Summary

Adam and Lily go to Kenya on safari. An old friend Joseph meets them. He has also met some American tourists and Lily recognises the face of the woman Anne, but she can’t remember where she knows her from. They drive across the country and see some of the wild animals. The American boy Tom wants to see the Big Five; lions, leopards, elephants, buffaloes and rhinoceroses. Later Lily sends some photos to her friend Zoe in London. Zoe also recognises the American woman. In the afternoon, Joseph and the visitors see hippos and then some elephants. Lily wants to adopt an elephant and she wants to visit the elephant orphanage. Later, the American woman is in her hotel room and she receives a message saying the police are looking for her. Joseph drives the other visitors into the country to see the rhinos. Later they return to the hotel to rest and to watch some Maasai dancing, performed by native Kenyan people. Adam and Lily decide to look for Anne in her room but she isn’t there. She is in reception waiting for a taxi when the police arrive. Zoe has phoned them. The woman’s real name is Ruth Street and she is guilty of buying rhino horn and taking it back to Europe.

Background and themes

Wildlife and endangered animals: Kenya is famous for its wildlife. The Big Five are amazing, strong and dangerous animals but the rhinos are endangered because they are hunted for their horns. Sometimes these animals need help, especially if they are orphaned.

Native Africans: The book talks about the lifestyle of the Maasai people. Traditionally they had to live at one with their hard natural environment. Today, however, many of them live in towns.

Discussion activities

Before reading

1 Write and game: Put students in pairs and ask them to write a list of animals in English. The pair with the longest list wins. Write all the animals on the board. Put the students in small groups to play ‘Twenty Questions’. Each student chooses an animal in turn. The other students have 20 questions to guess the animal. Answers can only be yes, no or sometimes. Elicit possible questions from the whole class first: Is it small? Does it have four legs? Does it live in Africa? Does it eat meat? Does it swim? Is it brown? Etc.

Pages 1–5

After reading

2 Guess: Ask students to discuss the following questions in pairs: Who is Anne? Why does Lily know her? Get feedback from the whole class.

3 Write and guess: Write the following sentence on the board: Adam drives the jeep across the country. Elicit which word is wrong from the class (Joseph not Adam). Now tell students to write another sentence from pages 1-5 changing one of the words. Students then
mingle reading out their sentences to one another and guessing which word is wrong.

Pages 8–11

After reading

4 Ask and answer: Write ‘Where does the jeep stop?’ on the board and elicit the answer from the students (Near a river). Now ask students to individually write another question about things from pages 8-11. Check their work as they do this. Get students to mingle, asking and answering each other’s questions.

Pages 14–19

After reading

5 Pair work: Put students in pairs and get student A to look at page 14 and student B to look at page 15. Ask the students to choose three of the pictures and to write two sentences about each. Students then swap papers and try to identify which pictures their partner is describing.

6 Write: Put students in pairs and refer them back to pages 16 and 17. Tell them you want them to write about how the people in their country/region are different from the Maasai people. First let them discuss things in pairs and then get feedback from the class. Individually students write about the differences.