta and their four children in the near future. "I am learning how to fix cars. I don't think cars will be disappearing soon and will certainly last longer than this lake will," muses the glum-looking fisherman. "There won't be any more fishermen in this area in ten years." And with that, he says he has to go and study how to remove and repair brake pads.



**D** Reading Comprehension

Now look at these questions. For each, answer **true** or **false** or **don't know** based on what you have read in the article.



1. Rikki has spent some time travelling in England.
2. The lack of rain is not the only cause of the lake's reduction in size.
3. Rikki's town, Bol, is further from the lake than it used to be.
4. Lake Chad's disappearance is causing financial pressures for Rikki's family.
5. Rikki feels the government should help him more.
6. Angela Muscovite wants the Chad government to save the lake.
7. She thinks action will come too late to save the lake.
8. Charlie Vaughan says permission to extract water is given too easily.
9. The demands of agriculture have been largely responsible for the lake's problems.
10. Rikki will work in a garage when the fishing becomes too bad.

**E** Game

There are many environmental problems in the world. Now you will have the chance to speak about them!

You will work in groups. Your teacher will give you all a piece of paper with an environmental problem written on it.

- The first member of the group must speak about this problem for about 20 seconds.
- Then, the next member of the group has to carry on speaking about the same subject.
- The teacher will tell your group to stop speaking after about one minute.



Do not repeat what the other members of your group say!

# Teacher Notes

<b>Target Language:</b>	<b>Discussing the environment, reading</b>
<b>Duration:</b>	<b>70 minutes</b>

## 1 Structure and Timing (all times approximate)

- A. Introduction (10 minutes)
- B. Vocabulary (15 minutes)
- C. Reading (15 minutes)
- D. Reading Comprehension (15 minutes)
- E. Game (15 minutes)

**Total: 70 minutes.**

## 2 Procedure

### A. Introduction

Taking some time in this part of the lesson to brainstorm will help with the game at the end of the lesson.

### B. Vocabulary

These are the potential problem words from the article that comes next. Your students may know some of them so you can ask these students to explain these words to the rest of the class. Then students can work either alone or in pairs to work their way through the rest of the words.

Ensure your students effectively record any new words from today's lesson.

### Answer Key

<b>puddle</b>	water left on ground after rain
<b>breeding</b>	reproduction in the animal world
<b>plentiful</b>	a lot of, sufficient
<b>glum</b>	sad, depressed
<b>to shrink</b>	to reduce in size
<b>Dodo</b>	famous, extinct African bird
<b>pottery</b>	the art of making pots, vases, etc
<b>acute</b>	severe, sharp
<b>to fend for oneself</b>	struggle without external help
<b>to beset</b>	to trouble persistently
<b>livelihood</b>	the financial means whereby one lives
<b>irrigation</b>	use of water in agriculture

### C. Reading

This will be quite a challenging piece of reading for an intermediate level class. It's about 600 words in length and, although most will have been covered in the vocabulary exercise, there will be quite a few new words for the students.

### D. Reading Comprehension

This is a little different from the classic *true/false* reading comprehension exercises. This one also includes the option "*don't know*". Students who do reading comprehensions at a higher

level need to learn not to use any information which is not given in the text. Students shouldn't presume anything unless it is explicitly stated in the text.

For example, **question 3**: it *is* highly likely that his town is now further from the shrinking lake's shore than at one time. But it is not stated and we cannot therefore be certain. The addition of this "don't know" option gets students into the good habit of using the text and only the text for their answers.

### Answer Key

1. Don't know.
2. True, extraction of water also a problem.
3. Don't know. Presumably so, but not stated.
4. True, he is struggling with the rent.
5. True.
6. False, she wants co-operation between ALL the governments in the area.
7. True.
8. False, he doesn't talk about permission but hints at possibility ("five metre shoreline...")
9. True, "massive irrigation schemes".
10. Don't know.

### E. Game

Split the class into 2-4 groups depending on the size of the class. Ideally, you should have 3-4 students in each group although groups of up to 6/7 are fine.

Use the page of printable cards on the final page of this lesson plan and cut them into individual cards. Each group takes their turn with different cards which have various environmental problems written on them.

Each student in a group is given about 20 seconds in which to make a few comments on the issue before the teacher indicates that the next member of the group should take over and continue the speech (which can be about causes/effects/solutions of the problems on each card).

You can decide to be more or less strict in this game, penalising repetition or irrelevant comment or choosing to let it go. A simple points system can also be adopted if you want to make it more competitive.

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Cards for final game

Hole in the ozone layer	Overpopulation	Cutting down the Amazon rainforest
Sahara Desert getting bigger	Industry polluting rivers and the atmosphere	Global warming
Icecaps melting	Pollution from commercial airlines	Animal extinction caused by human presence
Hunting of endangered species	Continuation of whaling	Nuclear waste
Oil supplies running out	Recycling of family rubbish	Intensive farming