

## Topic 7: Our Nation



### Our Nation

Topic	By the end of the lesson the students will be able to:	Vocabulary	Structures	Learning strategies
<b>1. Our History</b>	<ul style="list-style-type: none"> <li>read and answer questions on the main historical events of Tanzania</li> <li>organise these events on a time line.</li> </ul>	Local chiefs; clan heads; interact; commodities; trade; ivory; sword; Arabs; Europeans; Portuguese; Germans; British; colonial power; independent; unite; rule; after; before; for; from; to; era; dates: 1964, etc.; to date	Past simple and past simple passive, including question forms; What colonial power ruled Tanzania before/after...?; Who was our country ruled by? Who ruled our country in...?; When did the... rule our country? How long did... rule?; The... ruled for... years/ The... ruled from... to...	<ul style="list-style-type: none"> <li>Asking questions</li> <li>Reformulating sentences from single words/phrases</li> <li>Reading a time line.</li> </ul>
<b>2. Our national symbols</b>	<ul style="list-style-type: none"> <li>identify the six national symbols of Tanzania</li> <li>explain what each symbol represents to Tanzania.</li> </ul>	Flag; coat of arms; Uhuru torch; currency; constitution; giraffe; national symbols; vegetation; soil; freedom; light; minerals; axe; hoe; currency; symbol	Simple present: What does... represent?; It represents...; The... represents...; It symbolises...	<ul style="list-style-type: none"> <li>Associating symbols with representations</li> <li>Designing a representative symbol</li> <li>Scanning and underlining unfamiliar vocabulary.</li> </ul>
<b>3. Our festivals</b>	<ul style="list-style-type: none"> <li>group national festivals into those that are political and those that are religious in origin</li> <li>explain how a range of festivals are commemorated or celebrated nationally and in</li> </ul>	Independence Day; May Day; Christmas Day; Eid al-Fitr; Eid al-Adha (Hadji); Nane Nane Day; Easter; Nyerere Day; Karume Day; Union Day; procession; parade; silence; day off; to celebrate; to commemorate; to	Present simple; When is Christmas/May Day etc.; ...takes place/is celebrated on /on/after/at...(month/date etc.); The most important part is... ; Most people... ; Some people... others... ; What do you do... (public holiday)?; How do you	<ul style="list-style-type: none"> <li>Categorising national festivals into political and religious groups.</li> </ul>

	the local community.	remember; join; march; light; visit; wave flags; religious; political; Prepositions of time: in March, every year, at the end of, on 25 <sup>th</sup> December	celebrate/commemorate ?; Which of these are religious events?; Which of these are political events?; These are religious/political events.	
<b>4. Our governance</b>	<ul style="list-style-type: none"> <li>express some school rules</li> <li>understand the concept of governance</li> <li>give examples of legal/illegal practices according to Tanzanian law.</li> </ul>	Rules; obligations; laws (criminal, construction, electoral, environmental, mining) government; governance; legal; illegal; vote; burn	Modals: have to, must, allowed to, not allowed to, plus first conditional for consequence; We are allowed to; It is allowed; It is not allowed; What are the rules/what do you have to do?; We have to/must... (to describe dos and don'ts); We mustn't... (to describe dos and don'ts); If you..., ...will happen.	<ul style="list-style-type: none"> <li>Defining laws</li> <li>Judging the consequences of breaking rules.</li> </ul>
<b>5. Sources of history</b>	<ul style="list-style-type: none"> <li>identify some sources of history.</li> <li>describe the sources they have identified</li> <li>demonstrate awareness of how they can use the sources when they study</li> </ul>	sources; oral traditions; archaeology; sites; archives; museums; joke; proverb; riddles; legend; preserve; institution; documents	Second conditional: I/we would/could; it would/could show us ...	<ul style="list-style-type: none"> <li>Identifying research methods.</li> </ul>
<b>6. Our cultural values</b>	<ul style="list-style-type: none"> <li>identify some national and cultural values and the kind of behaviour that they lead to.</li> <li>name the type of food, language, craft, dress from their home areas compare their home culture to another local culture in Tanzania</li> </ul>	Values; culture; behaviour; actions; experience; respect; common property; take care of; environment; respect the law; patriotism; honesty; influence; behaviour/ behave; share; dress in; pottery, rice; banana; meat; basket; weave;	Present simple for regular actions; abstract nouns and gerunds; both, but, although for comparing/ contrasting	<ul style="list-style-type: none"> <li>Reading a text out loud</li> <li>Matching</li> <li>Identifying and comparing aspects of different cultures.</li> </ul>
<b>7. Our basic rights</b>	<ul style="list-style-type: none"> <li>list the things they have the right to have or to be</li> <li>identify human rights violations/non-violations</li> <li>talk about the specific rights that</li> </ul>	Rights of the child: to have food; to education; to clothing; to good medical care; to life; to a home; to say what he/she thinks; to be protected; to belong to a family; to	Introduction to passive infinitive: Children/I have the right to be/have...; This action violates a child's right to be/have... because...	<ul style="list-style-type: none"> <li>Listening for specific information.</li> </ul>

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	are being violated/broken in certain situations.	a name and a nationality; privilege; to violate a right; to deny a right		
<b>8. Social organisations in our history</b>	<ul style="list-style-type: none"> <li>explain the meaning and characteristics of slavery, feudalism and communalism.</li> <li>compare the different ways societies are organised and the impact on individuals</li> </ul>	social organisation, tenants, share, product, communalism, slavery, feudalism, distribute, set free, work on the land, rent	describing advantages/disadvantages: Tenants could rent land but/while slaves ...	<ul style="list-style-type: none"> <li>Building arguments for and against</li> </ul>
<b>9. Our neighbours</b>	<ul style="list-style-type: none"> <li>list names of their neighbours and their occupations</li> <li>describe the location of their neighbours' homes</li> <li>state what makes a good/bad neighbour.</li> </ul>	Behind; in front of; to the left/right; opposite	What are the names of your neighbours?; Their names are...; His/her name is...; X lives next to Y; Present simple for actions defining good/bad neighbours; I should, we should... to be better neighbours.	<ul style="list-style-type: none"> <li>Defining position; analysing</li> <li>Reflecting on one's own behaviour.</li> </ul>
<b>10. Our international neighbours</b>	<ul style="list-style-type: none"> <li>explain how Tanzania cooperates with other members of the East African Community and other countries in the world.</li> </ul>	Countries of the world; cooperate with; Community; regional cooperation; economic, cultural and political cooperation; imports; exports; goods; tariffs; tax; customs charges; customs union; established; borders; involve; ties; within; include.	Mixed structures appearing in the text; present simple to talk about habitual action; 'can' to talk about possibilities opened by international neighbours.	<ul style="list-style-type: none"> <li>Reading to form an opinion</li> <li>Matching words to meanings.</li> </ul>

### Lesson 1: Our history

**Vocabulary:** Local chiefs; clan heads; interaction; commodities; trade; ivory; sword; Arabs; Europeans; Portuguese; Germans; British; colonial power; independent; unite; rule; after; before; for; from; to; dates: 1964, etc.; to date

**Structures:** Past simple and past simple passive, including question forms; What colonial power ruled our societies before/after...?; Who were our societies ruled by? Who ruled our societies in...? When did the...rule our country? How long....?

#### Lesson content objectives:

By the end of the lesson the students will be able to:

- mention things which our societies did or had that attracted the coming of foreigners
- explain the things which came as a result of the interaction of our societies with the foreigners.

**Learning strategies:** Asking questions; reformulating sentences from single words/phrases; reading a time line.

**Preparation:** Prepare word cards for the following words and expressions: local chiefs and clan heads (written on one card), Arabs, Portuguese, Germans, British, independent, unite.

Prepare sample questions for Activity 1 (you will write them on the board during the activity).

#### Introduction (5 mins)



- Say: 'Good morning/afternoon. How are you?' Wait for the students to reply.
- Tell the students that today we are going to talk about the origin and history of Tanzania.
- Invite seven students to the front. Give each student one word card to hold.
- Ask one student to read out the word on his card and show the class. Ask the class what that word has to do with the history of Tanzania. If nobody knows, it doesn't matter. When a student answers, say: 'Thank-you. Later we will find out if you are right.'

*Note: Do not tell the class the answer. This phase is only aimed at engaging their interest.*

- Repeat the same procedure with the other word cards. Then take the word cards back in.

#### Presentation (10 mins)



- Say: 'Open your Student book at Topic 7, Lesson 1 and look at Activity 1.' Hold up your Student book at the correct page and point to the activity. Ask: 'Which topic, lesson and activity do you need?' Wait for the students to reply.

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- Tell the students to look at the pictures in the timeline and say what they think they are about. (Answers – Variety of answers reflecting different eras.)
- Tell the students to read through the text below the pictures and put their hands up to ask questions in their best English about the missing information for gap 'a'. For example, 'Who did our societies interact with before the Europeans came to East Africa?' (Answer: the Arabs)
- Write the correct question on the board. Some of the questions will be grammatically difficult. Allow the students to read through sentence by sentence before they try to make their questions. Allow them to correct each other and build the correct question gradually. Then give them the answer. The students should write the answers in their exercise books.
- Continue in the same way with each gap.
- Ask the students to read back the answers to you, and write them correctly on the board so that the students can correct their own answers if necessary.
- Make sure the students understand the term *colonial power*.
- Clean the board.

### Practice (5 mins)

- Ask the students to close their Student books, but keep their exercise books open.
- Ask seven different students to come to the front of the class and give them the word cards. The students should stand in line facing the class, in any order. They can look at each other's word cards.
- Tell the class they are going to use the answers in their books to form sentences so that the students holding the cards can line up in a *time line*. This means that the student with the word which belongs to the oldest stage in Tanzania's history should be on the left and the most recent on the right.
- Ask: 'Who can tell me about local chiefs and clan heads, using a full sentence?' Accept incorrect grammar, as the objective here is for the students to remember the facts. Do not write the sentences on the board. This is a speaking activity.
- Look at the students with the word cards and say: 'Who has got the card with 'local chiefs and clan heads' written on it? You should go over to the left end of the line'.
- Continue with 2 to 7, and the students with word cards should get into the right order.
- Ask the seven students to read out their words and ask the rest of the class if the seven at the front are in the correct order.

### Consolidation/evaluation and assessment (10 mins)

- Say: 'Open your books again and look at Activity 2. Read the questions about the history of Tanzania. Write your answers in your exercise books.' They do not need to write full sentences, only the answers.
- Monitor and help the students as they work if necessary.

## Reflection



- Ask: 'Do you think you will remember what we learned today?'
- Ask the students whether they think that using a time line helped them to organise the information better in their heads and talk about it more easily. Would they use this way of learning again?

## Answers



### Activity 1

- a) Arabs
- b) ivory, leopard skins, tortoise shells
- c) swords, clothes, glass
- d) maize, cassava
- e) meza, lesa
- f) 1885, 1919
- g) British
- h) 1961
- i) Zanzibar

Possible questions (accept all correct answers):

- a) Who/which people did our societies interact with before the Europeans came?
- b) What commodities did our societies trade?
- c) What commodities did the Arabs trade?
- d) What new crops did the Portuguese bring?
- e) What/which Swahili words were borrowed from the Portuguese language?
- f) How long were the Germans in power?
- g) Which era was the railway from Tabora to Mwanza constructed in? / (In which era ...?)
- h) When did Tanganyika become independent?
- i) When did Tanzania unite with Zanzibar?

### Activity 2

1. 800 years.
2. 19<sup>th</sup> (and 20<sup>th</sup>) century.
3. Germans
4. British.
5. Ivory, Gold, Leopard skins, Turtle shells etc.
6. 1961.
7. Tanzania.
8. Local chiefs and clan heads.

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### Extension activity

- Invite the students to play a game of *Who am I?* Name or number the rows of desks and pair up the rows. A student from one row asks a student from another row: '*I was the first colonial power of Tanganyika. Who am I?*' The other student answers: '*You are a German.*'
- The students get as many chances as possible to participate.
- Rows exchange roles of asking and answering questions. For each correct response the row scores a point.
- Add up the points to find the winning row.

### Teacher's reflections

- How well did you manage the extension activity? This involved many rows working together at the same time. Did you manage to make this work well and monitor what was happening in each group?
- How could you do this better next time?

### Homework

- The students draw a time line of their own history or the history of their family. They can then bring it into class and ask a partner questions about their timeline.

## Lesson 2: Our national symbols

**Vocabulary:** Flag; coat of arms; torch; currency; constitution; giraffe; national symbols; vegetation; national anthem; soil; freedom; light; minerals; axe; hoe; currency; symbol

**Structures:** Simple present: What does... represent?; It represents...; The...represents...; It symbolises...

### Lesson content objectives:

By the end of the lesson the students will be able to:

- identify the six national symbols of Tanzania
- explain what each symbol represents to Tanzania.

**Learning strategies:** Associating symbols with representations; designing a representative symbol; scanning and underlining vocabulary that they are not familiar with.

### Introduction (5 mins)



- Say: 'Good morning/afternoon. How are you?' Wait for the students to reply.
- Say: 'Open your Student book at Topic 7, Lesson 2 and look at Activity 1.' Hold up your Student book at the correct page and point to the activity. Ask: 'Which topic, lesson and activity do you need?' Wait for the students to reply.
- Ask the students to look at the pictures of the national symbols. Tell them the pictures are numbered from 1-6.
- Say: 'Look at picture number 1. What is it?' (Answer – The national flag of Tanzania). If the students can only give you an answer in Kiswahili then translate it into English.
- Continue in the same way with all of the pictures. Write any new words with their translations on the top right hand side of the board.

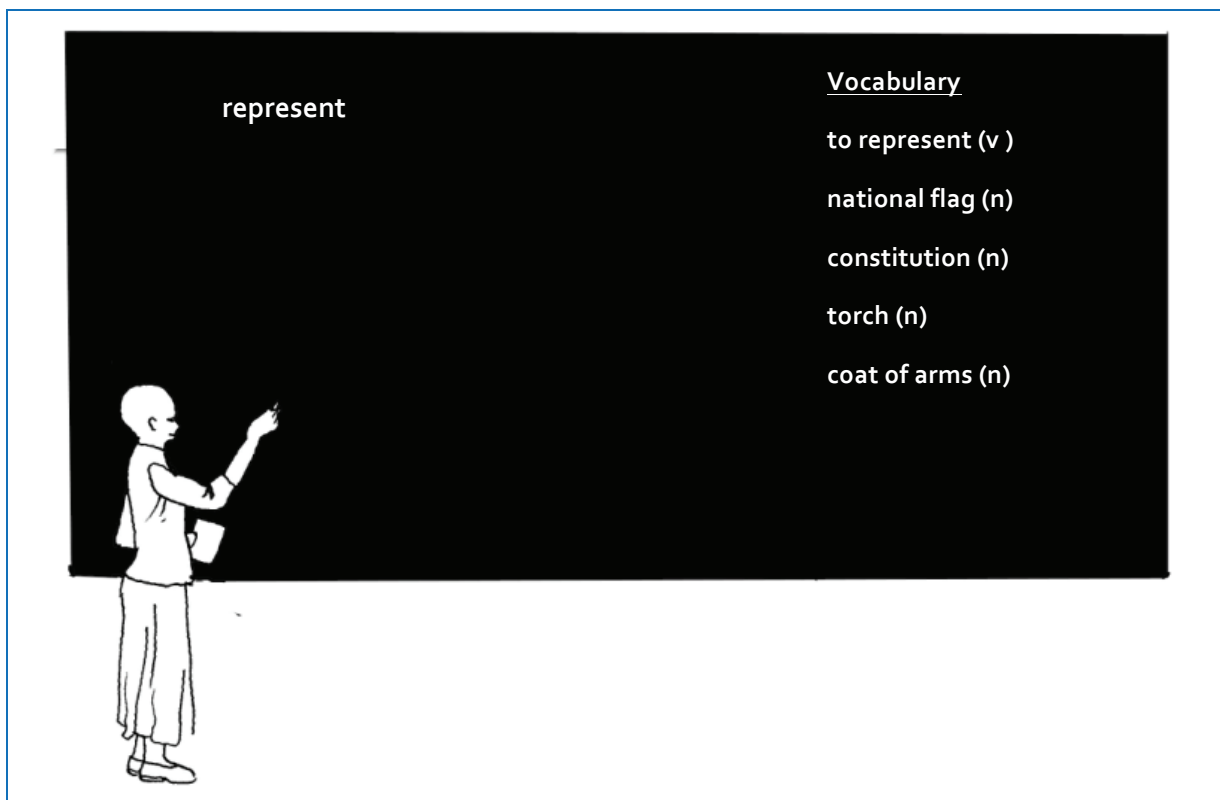
*Note: It is a good idea to keep the top right hand side of the board as a place for vocabulary and translations. This way the students know where to look when they need help with a word. If anyone in the class asks for a spelling or translation then you can write it here so that it is there for the rest of the class. Make sure that you let the class know what kind of word each is: (n) = noun; (v) = verb; (adv) = adverb; (adj) = adjective, etc.*



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### Presentation (10 mins)

- Write the word 'represent' on the board and try to get a translation. Write this on the top right hand side of the board.
- Say: 'A symbol represents something. Each symbol of our nation represents something.'
- Write the symbols on the board (one at a time) and work with the students to elicit from them what each symbol represents. For example write: 'national flag'.
- Ask: 'What does it represent? What do the different colours represent?' See if the students can respond. Do not correct. Tell them they will read about this later to confirm.
- This activity is to help the students focus, and to help them think more carefully about the practice activity.



### Practice (10 mins)

- Ask the students to look at Activity 2 in their books. Ask them to scan the text and underline any words that they do not understand. Go through these words and note the meanings or translations on the top right hand corner of the board. Ask them to read the text again.
- Ask the students to work in pairs and to write the correct answers in their exercise books. Monitor and help the students as they work.

### Consolidation/evaluation and assessment (5 mins)



- Go through the answers as a whole class, asking different pairs for the answers. Give the students time to correct their answers in their exercise books if necessary.
- Say to the students: *'Look again at the coat of arms. What are the man and woman holding?'* (Answer – Elephants tusks.)
- Ask the students: *'Have you ever looked closely at all the parts of our national symbols before?'*

### Reflection



- Ask the students: *'Did you know the meanings of our national symbols before?'*
- Ask: *'Did scanning the text first before reading in detail help you to understand the text better?'*

### Answers



#### Activity 2

1. The Flag.
  - The green part symbolises Tanzania's: **b) vegetation and agriculture.**
  - The yellow part represents: **a) the minerals in Tanzania.**
  - The blue part is for: **b) the ocean.**
  - The black part is for: **a) the people.**
2. The Uhuru torch represents: **a) freedom and light.**
3. The constitution of Tanzania is: **a) a document that says how our country must be governed.**
4. The coat of arms:
  - The golden portion at the top symbolises: **b) the minerals that can be mined.**
  - The lower red part represents: **a) the red Tanzanian soil for growing things**
    - The blue and white wavy lines below symbolise: **b) the earth, sea and lakes of Tanzania**
    - The bottom of the coat of arms is to illustrate: **b) Mount Kilimanjaro**
    - What do the plants at the feet of the two people represent? **Agriculture in Tanzania.**
    - What do the axe and hoe represent? **The tools the Tanzanian people have used to make progress.**
    - Why are both a man and a woman holding the emblem? **To symbolise equality.**
5. The Tanzanian currency is **b) the kind of money we use in our country.**
6. The giraffe is a national symbol because **b) it is a peaceful and friendly animal.**

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### Extension activity



- Put the students into pairs and ask them to design a symbol for their class. First, they should identify the important values and beliefs of their class, and other things that identify them. Then they should try to represent them visually.

### Teacher's reflections



- Did the students do better on the questions by using the underlining technique first? How can you encourage them to try this again?

### Homework



- Ask the students to test their families and neighbours to see if they know what the national symbols represent.
- Ask them to find out about a national symbol for another country.

### Lesson 3: Our festivals

**Vocabulary:** Independence day; May Day; Christmas Day; Eid al-Fitr; Eid al-Adha (Hadji); Nane Nane Day; Saba Saba Day; Easter; Nyerere Day; Karume Day; Union Day; procession; parade; day off; to celebrate; to commemorate; to remember; join; march; light; visit; wave flags; religious; political; Prepositions of time: in March, every year, at the end of, on 25th December

**Structures:** Present simple; When is Christmas/May Day etc.; ...takes place/is celebrated on /on/after/at...(month/date etc.); The most important part is... ; Most people... ; Some people... others... ; What do you do...(public holiday)?; How do you celebrate/commemorate?; Which of these are religious events?; Which of these are political events?; These are religious/political events

#### Lesson content objectives:

By the end of the lesson, the students will be able to:

- group national festivals into those that are political and those that are religious in origin
- explain how a range of festivals are commemorated or celebrated nationally and in the local community.

**Learning strategy:** Categorising national festivals into political and religious groups.

**Preparation:** Prepare word cards with the following words: Independence Day; Zanzibar Revolution Day; May Day; Nane Nane Day; Saba Saba Day; Nyerere Day; Karume Day; Christmas Day; Eid al-Fitr; Eid al-Adha (Hadji).

#### Introduction (5 mins)



- Say: 'Good morning/afternoon. How are you?' Wait for the students to reply.
- Say: 'Today we are going to talk about festivals in our country.'
- Ask: 'What is a festival?' (Possible answers – A celebration, a community party, something you do in your town or country to remember or celebrate something.)
- Ask four or five different students: 'What festivals do you like? Why?'
- Write the names of the festivals the students name on the board.

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### Presentation (5 mins)



- Write on the board: 'celebration' and 'commemoration'.
- Ask if any students know the difference. Explain the difference if necessary.

*Note: You can mention that some celebrations are to commemorate happy things and some to commemorate people.*

- Ask: 'What is Tanganyika Independence Day, a celebration or a commemoration? When do we celebrate this day? What do we do to celebrate?' (Answer – A celebration. It's on 9<sup>th</sup> December. We sing, eat, play games and dance.)
- Ask the students: 'What is Nyerere Day, a celebration or a commemoration? Why? When is it?' (Answer: A commemoration. Because the President died. It's on 14<sup>th</sup> October.)
  - Say: 'Some festivals are religious and others are political'.
  - Ask: 'Do you know any religious festivals?' and 'Do you know any political festivals?'
- Ask the students to open their books at Topic 7, Lesson 3 and look at Activity 1.
- Ask them to work with a partner and write the festivals in religious or political columns in their exercise books.
- Check answers as a class.

### Practice (10 mins)



- Ask a student to tell you a festival they like. Then ask: 'What do we do during this festival?' (Possible answers – We dance, give presents, eat special food, meet with our families.)
- Ask the students to look at Activity 2 in their books. Ask them to read it quietly and underline any words that they do not understand. Then go through the translations and/or explanations for the words they do not understand and write them in the top right hand corner of the board.
- One student should read the text out loud. Ask the students if they celebrate Union Day and if there are usually any parades in their area. Translate the word *parade* if necessary.
- Tell the students you want them to write a similar description of another festival. They should say why, when and where it happens and what people do during this festival.
- Monitor and check student's work. Help them with vocabulary and spelling if necessary.

**Consolidation/evaluation and assessment (10 mins)**



- Say: ‘Who would like to come to the front and help me?’ (Choose a student who is not too shy.)
- Allow the student to choose a word card with the name of a festival on it. Tell them to describe the festival but not name it. If necessary ask them some prompting questions. The rest of the class try to name the festival. (Possible prompt questions: When is this festival? What clothes do people wear? What do people do during this festival?)
- Repeat the activity twice more with different students.

**Reflection**



- Say to the students: ‘At the beginning of the class I asked you which festivals you like. My question now is, which festivals do you think are most important in Tanzania? Why?’ (Answer – Accept any logical answer. Ask other class members if they agree or not and why.)

**Answers**



Activity 1	
Political	Religious
Independence Day Union Day Nane Nane Day Saba Saba Day Zanzibar Revolution Day Nyerere Day Karume Day Workers/May Day	Christmas Day Eid al-Fitr Eid al-Adha (Hadji) Easter

**Extension activity**



- Show the remaining word cards and choose students to say why and when the festival happens, and what people do.

**Teacher’s reflections**



- Did repeating the text scanning exercise help to embed this idea more? Remind the students to do this with other texts. Include dictionary use to find the meaning of the words or they can ask their classmates.

**Possible homework**



- Ask the students to write a short description of a local, but not national, festival.

**Lesson 4: Our governance**

**Vocabulary:** Rules; obligations; laws (criminal, construction, electoral, environmental, mining) government; governance; legal; illegal; vote; burn

**Structures:** Modals: have to, must, allowed to, not allowed to, plus first conditional for consequence; We are allowed to; It is allowed; It is not allowed; What are the rules/what do you have to do?; We have to/must... /mustn't ... (to describe dos and don'ts); If you..., ...will happen.

**Lesson content objectives:**

By the end of the lesson the students will be able to:

- express some school rules
- understand the concept of governance
- give examples of legal/illegal practices according to Tanzanian law.

**Learning strategies:** Defining laws; judging consequences of breaking rules.

**Preparation:** Make 24 word cards of the following:

Criminal law	This tells us what we can and can't do as citizens.	Example: We must not steal another person's property.
Construction law	This gives us rules and regulations about building.	Example: We must build safely, following the rules.
Electoral law	This says how we must choose our government.	Example: Our vote must be secret.
Environmental law	This tells us things we must do to protect the environment.	Example: We must not burn our rubbish.
Mining law	This tells us how and where we can mine for minerals.	Example: We cannot mine in national parks.
Banking law	This tells us how banks must do their business.	Example: A bank must tell you how much interest you have to pay on a loan.
Agricultural law	This tells us the rules we have to obey in farming.	Example: We cannot sell sick animals for food.
Transport and maritime law	This tells us the rules of transport and shipping.	Example: All aeroplanes and ships must have technical checks and be safe.

## Introduction (5 mins)



- Say: 'Good morning/afternoon. How are you?' Wait for the students to reply.
- Ask the students: 'Is anybody eating right now? Is anybody playing football right now? Why not?' (Possible answer – Because we are not allowed to eat or play in class. Or 'We must not/can't eat or play in class').
- Say: 'All schools have rules. The rules tell us what we are allowed to do and what we are not allowed to do.'

## Presentation (10 mins)



- Say: 'Open your Student book at Topic 7, Lesson 4 and look at Activity 1.' Hold up your Student book at the correct page and point to the activity.
- Say 'Schools and other institutions have rules, and our country Tanzania has rules.'
- Write on the board 'government' and 'governance' and ask if anybody can explain the difference. (This is difficult and the students will probably not be able to explain it.)
- Say: 'The government is a group of people who govern our country. Governance is what they do, how they rule our country and the laws (rules) they give us.'
- Write on the board: 'legal/illegal'. Ask the students if they know the meaning of these words, and if not explain and translate if necessary.
- Ask the students for an example of an action that is illegal. (Answer – Accept any logical reply.)
- Ask: 'Who decided what is legal/illegal?' (Answer – The law, the government. The government makes laws that we must follow.)
- Read the headings in the diagram and discuss what the actual wording of the school rules are.
- Ask the students to look at Activity 2 in their books and discuss in pairs what is allowed/not allowed in Tanzania.

*Note: It is a good idea to keep the top right hand side of the board as a place for vocabulary and translations. This way the students know where to look when they need help with a word. If anyone in the class asks for a spelling or translation then you can write it here so that it is there for the rest of the class. Make sure that you let the class know what kind of word each is: (n) = noun; (v) = verb (adv) = adverb, (adj) = adjective, etc.*

## Practice (5 mins)



- Give out the word cards, mixed up in a random order. Depending on the number of students, give one card per two or three students but make sure all the cards are given out.



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- The students must move around the class and find the three cards about law that match. These are the name of the law, the definition of the law, and an example of the law.

### Consolidation/evaluation and assessment (10 mins)

- Ask each group of students with their three matching cards to think of one more example of something we must/mustn't do according to that law and write it down.
- Monitor the activity and make sure the students have understood the main concepts.

### Reflection

- Ask the students: *'Why are laws necessary?'* and ask: *'Who decides the rules in our school? The government? The head teacher? Do you think students should help to decide the rules?'*
- Ask the students whether they enjoyed the matching activity and if they felt moving around helped them to learn and concentrate.

### Extension activity

- Ask: *'What happens if a student breaks a school rule?'*
- Ask: *'What happens if a person does something illegal?'*

### Teacher's reflections

- Did this lesson achieve its objectives? Did the students understand the concept of governance?
- Did the students say that they enjoyed the matching mingle? Could you do other activities this way?

### Possible homework

- Tell the students to ask their family about someone they know or have heard about in the news who did something illegal, and what happened to that person. They write about it in their exercise books.

## Answers

### Activity 1

1. You must attend all classes on time every day.
2. Smoking cigarettes, marijuana and drugs is not allowed. Alcohol is also not allowed.
3. You must dress in school uniform.
4. Fighting in the school or outside the school is not allowed.
5. Cheating in any school work, tests or examinations is not allowed.
6. Students must not damage school buildings or other property.

### Activity 2

Not allowed:

2. Driving a car with no driving licence.
3. Selling drugs.
5. Building a compound to live in a national park.
6. Hunting elephants and selling their tusks.
7. Growing marijuana plants in your vegetable garden.
9. Killing giraffes for food.
10. Taking your neighbour's chickens so that you and your family can eat.

### Practice

Criminal Law	This tells us what we can and can't do as citizens	Example: We must not steal another person's property
Construction Law	This gives us rules and regulations about building	Example: We must build safely, following the rules.
Electoral Law	This says how we must choose our government	Example: Our vote must be secret.
Environmental Law	This tells us things we must do to protect environment	Example: We must not burn our rubbish
Mining Law	This tells us how and where we can mine for minerals	Example: We cannot mine in national parks.
Banking Law	This tells us how banks must do their business	Example: A bank must tell you how much interest you have to pay on a loan.
Agricultural Law	This tells us the rules we have to obey in farming	Example: We cannot sell sick animals for food.
Transport and Maritime Law	This tells us the rules of transport and shipping	Example: All aeroplanes and ships must have technical checks and be safe to travel.

### Lesson 5: Sources of History

**Vocabulary:** sources; oral traditions; archaeology; sites; archives; museum; proverb; preserve; institution; documents

**Structures:** Second conditional: I/we would/could; it would/could show us ...

**Preparation:** find a poem or story about the history of Tanzania (in the students' own language) you can read to the class.

#### Lesson content objectives:

By the end of the lesson the students will be able to:

- identify some sources of history.
- describe the sources they have identified
- demonstrate awareness of how they can use the sources when they study

**Learning strategies:** identifying research methods

#### Introduction (5 mins)

- Say: 'Good morning/afternoon. How are you?' Wait for the students to reply.
- Say: 'We are going to talk about some ways we can get information about past events. Put your hand up if you can tell us the year in which our country got independence. How did you know? Ask students to say how they got the information about Tanzania's independence.
- Write their answers on the board.
- Say 'In history we call these 'sources'. Write the word on the board next to the students' answers.
- Tell the students the title of the lesson.

#### Presentation (10 mins)

- Say: 'There are a lot of events which happened a long time before we were born. We need to know about those events because some of them are very important. '
- Ask the students to mention some important past events they know.
- Say: 'We are going to talk about some sources of information about past events'.
- Say: 'Open your book at Topic 7, Lesson 5 and look at Activity 1.'
- Ask the students to follow the text as you read the first paragraph aloud.
- Tell the students they are going to continue reading the text quietly and decide what source each paragraph is about.
- Go through the first paragraph as an example. Ask them to read it quietly and ask how they know the answer is 'd' (Possible answer – because 'oral' means connected to the mouth).

- Now ask the students to work in pairs and match each description with a word/phrase from the box.
- Check the students' answers, and for each description ask, 'Tell me how you knew the description was *'...(the correct answer)'*'. Check all the descriptions in the same way.

### Practice (10 mins)

- Tell the students to look at Activity 2 and discuss in small groups what sources they could use to help answer the questions.
- Get the groups to share their answers with the rest of the class. Encourage them to be creative.

### Consolidation/evaluation and assessment (5 mins)

- Ask:
  - *'Can you think of a poem or story which reflects the history of Tanzania? Who composed it?'*
  - *'What language do you think it was originally composed in?'*

Tell the students to listen to you reading or telling the story in the students' own language, or in Kiswahili.

### Reflection

- Ask the students to keep their books and their exercise books closed.
- Say: *'Do you think that written records are more important than oral traditions? Why?'*  
(Answers – accept any convincing answer)

### Answers

#### Activity 1:

Paragraph 1: **(d) (given)**

Paragraph 2: **(a)**

Paragraph 3: **(c)**

Paragraph 4: **(f)**

Paragraph 5: **(e)**

Paragraph 6: **(b)**

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### Activity 2:

#### Possible answers:

1. Grandparents, old people in the village, newspapers
2. Village elders, school records, documents in the town hall, (old) newspapers, photos, museums
3. Archaeological sites (e.g. Kilwa), records in churches/mosques, coins, trade documents in Arabic, maps
4. Bones, fossils
5. trade documents (in Arabic), coins, maps
6. documents in other languages mentioning present-day Tanzanian ports

### Extension activity

- Ask: *'Is there anything in this room that is a source of history?'* Get the students to justify their answers.
- Ask them if there is anything else in the school that is a source of history.

### Teacher's reflections

- Did the students enjoy listening to the poem or story? Could you use poems, stories or songs in different ways?

### Homework

- Ask the students to choose one of these historical sites: Isimila (Iringa), Bagamoyo (Pwani), or the caves in Kondoa Irangi (Dodoma). They should find out what sort of information they can get there.

## Lesson 6: Our Cultural values

**Vocabulary:** Values; culture; behaviour/ behave; actions; experience; respect; common property; take care of; environment; respect the law; patriotism; honesty; influence; greet; share; dress in; pottery, basket; weave;

**Structures:** Present simple for regular actions; abstract nouns and gerunds: ... is one

### Lesson content objectives:

By the end of the lesson the students will be able to:

- identify some national and cultural values and the kind of behaviour that they lead to.
- name the type of food, language, craft, dress from their home areas
- compare their home culture to another local culture in Tanzania

**Learning strategies:** Reading a text out loud; matching.

**Preparation:** take some objects from the local culture (food, pots, clothes, khangas) to show the students.

### Introduction (5 mins)



- Say: 'Good morning/afternoon. How are you?' Wait for the students to reply.
- Say: 'Today's lesson is about cultural values.'
- Ask if anybody knows what this means and if they can think of any examples. You may receive no answers, correct answers or incorrect answers. Don't worry.
- Write on the board: 'values/actions/behaviour'.
- Make sure the students understand *behave/behaviour*. Explain that: 'Our behaviour is the way we act, the things we do.' (Translate if necessary.)
- Tell the students that today we are going to look at these three ideas.

### Presentation (10 mins)



- Say: 'Open your Student book at Topic 7, Lesson 6 and look at Activity 1.' Hold up your Student book at the correct page and point to the activity.
- Ask a (strong) student to read the first paragraph to the rest of the class. Ask the class: 'Are values the same as actions?' (Answer – No, values influence our actions)
- Ask another strong student to read the second paragraph. Ask the class: 'Are dancing, weaving and fishing part of our values?' (Answer – No, they are part of our culture)

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- Ask another student to read the next paragraph. Ask the class: *'Do you think that the experiences we get from older people are important?'*
- Ask another student to read the next paragraph. Ask the class: *'What are our schools' values?'* (Possible answers – Taking care of property and equipment, respecting each other.)
- Ask another student to read the next paragraph. Ask the class: *'What are the important things?'* (Possible answers – Caring for each other, respecting our neighbouring countries. The answers will depend on students' ideas.)
- Read out the final question under the text. This is difficult to answer so accept all logical responses.

### Practice (10 mins)

- Write on the board: 'cultural values'.
- Note any logical responses the students gave in the presentation phase.
- Add honesty; equality; patriotism; taking care of the environment; respecting the law to the list if they are not mentioned.
- For each word, ask the students to give the meaning.

*Note: These concepts might be difficult to define and may need translations.*

- Say: *'In Tanzania we believe in honesty. How can we act in an honest way, as individuals and as a nation?'*
- (Answers may vary with the students' ideas.)
- Say: *'In Tanzania we believe in equality. How can we act to show equality, as individuals and as a nation?'*
- (Answers may vary with the students' ideas.)
- Continue through the values as above. Accept good answers, even if the English is not quite correct. The purpose of this activity is to help the students understand how our cultural values influence our behaviour, and to think carefully about this.
- Ask the students to look at Activity 2 in their books.
- Ask them to work in pairs and match the values (a-f) with actions in (1-6).
- Monitor the activity and help with any difficult words.

### Consolidation/evaluation and assessment (10 mins)

- Ask the students: *'Do people all over Tanzania share the values we have been talking about?'* (Answer – Yes)
- Say: *'So we all have the same values, although we may have different cultural traditions.'*

- Choose a culture with a well-known identity (for example Masai or Makonde) and write the name of the culture on the board.
- Point to the culture (Maasai/Makonde) and ask:
  - ‘Where do they live?’
- Then ask:
  - ‘Where do we live?’
- Point to the culture (Maasai/Makonde) and ask:
  - ‘What animals do they keep?’ (Answer: Maasai – Cows and goats/ Makonde – none, but they hunt animals)
  - ‘What do they eat and drink?’ (Answer: Maasai – They eat meat and drink a lot of milk/ Makonde – maize and cassava)
- Write the words ‘but’, ‘both’ and ‘although’ on the right side of the board.
- Put the objects you have brought from the local (home) culture on the table and show them to the students. If possible include some food.
- Ask the students to make a sentence about a difference between the example culture (Maasai/Makonde) and their home culture, using one of the three words. They will probably make a sentence using ‘but’. If they need it, show them the food and give them the prompt ‘eat.’
- Write the sentence on the board, underlining but.
- Ask them if they can think of a way their home culture is similar to the Maasai/Makonde. Give a prompt (using the objects on the table) if necessary. Ask if anybody can make a sentence using another of the three words. They should give you a sentence using ‘both’.
- Write the sentence on the board.
- Get them to make a sentence about the animals the two cultures keep.
- Write this sentence on the board:
 

‘ \_\_\_\_\_ we live in different parts of the country, our culture and the [Maasai/Makonde] \_\_\_\_\_ have the same cultural values.’
- Ask all the students to write down which two of the three words on the board they can use to complete the sentence. Give them a minute to think before you write any of their answers in the gaps. (Answer: (gap 1) Although; (gap 2) both).
- Point out the different ways *but* and *although* are used to express contrast.
- Tell the students to look at Activity 3.
- Explain they are going to continue this activity as their homework. They are going to write three sentences about two different cultures in their exercise books. You may want to elicit some ideas. Encourage the students to give you some examples using ‘but’ and ‘although’.



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### Reflection



- Ask the students whether they think they are a good student at school. How does school encourage them to act according to Tanzania's cultural values? How does school encourage them to keep their home culture and customs? Ask them to justify their reasons.

### Answers



#### Activity 2:

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

### Extension activity



- This lesson is quite long. If there is time, ask the students to add sentences to Activity 3.

### Teacher's reflections



- Were the students able to provide examples of different personal and cultural values?
- Did the students have any problems with the concepts? How do you need to change your descriptions or explanations about the values to help them understand?
- Were the students able to express correctly similarities and differences between their home culture and other cultures in Tanzania?

### Homework



- Ask the students to add more sentences to Activity 3 describing the similarities and differences between the two cultures, to make a short text. They can draw pictures if they like.
- Ask the students to make a collection of words linked to their culture.

## Lesson 7: Our basic rights

**Vocabulary:** Basic rights, rights of the child: to have food; to education; to clothing; to good medical care; to life; to a home; to say what he/she thinks; to be protected; to belong to a family; to a name and a nationality; privilege; to violate a right; to deny a right; war

**Structures:** Introduction to passive infinitive: Children/I have the right to be/have...; This action violates a child's right to be/have... because...

### Lesson content objectives:

By the end of the lesson the students will be able to:

- list the things they have the right to have or to be
- identify basic human rights violations/non-violations
- talk about the specific rights that are being violated/denied in certain situations.

**Learning strategy:** Listening for specific information.

**Preparation:** Familiarise yourself with the statements in the extension activity and the pronunciation of important words. Check any vocabulary you don't know before the class.

### Introduction (5 mins)



- Say: 'Good morning/afternoon. How are you?' Wait for the students to reply.
- Write the word 'right' on the board and ask the students if they can think of three meanings. (Answers – The opposite of left, the opposite of wrong, something you are entitled to, something you should have or receive.) Translate if necessary.
- Write 'our basic human rights' on the board and ask the students if they can name any basic human rights. (Answers – Accept any logical answers, but correct any answers that would indicate they do not understand the concept of human rights.)
- Write the word 'privilege' on the board. Ask the students to put their hands up if they know what it means, and provide an explanation (Answer – It is a benefit you are lucky to have, but it is not a human right.) Ask the students if they can name any privileges they have and make sure they understand the difference between a right and a privilege.

*Note: This may be difficult, especially in poorer communities, but after the presentation activity they should understand more.*

*It is a good idea to keep the top right hand side of the board as a place for vocabulary and translations. This way the students know where to look when they need help with a word. If anyone in the class asks for a spelling or translation then you can write it here so that it is there for*

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the rest of the class. Make sure that you let the class know what kind of word each is: (n) = noun; (v) = verb; (adv) = adverb; (adj) = adjective, etc.

### Presentation (10 mins)



- Say: 'Open your Student book at Topic 7, Lesson 7 and look at Activity 1.' Hold up your Student book at the correct page and point to the activity.
- Look at the list all together as a class. Read the words out aloud and the students should shout *right!* or *privilege!* for each one.
- Ask students to look at the pictures in Activity 2.
- Ask: 'What human rights are being violated/denied in these pictures?' Write 'violate' and 'deny' on the board and explain or translate.

### Practice (10 mins)



- Ask the students to work in groups of four. Each group is to design a 1-minute drama/role-play to illustrate the violation of a basic human right. They can choose any basic human right but they have to demonstrate it being broken. At least two of the four must participate in the drama. Tell the students they have five minutes to prepare the role-play. Tell them *not* to name/mention the human right in their role-play, but to *demonstrate* how it is violated.
- Monitor and assist the students. While you are doing this let some groups show the role-play to you, as not all groups will have time to present their dramatisation to the class.
- Choose various groups to act out their role play for the class. The rest of the class has to say which basic human right is being violated.

### Consolidation/evaluation and assessment (5 mins)



- Ask the students to look at Activity 3 in their books, and to work in pairs to write four sentences combining the columns.
- Monitor and encourage the students to explain what the sentences mean.

### Reflection



- Ask: 'Are human rights only for children?' (Answer – No they are for everybody.)

- *'Are human rights only important in Tanzania or in every country?'* (Answer – In every country.)
- *'Do you know any countries where people don't have proper human rights?'* (Allow this to lead to a brief discussion.)

### Extension activity



- Say: *'I am going to read statements from children. If you think the statement is a violation of one of their rights, stand up straight away. If you stand up for a statement that is not a violation you are out of the game. If you do not stand up for a statement that is a violation of a right you are out of the game. After each statement sit down and wait for the following statement to be read.'*
- Check the instructions by asking the following questions:
  - *'What am I going to read?'* (Answer – Statements from children.)
  - *'What do you do if you think that it is a violation of rights?'* (Answer – Stand up.)
  - *'What happens if you are wrong?'* (Answer – You are out of the game.)
- Read the statements:



1. I have been asked to look after my younger sister.
2. I have been given lunch late.
3. I have been locked out of the house at night.
4. I have been refused permission to see the doctor.
5. I have been caned naked.
6. I have no clean water to drink.
7. I have been given homework.
8. I have been asked to visit my granddad.
9. I have been asked to wash my own clothes.



**Activity 1**

**Rights:** food; education; medical care; life; a home; freedom to say what you think; to be safe, to have a name; to have a nationality; not to work in mines; not to have to fight in wars; not to be harmed or hurt.

**Privileges:** mobile phones; television, dancing classes; to have a pet; to have a bicycle; to live very near school, to play football.

**Activity 2**

Rights violated are:

1. The right to have clothes.
2. The right not to be punished with violence, not to be hurt or harmed.
3. The right to a home, food, clothes and health care.

**Activity 3**

Example sentences:

A child's rights are violated when he/she is tortured/forced to work in mines/punished with violence.

A child's rights are violated when he/she is denied an education/clothing/food and healthcare/a home to live in/respect and dignity.

**Extension**

3. I have been locked out of the house at night.
4. I have been refused permission to see the doctor.
5. I have been caned naked.
6. I have no clean water to drink.

### Teacher's reflections

- Did the students understand the difference between a right and a privilege? Sometimes it is not obvious.
- Were the students able to see how to form sentences using the infinitive passive (to be tortured, not to be hurt etc.)?

### Homework

- Ask the students to ask their parents how rights and privileges have changed since they were children. Some example questions are:
  - When you were young, was going to school a right or a privilege?
  - When you were young, did you have the right not to be punished with violence?

They should report back to the class on how things have changed.

### Lesson 8: Social organisations in our history

**Vocabulary:** social organisation, tenants, slaves, share, product, communalism, slavery, feudalism, distribute, set free, work on the land, rent

**Structures:** but, while for describing advantages/disadvantages: Tenants could rent land but/while slaves ...

#### Lesson content objectives:

By the end of the lesson the students will be able to:

- explain the meaning and characteristics of slavery, feudalism and communalism.
- compare the different ways societies are organised and the impact on individuals

**Learning strategy:** building arguments for and against.

#### Introduction (5 mins)



- Say: 'Good morning/afternoon. How are you?' Wait for the students to reply.
- Tell the students: 'Today we are going to talk about the ways groups are organised so people have what they need to live.' Ask: 'How is work organised among the members of your family at home? Who does what?'
- Ask: 'Who owns what in your family?' i.e. who owns the house, farm, animals etc.
- Ask: 'What about in your village/town? Do some people work for other people?'

#### Presentation (10 mins)



- Say: 'Open your book at Topic 7, Lesson 8 and look at Activity 1'. Hold up your Student book and point to the activity.
- Ask students to look at the two pictures and describe what they can see. Ask them what they think the connection between the two pictures is (take any answers, but encourage them to talk about how groups of people lived and worked in the past).
- Tell the students they are going to read about the ways three different groups lived and worked in the past.
- Ask them to read the paragraphs quietly and match them with one of the three terms. Tell them the texts are quite difficult, but you are not going to tell them the meaning of the words before they read.
- Tell them to compare their answers with a partner, and explain what clues helped them decide.
- Check the answers and the reasons they chose them.
- Explain the key vocabulary only. Tell them they do not need to understand every word to understand the general meaning of difficult texts.

## Practice (10 mins)



- Tell the students you want them to imagine what it was like to live and work in one of these societies 500 years ago.
- Ask the class if they think life was harder or easier for tenants than lives today, and why.
- Ask the class if they think life was harder or easier for slaves than lives today, and why.
- Take answers based on the paragraphs the students read in Activity 1.
- Say: *'So life was hard for both groups, but there were some advantages and disadvantages.'*
- Check they understand the words *'advantage'* (good thing) and *'disadvantage'* (bad thing).
- Tell the students there are many periods of history when both these ways of life have existed at the same time. They are going to compare the lives of the two groups.
- Ask the students to look at Activity 2 and decide in pairs whether each statement is about slaves, tenants or both. (Not all the answers are in the texts. The students have to think about the systems as well as the examples).
- While they are working, write the beginning of two sentences on the board:
  - 'One advantage of being a tenant was ...'
  - 'One advantage of being a slave was ...'
- Ask the students to close their books and suggest how they can complete the sentences as a class. Accept all logical answers. (The objective of the activity is to help them build up arguments for and against. The second sentence may be difficult to complete but they should use ideas from the Activity 2)
- Ask the students to work in pairs. They should decide:
  - Two disadvantages of being a slave in Africa in the past
  - Two disadvantages of being a tenant in Africa
  - Two disadvantages both groups had
- Divide the pairs into 'A's and 'B's. Ask an 'A' pair to work with a 'B' pair. The 'A' pairs should tell the 'B' pairs why they would prefer to be slaves, and the 'B' pairs should tell the 'A' pairs why they would prefer to be tenants. Ask them to decide as a group which system they would prefer to live in. Monitor and correct as they work.

## Consolidation/evaluation and assessment (5 mins)



- Ask the students to look at Activity 3 and write two sentences. Point out that *while* is a word we only use in writing, and that we use *but* in speaking and writing.



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### Reflection



- Ask: 'How is today's lesson connected to the last lesson about 'Our basic rights?'' (Answer – freedom is a basic human right). Let them discuss their ideas as a class.

### Extension activity



- Ask the students what they remember reading about communalism in Activity 1. They will probably only remember a few things because the language is difficult. Tell them to read the paragraph again. What are the advantages of this way of life compared to being a tenant or a slave? What are the disadvantages?

### Teacher's reflections



- How well did the students understand the different types of social organisation? Could they relate the activities to the title of the lesson?
- Did relating the concepts to their personal experiences help them talk about the topic?

### Possible homework



Find out something about:

- (i) Hadzabe
- (ii) Nyaru Banja
- (iii) Bagamoyo

How are they connected to this lesson? Prepare to tell your class about one of them next time.

### Answers



#### Activity 1

1. b
2. c
3. a

#### Activity 2

1. tenants   2. slaves   3. both (slaves and tenants)   4. tenants   5. both (slaves and tenants)
6. slaves   7. tenants   8. slaves   9. slaves

## Lesson 9: Our neighbours

**Vocabulary:** Behind; in front of; on the left/right; opposite

**Structures:** What are the names of your neighbours?; Their names are... ; His/her name is... ; ...lives next to...; Present simple for actions defining good neighbours/bad neighbours; I should/we should... to be better neighbours.

### Lesson content objectives:

By the end of the lesson the students will be able to:

- list names of their neighbours and their occupations
- describe the location of their neighbours' homes
- state what makes a good/bad neighbour.

**Learning strategies:** Defining position; analysing; reflecting on one's own behaviour.

### Introduction (10 mins)



- Say: 'Good morning/good afternoon.' Wait for the students to reply.
- Write 'neighbours' on the board and tell the class: 'Today we are going to talk about our neighbours'.
- Ask a confident student to come to the front.
- Ask: 'Where do you live? Who are your neighbours? Do they live to the right of your house, to the left, opposite or behind?' As you mention the positions move to a matching position in relation to the student and indicate that position.
- Ask: 'Are they good neighbours? Why? How?'
- Then ask another student to come to the front of the class and act out a similar dialogue with them. Help if necessary, and add questions.

### Presentation (10 mins)



- Say: 'Open your Student book at Topic 7, Lesson 8 and look at Activity 1.' Hold up your Student book at the correct page and point to the activity.
- Say: 'This is a picture showing the students' houses and their neighbours.'
- Ask the students to read the names of the students that live in the houses.
- Say: 'Where's Baraka's home?' The students should answer. (Answer – Baraka's home is to the left of Pendo's home.)
- Put the students in pairs and tell them to ask and answer questions about where each student's house is. (For example (For example – 'Where is... 's house? ... 's house is opposite ... 's house)
- Tell the students to sit in pairs and write two sentences in their exercise book about the position of the houses. (For example – The house opposite Neema's house is... 's house.)

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### Practice (5 mins)



- Ask: *'What is a good neighbour? What is a bad neighbour?'* (Possible answers: A good neighbour helps you when you have a problem, keeps their part of the compound clean and shares things with you. A bad neighbour makes noise in the night and uses your electricity when you are out.)
- Ask the students to very quickly draw a picture of their home area in their exercise books similar to the picture in Activity 1. They should write 'my house' on the house where they live.
- Divide the students into groups of four. Ask the students to swap exercise books and ask each other who else lives near their house, until they can put names on every house. They must not point, they must use words to ask and answer.
- Then ask the students to tell each other why those families/people are good/bad neighbours.

### Consolidation/evaluation and assessment (5 mins)



- Ask: *'Is it important to be a good neighbour?'*
- Ask the students to look at Activity 2 in their books and finish the sentences in their exercise books. Ask the students to practise their sentences with a partner.

### Reflection



- Ask: *'Do you have any bad neighbours?'*
- *'What can you do about bad neighbours?'*
- *'Have you had any problems you can tell us about with neighbours?'*

### Extension activity



- Ask the students to read out their sentences from Activity 2 and write their ideas on the board.
- Ask the class who already does these things and who is going to start doing them to be a better neighbour.

### Teacher's reflections



- Did the students have good ideas on what makes a good neighbour? Were they able to reflect on their own behaviour as neighbours?

### Homework



- Ask the students to draw a map of their local neighbourhood and write a paragraph about who lives around them. They should use all the position words and phrases they have learned.

## Lesson 10: Our international neighbours

**Vocabulary:** Countries of the world; cooperate with; community; regional cooperation; economic, cultural and political cooperation; imports; exports; goods; tariffs; tax; customs charges; customs union; established; borders; involve; ties; within; include.

**Structures:** Mixed structures appearing in the text; present simple to talk about habitual action; 'can' to talk about possibilities opened by international neighbours

### Lesson content objectives:

By the end of the lesson the students will be able to:

- explain how Tanzania cooperates with other members of the East African Community and other countries in the world.

**Learning strategies:** Reading to form an opinion; matching words to meanings.

**Preparation:** take a world map to the class

### Introduction (5 mins)



- Say: 'Good morning/afternoon. How are you?' Wait for the students to reply.
- Ask the students: 'Who are our neighbours in East Africa? Which countries are near Tanzania?' (Answers – Kenya, Mozambique, Malawi, Zambia, Democratic Republic of Congo, Burundi, Rwanda, Uganda.)
- Say: 'Open your book at Topic 7, Lesson 10 and look at the map.' Hold up your Student book at the correct page and point to the map. Ask them to identify the countries round Tanzania.
- Ask: 'Do we work with our neighbours? Do we help each other? How do we cooperate?' (Answers – Accept any logical answers.)
- Ask: 'What other countries do we work with? How do we cooperate?' (Answers – Accept any logical answers)

### Presentation (10 mins)



- Ask: 'What is the East African Community?' See if any students can explain what it is.
- Ask: 'Which countries make up the East African Community? See if the class can tell you the names of the member countries. (Answer: Burundi, Kenya, Rwanda, Tanzania, Uganda)
- Say: 'Sometimes a group of countries decides to work very closely together as a community to make life better for their people'.

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- Ask: *'Do you know any other communities that Tanzania is part of?'* (Possible answers – Southern African Development Community (SADC), African Union (AU), United Nations (UN), the Commonwealth).
- Tell the students to look at Activity 1. Tell them that they are going to read a text about our international neighbours *'After reading, I want you to tell me if you think cooperating with other countries is a good idea or not, and why.'*
- Give them time to read quietly and then ask several students for their opinion. (Answers – Their answers will probably contain things mentioned in the text, which is good.)



### Practice (10 mins)

- While the students are reading the text in Activity 1, write these questions on the blackboard.
  1. When was the EAC established?
  2. Why was it a good idea?
  3. Which other countries does Tanzania cooperate with?
  4. What do they do together?
  5. In which other countries do Tanzanian students study?
  6. Which other countries does Tanzania sell (export) things to ?
- Say: *'Look at Activity 2. I want you to think about what you've just read and what you already know about our international neighbours. Close your books now, and discuss the questions on the board in pairs.'*
- Check that the students keep their books closed during the activity. The objective of the activity is for them to integrate new knowledge from the text with knowledge they already have.



### Consolidation/evaluation and assessment (5 mins)

- Demonstrate how the students can 'underline' words without using a pen/pencil (e.g. using a ruler, their finger, etc...) Say: *'Look at Activity 3. Read the text in Activity 1 again and underline the words in Column A. Then match them with their meanings.'*
- Check their answers and explain any vocabulary which is still difficult.



### Reflection

- Ask the students: *'What new words did you learn today?'* Write the words they give you on the board. Ask how they are going to record these words. Discuss how students are recording their vocabulary and ask for good ideas to help make the vocabulary more memorable.

## Answers

### Activity 2:

#### Possible answers:

1. 2000
2. For example: Members of one country in the East African Community find a job in another country – all they need is a passport; you can import goods into any country and don't have to pay extra charges when you move the goods across the border.
3. Many answers, for example China, India, South Africa, Switzerland.
4. Answers include business (import/export), technical projects, education, health.
5. Any acceptable answers.
6. Answers include India, China, Japan, Germany.

### Activity 3

1. c   2. d   3. a   4. g   5. h   6. b   7. f   8. e

## Extension activity

- Tell the students to list goods and services from their area that they can sell to other countries in the world.

## Teacher's reflections

- Were there too many difficult/new words in this lesson?
- How can I help the students with so much vocabulary and still be sure they learn the content?
- The lessons in this Topic have a lot of reading. How can I continue to develop the reading strategies the students have practised in future lessons?

## Possible homework

- Ask the students to look around their home and village and find out if their families buy/use any products from other countries.