

Tourism



Topic	By the end of the lesson the students will be able to:	Vocabulary	Structures	Learning strategies
1. Tourist attractions	<ul style="list-style-type: none"> match tourist requirements to brief descriptions of places write recommendations to visit different tourist attractions for specific tourists. 	History; underwater; natural habitat; climbing; canoeing; wild animals; volcanic crater; archaeological; origins; surf; diving tourist; requirements	You/he/she can...; He/she will enjoy...	<ul style="list-style-type: none"> Reading and matching sets of information.
2. Tourism and the economy	<ul style="list-style-type: none"> understand and express the main economic benefits of tourism for Tanzania briefly consider some of the possible disadvantages of tourism write a coherent paragraph about the reasons why tourism is beneficial to Tanzania. 	Sector; economy; government; supporting; natural resources; foreign exchange earnings; industries; agricultural exports; economic benefits; (tax) revenue; buildings; facilities	Tourism brings...; The government is supporting...; Text sequencers - for example, another, finally, first, secondly, thirdly	<ul style="list-style-type: none"> Writing a paragraph based on a given framework.
3. The Olduvai Gorge	<ul style="list-style-type: none"> understand and express the interesting aspects of the Olduvai Gorge persuade tourists to visit the gorge. 	Gorge; evolution; homo-sapiens; species; million; thousand; apes; ancestors; discover(ed); skull; tools; museum	The passive voice (have been discovered, it is believed); You can...; You can't...	<ul style="list-style-type: none"> Listen to a text and isolate the key words Rebuilding sentences from the key words.
4. The Ngorongoro Crater	<ul style="list-style-type: none"> read and locate specific information in a fact sheet compose a sentence to encourage visitors to the area. 	Cows; cattle; herding; looking after; zebra; rhinoceros; gazelle; elephant; monkey; giraffe; crater; lodge; rainy season	Can... (Where can we see?); Have you ever been there?	<ul style="list-style-type: none"> Expressing previous knowledge Using that knowledge to move forward.
5. Mount Kilimanjaro	<ul style="list-style-type: none"> express correctly the basic facts about Kilimanjaro correct facts that are incorrect 	Equator; volcano; active; dormant; easy; difficult; lowest; highest; domestic animals; wild animals; boring; exciting;	Superlative (highest, lowest); Simple present	<ul style="list-style-type: none"> Learning vocabulary through opposites.

	<ul style="list-style-type: none"> write correct sentences using the present simple. 	north; south; few; many		
6. The Jahazi Festival	<ul style="list-style-type: none"> recognise and answer 'wh' questions about the Jahazi Festival formulate correct 'wh' questions write a tourist leaflet about the Jahazi Festival. 	Festival; take place; is held; jazz; literary; poetry; musicians; writers; leaflet	Question forms; Present simple	<ul style="list-style-type: none"> Using question and answer cards to remember information.
7. The wildebeest migration of the Serengeti	<ul style="list-style-type: none"> understand specific information in a text about wildebeest migration provide written answers to comprehension questions explain briefly why this phenomenon is attractive to tourists. 	Wildebeest; migration; migrate; move; herd; movement; mega herd; newborn; calves; return; grasses; settles; back and forth; shallow; north; south; amazing; incredible; awesome; massive; unforgettable; wonderful; terrible; boring	Present simple for regular events	<ul style="list-style-type: none"> Reading a text for specific information Recording vocabulary.
8. Visiting Mbeya	<ul style="list-style-type: none"> locate various tourist attractions within a text recommend attractions to various types of tourists. 	Landscape; uninhabited; volcanic effects; waterfalls; indigenous; meteorite; butterflies; jungle; scenery; mammals; bridge; pottery	You can...; You will...	<ul style="list-style-type: none"> Reading a text at speed to locate specific information Self-assessment.
9. The effects of poaching	<ul style="list-style-type: none"> understand and express the arguments against elephant poaching consider the possible consequences think critically about the issue. 	Poach; poacher; poaching; ivory; tusks; valuable; growing; falling; cheap; cheaply; protected	Present simple for regular actions; present continuous for ongoing action passive voice; 'if' sentences with future; relative pronouns 'which' and 'who'	<ul style="list-style-type: none"> Completion of sentences.
10. Conservation of tourist attractions	<ul style="list-style-type: none"> name some of the main environmental problems facing Tanzania explain side effects tourism has on the environment. suggest steps to take towards sustainable tourism. 	Sustainable; pollution; conservation; deforestation, contaminate; affect; waste; waste treatment; treat waste; environment; environmental	Passive voice (water is needed, waste is not treated, wood is needed)	<ul style="list-style-type: none"> Matching Suggesting solutions.

Lesson 1: Tourist attractions

Vocabulary: History; underwater; natural habitat; climbing; canoeing; wild animals; volcanic crater; archeological; origins; surf; diving (other activities mentioned by the students); tourist; requirements; attractive; attraction

Structures: You/he/she can...; He/she will enjoy...

Lesson content objectives:

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

- match tourist requirements to brief descriptions of places
- write recommendations to visit different tourist attractions for specific tourists.

Learning strategy: Reading and matching tourists with destinations.

Preparation: If available bring pictures of the places described in Activity 1.

Introduction (5 mins)



- Say: 'Good morning/afternoon. How are you?' Wait for the students to reply.
- Ask: 'Have any of you ever travelled to another part of Tanzania?' Which part? Why did you go there? Elicit different answers from the class. If none of the students have travelled, ask them about their family members. They should mention:
 - for business
 - for family reasons
 - for medical reasons (note this may be sensitive)
 - for a visit with a sports team, religious group, etc.
- Make sure the students focus on short visits. Ask whether people from other countries come to Tanzania on short visits, and why. Can they add any reasons? (Possible answers - people come to Tanzania to visit/climb Kilimanjaro, see wild animals etc. They should know this from their studies in primary school.)
- Say: 'When people visit other places or countries because they want to relax and see interesting things, they are tourists. Tourism is a very important business for Tanzania because we have a lot of beautiful places to visit and interesting things to do.'
- Ask the students if they can name some good places for tourists to visit in Tanzania.
- As they name places, write the place names on the board and ask: 'Why is this a good place to visit? What can tourists do there?'

- Make sure the students include the word *beautiful* and tell them the word *attractive* has almost the same meaning.

Note: You may have to explain what a tourist is. Remember that 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.

Presentation (10 mins)



- Say: 'Open your book at Topic 8, Lesson 1 and look at Activity 1'. Hold up your Student book at the correct page. Ask the students 'What is the title of today's lesson?' Relate the word *attraction* to *attractive* in the Introduction stage.
- Ask the students to look at the table. Tell them that on the left we have the requirements of different tourists. Ask them what you mean by *requirements*. (Answer – What people want or would like.)
- Ask the students to look at the middle column, with descriptions of places, and the last column with the names of places.
- The students read the text in pairs and write in their exercise book the name of each tourist, the letter for the description and the number of the place.
- Do an example together: Paul (Answer – d : 3.)
- Ask the students to finish the activity in their exercise books. Monitor the activity, then check them all together. If any pairs have incorrect answers, ask other pairs to correct them and tell them what is wrong.

Practice (10 mins)



- Say: 'Look at Activity 2.' Hold up your Student book and point to the activity.
- Ask two questions:
 - 'Why will Paul enjoy Ngorongoro?'
 - 'Why will X enjoy Y?'
- Ask the students to look at Activity 2 and the model sentence. They write five more sentences in their exercise books, similar to the example.

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- Monitor the activity and ask the fast finishers to help the slower students. These sentences are repetitive, so try to make sure the students write them as accurately as possible.
- Ask the students to brainstorm some things/factors that encourage tourism development.

Consolidation/evaluation and assessment (5 mins)



- Ask the students to shout out a list of all the activities tourists can do in Tanzania.
- In small groups the students tell each other which of the six places they like best and why. Then feedback some of the answers to the whole class.
- Write the sentence and words on the board and ask the students to work in their groups to choose the correct words to complete the two gaps. Get them to copy it in their exercise books:

Tourism is when people travel for _____ to visit different places of _____.
(work/business/relaxation) interest/shopping/geography)

(Answers: relaxation, interest)

Reflection



- Ask students to put their hands up if they think Tanzania is a good destination for tourists.
- Write on the board 'Tourists should come to Tanzania because...' and ask various students to finish the sentence.
- Ask them what they would do to increase tourism if they were in Government.

Answers



Activity 1

Paul: d-3

Elizabeth: f-2

Susan: a-4

Christopher: e-1

George; c-5

Judith: b-6

Activity 2

Example answers:

Elizabeth will enjoy Mafia Island because she can see the fish underwater there.

Susan will enjoy Kilimanjaro because she likes climbing.

Christopher will enjoy Lake Manyara national Park because he can see animals there and also go in a canoe.

George will enjoy the Zanzibar beaches because he likes relaxing and doing water sports.

Judith will enjoy Serengeti National Park, because she wants to take photographs of wild animals.

Extension activity



- The students could make a mini-poster advertising one of the destinations, with a picture or symbol to illustrate it.

Teacher's reflections



- Did the students already know the verbs for the different activities tourists can enjoy in Tanzania?
- Do you need to make a written list of these activity verbs?
- Did the students write good sentences based on the model sentence in Activity 2?

Homework



- Ask the students to think about what they like about Tanzania and to choose a place that they will visit in the future some time. They should write a few sentences about why they chose it and why it is a good place for them to visit.

Lesson 2: Tourism and the economy

Vocabulary: Sector; economy; government; supporting; natural resources; foreign exchange earnings; industries; agricultural exports; economic benefits; (tax) revenue; buildings; facilities

Structures: Tourism brings...; The government is supporting...; Text sequencers, for example, another, finally, first, secondly, thirdly

Lesson content objectives:

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

- understand and express the main economic benefits of tourism for Tanzania
- briefly consider some of the possible disadvantages of tourism
- write a coherent paragraph about the reasons why tourism is beneficial to Tanzania.

Learning strategy: Write a paragraph based on a given framework.

Preparation: Practise reading the text for Activity 1.



Introduction (5 mins)

- Say: 'Good morning/afternoon. How are you?' Wait for the students to reply.
- Write 'tourism' on the board and ask the students: 'Is tourism a good thing or a bad thing for Tanzania?'
- They put their hands up if they think tourism is good for Tanzania. Ask a few students with their hands up why they think this.
- Ask the students to put their hands up if they can think of any way tourism is bad for Tanzania. Ask a few students who have their hands up why they think this. If nobody puts their hands up ask: 'Is it good to build hotels in our beautiful natural places? Is it good to have so many tourist boats in our blue sea?'
- Ask: 'What other industries does Tanzania have? Does Tanzania 'export' many things?' (If necessary, write these words on the board and explain/ translate them.)
- Ask the students if they think the government wants more tourism and why. Accept any replies. This question is to make the students think and prepare them for the next activity.

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. 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)

- Ask the students to open their books at Topic 8, Lesson 2 and look at Activity 1.
- Tell the students you are going to read them a text about why the Tanzanian government *is supporting* tourism. (Explain or translate *is supporting* if necessary.)
- Tell the students to look at the list of statements 1-10 and ask you if there is anything they don't understand. Tell them in the text you will mention *some* of these things *but not all of them*.
- Ask the students to listen to the text and write in their exercise books the numbers of the things they hear mentioned in the text. Read the text.
- Read the text a second time if necessary and check the answers.



Tourism

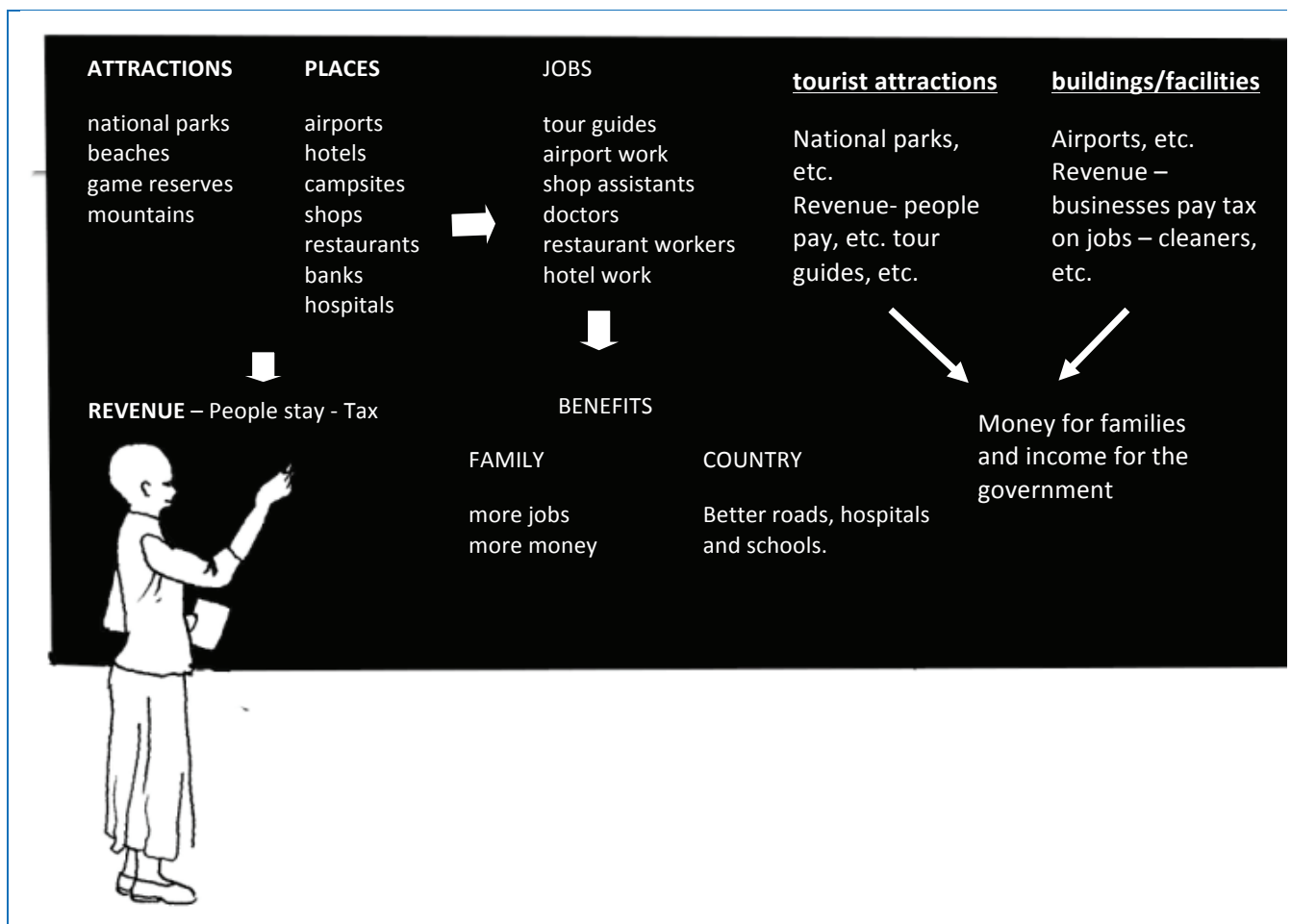
In Tanzania, tourism is becoming an important sector in the economy. The government is trying to support tourism for several reasons. First, Tanzania has many natural resources that form excellent tourist attractions; almost a third of the land is given to natural parks. Secondly, tourism brings different sources of foreign exchange earnings for an economy which has always depended on a few agricultural exports. Thirdly, tourism has many other economic benefits, including the creation of jobs and tax revenue.

Practice (10 mins)

- Write on the board: 'tourist attractions' and 'buildings/facilities'.
- Ask: 'What tourist attractions has Tanzania got?' List them on the board under 'attractions'. (Possible answers – National parks, beaches, mountains, game reserves, historical sites, archives and museums).
- Ask: 'What buildings/places do tourists use?' and list them on the board under 'buildings/ facilities'. (Possible answers – Airports, hotels, campsites, restaurants, shops, banks, hospitals).
- Write 'revenue' under each one and ask: 'How do these places generate money?' (Possible answers – People pay to go there, people pay to stay there, the businesses make money, the businesses pay tax.)

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- Write 'jobs' under each one and ask: 'What jobs do people do in these places?' List them on the board. (Possible answers – Tour guides, airport workers, shop assistants, restaurant and hotel workers, doctors).
- Then draw two diagonal arrows down, one from each list and joining 'money for families and income for the government'.
- Ask the students: 'How can families benefit from tourism?' (Possible answer – Family members have jobs so the families have more money to live on.)
- Ask: 'How can our country benefit from tourism?' and ask: 'Why does our government need money?' (Possible answers – To build roads, hospitals, schools, etc.)



Consolidation/evaluation and assessment (5 mins)



- Ask the students to look at Activity 2 and copy the short paragraph in their exercise books, filling in the gaps with their ideas. Monitor and help the students to formulate ideas and correct their written work if necessary.

Reflection

- Ask the student to close their books and ask them:
 - *'Why is tourism good for Tanzania?'*
 - *'Do you think Tanzania will receive more tourists in the future? Why/ Why not? What can the government do to support tourism more?'*

Answers

Activity 1

Things mentioned in the text:

3. Natural resources and natural parks
5. Foreign exchange
7. More jobs
9. More tax revenue

Extension activity

- Ask the students to work in pairs to design a new activity tourists can do in Tanzania, and decide if it would generate more jobs/ income.

Teacher's reflections

- Did the students understand the overall benefits of tourism for Tanzania?
- Were they able to identify any possible environmental or cultural disadvantages of tourism?
- Did the students offer answers to all the questions asked? This lesson involved a lot of student input. Are they ready for this or are they too young?

Lesson 3: The Olduvai Gorge

Vocabulary: Gorge; evolution; homo-sapiens; species; million; thousand; apes; ancestors; discover(ed); skull; tools; museum

Structures: The passive voice (have been discovered, it is believed); You can...; You can't...

Lesson content objectives:

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

- understand and express the interesting aspects of the Olduvai Gorge
- persuade tourists to visit the Gorge.

Learning strategy: Listen to a text and isolate the key words; rebuild sentences from the key words.

Preparation: If possible, bring a map showing the location of the Olduvai Gorge.

Introduction (5 mins)

- Say: 'Good morning/afternoon. How are you?' Wait for the students to reply.
- Write on the board 'Olduvai Gorge' and tell the students today's lesson will focus on this particular tourist attraction.
- Ask: 'Has anyone ever visited the Olduvai Gorge? Please put your hands up if you have been there.'
- If any students put their hands up, ask them what they saw, what they did and why many tourists go there.
- Point to the map and show the students where the gorge is.
- Ask for a definition of 'gorge'. (Answer – A deep channel formed by a river in the past.)

Presentation (10 mins)

- Ask the students to open their books at Topic 8, Lesson 3, Activity 1.
- Ask them what the picture is. (Answer – A skull.)
- Ask the students why this picture is here, for this lesson. (Answer – Because skulls have been discovered in the Olduvai Gorge.)
- Ask the students to look at Activity 1. Tell them they have to listen and write the correct word in their exercise books, not the whole sentence.

- Read the text slowly.



The Olduvai Gorge

The Olduvai Gorge is very important because it has helped us understand human evolution.

It is believed that species before 'homo-sapiens' (humans) lived there between 1 and 2 million years ago! These species evolved into humans.

We think humans started living there 17,000 years ago.

The skulls of apes and other species, believed to be the close ancestors of humans, have been discovered there.

Also, important tools were found, which the first humans used. We are not sure what they used these tools for, but they transported them and they planned how to use them.

There is a museum where you can see the most important discoveries.

You can visit the Olduvai Gorge when you are in the Serengeti National Park. In this area you can also see thousands of wildebeest and zebras.

- Check the answers as a class and write the correct words on the board.



Practice (10 mins)

- Ask the students to look at the first word (evolution) and make a sentence about the Olduvai Gorge using that word.
- Ask the students to work in pairs to write five more sentences in their exercise books about the Olduvai Gorge, using the words on the board.
- Monitor their work. Help them with their English if necessary.



Consolidation/evaluation and assessment (5 mins)

- Ask the students: *'Do you think the Olduvai Gorge is a good place for tourists to visit?'*
- Ask the students to look at Activity 2 and finish the sentence in their exercise books.
- Monitor the activity and correct the students' English if necessary.



Reflection

- Ask the students whether they would like to travel around Tanzania. What would they like to see?

Answers

Activity 1

1. The Olduvai Gorge has helped us understand human **evolution**.
2. Species before humans lived there **1 to 2 million years ago**.
3. We think humans started living there **17,000** years ago.
4. **Skulls** have been discovered there.
5. Archeologists have also discovered **tools** there.
6. In the **museum** you can see the most important things that have been found there.
7. The Gorge is situated in the **Serengeti** National Park.

Activity 2

Example endings:

- because you can learn about the origins of man.
- because there is an interesting museum.
- because it is an important place.

Extension activity

- Ask the students to work in pairs and design a poster to attract visitors to the Olduvai Gorge.

Teacher's reflections

- Were the students able to rebuild sentences from the text they had listened to?
- Did they understand the key words? Should we spend more time on those words in future?

Possible homework

- The students can take their plans home and produce the posters. You can make an area in the classroom for displaying them.

Lesson 4: The Ngorongoro Crater

Vocabulary: Cows; cattle; herding; looking after; zebra; rhinoceros; elephant; gazelle; monkey; crater; lodge; rainy season

Structures: Can... (Where can we see?); Have you ever been there?

Lesson content objectives:

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

- read and locate specific information in a fact sheet
- compose a sentence to encourage visitors to the area.

Learning strategy: Expressing previous knowledge; using that knowledge to move forward.

Preparation: Bring a map of Tanzania to class.

Introduction (5 mins)

- Say: 'Good morning/afternoon. How are you?' Wait for the students to reply.
- Ask the students to open their books at Topic 8, Lesson 4 and tell you what they can see in the picture.

(Possible answer – A Maasai boy herding the cattle, with his home behind him. The cattle are together with zebras, gazelles, monkeys, rhinos and elephants. There is a cliff in the distance, and a small lake.)

- Ask: 'Where can we see humans and animals living together like this?' (Answer – The Ngorongoro Crater.)
- Write on the board: 'The Ngorongoro Crater'. Ask if the students know where it is? If you have a map, they can point to it.
- Ask if any students have ever been there.

Presentation (10 mins)

- Ask the students to look at Activity 1 again. This is a fact sheet for tourists.
- Write the following sentences on the board and ask the students to write in their exercise books if they are *true* or *false* according to the fact-sheet.
 1. You have to take a boat to Ngorongoro.
 2. You can go by bicycle from Arusha.
 3. It is good to visit in the rainy season.

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4. There are many places to stay there.
 5. You can't see many animals there.
- Check the answers as a class.

Practice (10 mins)

- Ask the students to look at Activity 2 and name the animals. Write the names on the board.
- Ask the students which of these animals are mentioned in the text in Activity 1. (Answer – leopards, elephants, buffalo, lions and black rhinoceros.)
- Ask: 'Can people see these animals in other countries, such as America, Germany, Britain or Japan?' (Answer – No.)
- Ask the students to work in pairs and think of a slogan (or a sentence) to go with the pictures, which will encourage tourists to visit the Ngorongoro Crater.

Consolidation/evaluation and assessment (10 mins)

- Ask the students 'Why is the Ngorongoro Crater special?'
- Ask pairs of students to read out their slogans from the previous activity (with expression).
- Ask the class to decide which is the best slogan.

Reflection

- Ask the students if they have learned anything new in this lesson.
- Ask the students what they could tell a visitor about the Ngorongoro Crater and what information about the area was not talked about in this class.

Answers

Activity 1

1. You have to take a boat to Ngorongoro. FALSE
2. You can go by bicycle from Arusha. FALSE
3. It is good to visit in the rainy season. TRUE
4. There are many places to stay there. TRUE
5. You can't see many animals there. FALSE

Activity 2

- a) Elephant
- b) Lion
- c) Buffalo
- d) Rhinoceros
- e) Leopard

Extension activity




- The students can write about the location and/or volcanic origins of the area. They can use the map of Tanzania to say where it is located. They can use reference materials to find out about how the crater was formed.

Teacher's reflections


- Was this lesson too easy for the students?
- Were the students able to write sentences that would encourage visitors to come to this area? Do they need more persuasive language practice?

Homework



- Tell the students to write a set of important facts about any town, city or place they have visited in Tanzania.

Lesson 5: Mount Kilimanjaro

Vocabulary: Equator; volcano; active; dormant; easy; difficult; lowest; highest; domestic animals; wild animals; boring; exciting; north; south; few; many

Structures: Superlative (highest, lowest); Simple present

Lesson content objectives:

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

- express correctly the basic facts about Kilimanjaro
- correct facts that are incorrect
- write correct sentences using the present simple.

Learning strategy: Learning vocabulary through opposites.

Preparation: Prepare ten word cards, each with one word on each side as follows: small/big, lowest/highest; hot/cold; easy/difficult; few/many; north/south; far/near; active/dormant; domestic/wild; boring/exciting.

Introduction (5 mins)



- Ask the students to open their books at Topic 8, Lesson 5 and look at the picture.
- Ask them what they can see. (Answer – A mountain).
- Ask: *'Why is the mountain white? What is there at the top?'* (Answer – Snow).
- Ask: *'What can you see at the bottom?'* (Answer – Animals, a giraffe).
- Tell the students that it is Mount Kilimanjaro and ask the students to put their hands up if they have been to Kilimanjaro. If anyone has been, ask them what they remember most about the place.
- Ask the students to look at Activity 1, and say things about Kilimanjaro using the words in the box.
- The sentences do not have to be perfectly correct at this stage.

Presentation (10 mins)



- Tell the students that you are going to read them some facts about Kilimanjaro, but that each sentence has a mistake in it.

- Ask the students to listen carefully and put their hands up to correct your mistakes after each sentence you read.
- Have the word cards ready.



1. Kilimanjaro is a very **small** mountain.
 - Ask: 'Is this correct?' Select a student with his/her hand up to correct you. Show the word card 'small' and ask: 'Is Kilimanjaro small?' The students should answer: 'No, it is big!'
 - Confirm the correct word and show 'big' to the students.
 - Continue through the other nine sentences in this way. You may have to stop and *teach* some of the words.
 - When you have finished, stick all the word cards (with the correct word showing) on the board.
2. Kilimanjaro is the **lowest** mountain in Africa.
3. Kilimanjaro is very **hot** at the top.
4. It is very **easy** to climb Kilimanjaro.
5. Very **few** tourists visit Kilimanjaro.
6. Kilimanjaro is in the **south** of Tanzania.
7. Kilimanjaro is very **far** from the Equator.
8. Kilimanjaro's volcanoes are **active**.
9. There are **domestic** animals at the bottom of Kilimanjaro.
10. Kilimanjaro is a **boring** place to visit.

Practice (10 mins)



- Ask the students to look at Activity 2 in their books.
- Ask them to use the words given to write complete sentences about Kilimanjaro in their exercise books. They should do this in pairs.
- Monitor the activity.

Note: These sentences are simple and the students need to write them correctly, as they contain very basic structures which they will need in all their studies. (The sentences they write do not have to be an exact reproduction of the ones you used in the presentation, but they should be in correct English.)

Consolidation/evaluation and assessment (5 mins)



- Ask the students to close their books. Leave the word cards on the board.
- Ask five different students to give 'false' sentences about Kilimanjaro and for the rest of the class to put their hands up to correct them. If necessary, turn over the word cards when they are needed to see the opposite word.

Reflection



- Ask the class if they learned anything new about Kilimanjaro today. (They probably didn't learn any new facts.)
- Ask the students if they learned any new words today. Say: *'Did it help to learn the words with their opposites? What other ways do you use to learn English words?'*
- Ask the students if they think their written sentences were good or if they need more writing practice.

Answers



Activity 1

Example sentences:

- There is snow on the top.
- You can climb the mountain.
- Many animals live in the lower part.
- It has three volcanoes.
- Many tourists go there.
- It is very famous.

Activity 2

Model sentences:

- a) Kilimanjaro is a very **big mountain**.
- b) Kilimanjaro is the **highest** mountain in **Africa**.
- c) Kilimanjaro is very **easy** to **climb**.
- d) **Many** tourists **visit** Kilimanjaro.
- e) Kilimanjaro is in the **North** of **Tanzania**.

- f) Kilimanjaro is very **near** the **Equator**.
- g) Kilimanjaro's **volcanoes** are **dormant**.
- h) There are **wild** animals at the **bottom** of Kilimanjaro.
- i) Kilimanjaro is an **exciting** place to **visit**.

Extension activity (5 mins)

- The students can write about the location and/or volcanic origins of the area. They can use the map of Tanzania to say where it is located. They can use reference materials to find out about how the crater was formed.

Teacher's reflections

- Are the students' simple written sentences correct?
- Was this lesson fun for the students?
- Did the students like correcting you, the teacher?

Possible homework

- For homework, the students can find out three more things about Kilimanjaro and write them down for the next day.

Lesson 6: The Jahazi Festival

Vocabulary: Festival; take place; is held; jazz; literary; poetry; musicians; writers; leaflet

Structures: Question forms; Present simple

Lesson content objectives:

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

- recognise and answer 'wh' questions about the Jahazi Festival
- formulate correct 'wh' questions
- write a tourist leaflet about the Jahazi Festival.

Learning strategy: Using question and answer cards to remember information.

Preparation: Prepare 16 cards with the following written on them.

- | | |
|---|---|
| 1. When does the Jahazi Festival take place? | 9. The last weekend of August |
| 2. Where is the Jahazi Festival held? | 10. Stone Town, Zanzibar |
| 3. What sports do people do at the Jahazi Festival? | 11. Diving |
| 4. What kind of music can you listen to at the Jahazi Festival? | 12. Jazz |
| 5. What literary activities are there at the Jahazi Festival? | 13. Poetry reading, literary discussions and stories. |
| 6. How can you visit nearby islands? | 14. Sailing in a dhow |
| 7. Where can you walk? | 15. Around the historical streets |
| 8. Why is this festival popular with tourists? | 16. Because musicians and writers from all over the world are there |

Introduction (5 mins)



- Say: 'Good morning/afternoon. How are you?' Wait for the students to reply.
- Tell the students 'We are going to play a game called 'Writing in the air'.'
- Face the board and hold your arm in the air to trace the word 'hello' above your head.
- Turn to face the students and ask them what you wrote.
- Turn around again and write in the air above your head the word 'festival'.
- Ask the students to put their hands up if they can write the word correctly on the board.
- When the word is on the board, ask the students: 'What is a festival?' (Possible answer – A cultural celebration, a street party.)
- Ask the students to tell you the names of some local/ national festivals (Accept any correct answers).

Presentation (10 mins)



- Write 'the Jahazi Festival' on the board and ask the students if any of them have ever been to the festival or if their parents have. Show interest in their replies and ask: 'Did you like it?'
- Put the students into eight groups. You have eight question cards and eight answer cards. Each group should be given a question card and an answer card (but not the correct pair).
- One member of each group should go around asking their question, until they find the right answer, then they can take the answer back to their group. The rest of the group takes turns to answer the questions of the other group.
- When every group has the right pair of cards, collect them in and ask the class the questions to see who can remember the answers.

Practice (10 mins)



- Ask students to open their books at Topic 8, Lesson 6 and look at Activity 1.
- Tell the students to work in pairs and try to write a correct question for each answer.
- When pairs finish, ask them to swap partners and check each other's work to see if the questions are correctly formed.
- Monitor the activity.

Note: Accept different questions from the original ones given, if they are correctly formed.

Consolidation/evaluation and assessment (5 mins)

- Ask the students to look at Activity 2. They should work in groups of four and design a leaflet for tourists about the Jahazi Festival. One student should draw a simple image and the others should add 'key words and phrases' only. There isn't time for more.

Reflection

- Ask:
 - *'Did you learn anything new today?'*
 - *'Would you like to go to the Jahazi Festival?' 'Why/ why not?'*

Answers

Activity 1

1. The last weekend of August. **When does the Jahazi Festival take place?**
2. Stone Town, Zanzibar. **Where is the Jahazi Festival held?**
3. Diving. **What sports do people do at the Jahazi Festival?**
4. Jazz. **What kind of music can you listen to at the Jahazi Festival?**
5. Poetry reading, literary discussions and stories. **What literary activities are there at the Jahazi Festival?**
6. Sailing in a dhow. **How can you visit nearby islands?**
7. Around the historical streets. **Where can you walk?**
8. Because musicians and writers from all over the world are there. **Why is this festival popular with tourists?**

Activity 2

Any of the key points from the example sentences can be used in the information leaflet.

Extension activity

- The students could put their leaflets up around the room and do a 'gallery walk' around the room looking at the leaflets of others. They should choose three positive points from other leaflets to feedback to the group about.

Teacher's reflections

- Question forms are difficult in English. Did the students write their questions correctly?
- Was the 'walking around' activity noisy? Can you use this kind of activity again? Who should choose the person who walks around, you or the students? Why?

Possible homework

- For homework, the students could design a leaflet for a smaller, local festival, perhaps in their town.

Lesson 7: The Wildebeest migration

Vocabulary: Wildebeest; migration; migrate; move; movement; herd; mega herd; newborn; calves; return; grasses; settles; back and forth; shallow; north; south; amazing; incredible; awesome; massive; unforgettable; wonderful; terrible; boring

Structures: Present simple for regular events

Lesson content objectives:

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

- understand specific information in a text about wildebeest migration
- provide written answers to comprehension questions
- explain briefly why this phenomenon is attractive to tourists.

Learning strategies: Reading a text for specific information; recording vocabulary.

Preparation: Bring a large map of Tanzania so that you can point to the migration route.

Introduction (10 mins)



- Ask the students to open their books at Topic 8, Lesson 7 and ask them what they can see. (Answer – Wildebeest.)
- Ask the students: *'Where do wildebeest live? Do they stay in the same place all year?'*
- Write 'migration' on the board and ask the students if they know what this means. (Possible answer – The movement of many people or animals together from one place to another.)
- Write 'migrate' on the board next to 'migration'.
- Tell the students: *'Migrate' is the verb, 'to migrate', and migration is the noun.'*
- Ask: *'Why do wildebeest migrate?'* (Possible answers – To look for water, to look for food.)
- Ask the students: *'Why do tourists like the wildebeest migration?'* (Possible answers – Because they don't see anything similar in their countries; because more than a million animals migrate at the same time; because it is amazing to see.)

Presentation (5 mins)



- Teach the following words, by eliciting meanings from the students, explaining in English, or translating if necessary: newborn/calves; impressive; herds; cross a river; return; grasses.
- Write these questions on the board and ask the students one by one if they know the answer.
 1. Why do the wildebeest move to the Ndutu region in December/ January?
 2. Where are most of their calves born?
 3. Do all the wildebeest go to the same place in April/May?
 4. Where can you see most of the wildebeest at the end of May?
 5. When do the impressive Mara River crossings begin?
 6. Where do most river crossings happen in August, September and October?
 7. Why do the herds cross the river both ways?
 8. When do the herds return to Seronera?
- Ask the students to look at Activity 1 in their books, read the text and write answers to the questions that are on the board in their exercise books. They can work in small groups. They do not need to copy the questions.
- Monitor the activity and check that the students understand enough of the text to answer the questions.

Practice (10 mins)



- Teach or revise the following adjectives: impressive, amazing, terrible, awesome, boring, unforgettable, massive, small and wonderful.

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.

- Ask the students to decide which of the adjectives they can use to describe the wildebeest migration.

Topic 8: Tourism

- Ask the students to look at Activity 2 in their books with a partner and write answers to the three questions. For Question 3 they should use some of the adjectives listed above/on the board.

Consolidation/evaluation and assessment (5 mins)



- Ask the students if any of them have seen the wildebeest migration.
- Write on the board: 'Tourists in Tanzania should see the wildebeest migration because...'
- and ask the students to put their hands up and offer answers.
- Make sure the students write down the new vocabulary from today's lesson in their exercise books and that they know what all the words mean.

Reflection



- Ask the students which other tourist attractions in Tanzania could be described as impressive, awesome, amazing, unforgettable, massive, wonderful.
- Ask the students how they recorded the vocabulary in their books. How do they usually record vocabulary? Ask them to share their answers with the other students. Highlight any good ideas and ways of recording.

Answers



Activity 1

1. Why do the wildebeest move to the Ndotu region in December/ January? **To calve and raise their young.**
2. Where are most of their calves born? **Lake Ndotu.**
3. Do all the wildebeest go to the same place in April/ May? **No.**
4. Where can you see most of the wildebeest at the end of May? **The Grumeti River.**
5. When do the impressive Mara River crossings begin? **Early July.**
6. Where do most river crossings happen in August, September and October? **Kogatende.**
7. Why do the herds cross the river both ways? **Following the rains and fresh grass.**
8. When do the herds return to Seronera? **November.**

Activity 2

1. You can see the wildebeest crossing the Mara River in early July.
2. You can see the wildebeest being born in February.
3. You should go to see the wildebeest migration because it is impressive, awesome, amazing, unforgettable, massive, wonderful.

Extension activity

- Students can plan a short paragraph for tourists called ‘Wildebeest Migration’. Ask them to use the following headings:
 - Where you can see it?
 - When you can see it?
 - What you can see?

Teacher’s reflections

- Were the students able to understand the text with some difficult vocabulary, enough to answer the questions?
- Should you pre-teach more vocabulary next time?

Homework

- Ask the students to take their paragraph plan and write it in their exercise books. If they did not plan the writing in the lesson ask them to plan a paragraph with the title ‘Wildebeest migration’ and write it up for the next lesson.

Lesson 8: Visiting Mbeya

Vocabulary: Landscape; uninhabited; volcanic effects; waterfalls; indigenous; meteorite; butterflies; jungle; scenery; mammals; bridge; pottery

Structures: You can...; You will...

Lesson content objectives:

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

- locate various tourist attractions within a text
- recommend attractions to various types of tourists.

Learning strategies: Reading a text at speed to locate specific information; self-assessment.

Preparation: Bring a map of the Mbeya region to the class if possible.

Introduction (10 mins)

- Pre-teach all the target vocabulary. To do so, first ask the students if they know the word, write the word on the board and use either English explanations or translations for each item.
- Ask the students where in Tanzania you can see these things. Accept all logical answers.

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.

Presentation (10 mins)

- Ask the students to open their books at Topic 8, Lesson 8 and look at the photo. Ask them if they know what the picture is. (Answer – A stone, a meteorite.)
- Ask the students to look at Activity 1. Tell them to read through the text points 1 to 8 and put their hands up as soon as they know which number is about the image. (Answer – Number 7.)
- Ask the students who are not ready to look at number 7 and say if they think it is correct.

- Say: 'Write A to G in your exercise books. I am going to ask you questions about the text and you write which number section in the text contains this information.'
- Read the questions one by one. Give the students time to write their answers after each question, but encourage them to work faster and faster as you go through the questions.



Visiting Mbeya

- Which part of the text tells me where I can see Tanzanian flowers?
- Which part of the text tells me how I can travel to the area?
- Which part of the text tells me about a natural bridge?
- Which part of the text tells me about climbing to a very high peak?
- Which part of the text tells me about waterfalls?
- Which part of the text tells me about a lake with a beach?
- Which part of the text tells me about colourful birds?

Practice (5 mins)



- Ask the students if they remember the word 'should' used for recommendations and advice.
- Ask the students to look at Activity 2 in their books and read the message.
- Ask the students to read and then write a reply to the message in their exercise books. They should use 'should' to make recommendations to John.
- Monitor and help the students with their basic English if necessary.

Consolidation/evaluation and assessment (5 mins)



- Point to the vocabulary on the board. Ask the students to find each word in the text and tell you the paragraph where this word is mentioned.
- Ask the students if this region is a place they would like to visit and why/why not.
- Ask the students if there are better places to visit in Tanzania and why they are better.

Reflection



- Clean the board and ask the students to close their books.

Topic 8: Tourism

- Ask if they can remember the words that were on the board or if they need to see them again to remember them.
- Ask the students if their written answer to Activity 2 was good/average/not very good. How are they deciding this?
- Ask them to look at their neighbour's work. Do they agree with their assessment?

Answers

Activity 1

A. 2 B. 8 C. 4 D. 5 E. 4 F. 6 G. 3

Activity 2

Example answer:

Dear John,

You should go to the Mbeya region. It is not far. You can take a bus. There are uninhabited places, beautiful scenery and you can take a photo of the meteorite. You can walk and climb a lot.

Best wishes,

Consolidation

landscape: 1	uninhabited: 5
volcanic effects: 1	waterfalls: 4
indigenous: 2	meteorite: 7
butterflies: 2	jungle: 3
scenery: 6	mammals: 3
bridge: 4	pottery: 6

Extension activity

- Investigate the measurements and history of the Mbozi meteorite. Ask the students to ask their families what they know about it and bring the information to the next class.

Teacher's reflections

- Did the students all read at a similar speed or was it difficult to maintain the speed of the reading? How could you develop the reading speed of the class?
- How much vocabulary did the students remember? Were there too many new words?

Lesson 9: The effects of poaching

Vocabulary: Poach; poacher; poaching; ivory; tusks; valuable; increasing; decreasing; cheap; cheaply; protected

Structures: Present simple for regular actions; present continuous for ongoing action (numbers are decreasing); passive voice (they are killed); 'if' sentences with future; relative pronouns 'which' and 'who'

Lesson content objectives:

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

- understand and express the arguments against elephant poaching
- consider the possible consequences
- think critically about the issue.

Learning strategy: Completion of sentences.

Introduction (5 mins)



- Say: 'Good morning/ good afternoon.' to the students and wait for them to reply.
- Ask the students to open their books at Topic 8, Lesson 9 and look at the image.
- Ask the following questions and write the important vocabulary in the top right hand corner of the board:
- 'What animals can you see?' (Answer – Two dead/hurt elephants, an elephant running away, a gazelle, a man shooting an elephant)
- 'What has happened to the elephants?' (Answer – One was/has been killed, one was/has been hurt/injured.)
- 'Who killed and injured them?' (Answer – Poachers.)
- 'Why did they kill the elephant?' (Answer – To get its ivory tusks – indicate the man on the left).
- 'Does this happen a lot in Tanzania?' (Answer – Yes.)
- Ask the students other ways animals can die. (Answer – Natural causes, illness, age, killed by other animals for food.)

Topic 8: Tourism

Presentation (10 mins)

- Ask the students to look at Activity 1 and with a partner write down the correct answer to each question. Feedback and check as a class.
- Ask the students the following questions as you review the answers:
- *'Do people eat elephant meat sometimes?'* (Answer – Yes.)
- *'Do people sell ivory cheaply sometimes?'* (Answer – Maybe.)
- *'Are fewer elephants being killed in Tanzania than before? Are they more protected than in the past?'* (Answer – Yes.)
- *'Do some tourists buy ivory?'* (Answer – Yes.)
- *'Can people help the government to stop poaching?'* (Answer – Yes.)

Practice (10 mins)

- Ask the students to look at Activity 2 and with their partner, decide which statements are true or false and say why. They don't need to write, but must be able to tell you why.
- Ask as many students as possible to say something and justify their answers.

Consolidation/evaluation and assessment (5 mins)

- Point to the vocabulary on the board. Write the start of the four sentences below for the students to copy. Give them this example:

A poacher is a person who ... kills animals illegally.
- Ask the students to work in small groups and finish the sentences in their exercise books to explain what the word means.
 1. Ivory is a material which...
 2. A valuable thing is something which...
 3. A tourist is a person who...
 4. A government is a group of people who...
- Monitor the activity and help the students with their English. Accept any sentences which show that they understand the vocabulary.

Reflection

- Ask the students if it is sometimes alright to kill animals.
- Ask the students if poaching is a good or bad thing.
- Ask the students why it is bad, other than its effects on tourism.

Answers

Activity 1

1. No 2. Yes 3. No 4. Yes 5. Yes

Activity 2

1. True (Possible reason: because tourists love wild animals.)
2. False (Possible reason: elephants do not attack humans very often.)
3. True (Possible reason: tourism is a big part of our economy.)
4. False (Elephants do not dislike having their photograph taken OR partly true because tourism affects their habitat.)

Consolidation activity

Possible answers:

- 1 ...comes from elephants' tusks.
- 2 ...you can sell for a lot of money.
- 3 ...visits on holiday.
- 4 ...rules/controls a country/nation.

Extension activity

- Ask the students to prepare a poster called *Save our elephants* which includes some of the new vocabulary from this lesson.

Teacher's reflections

- Were the students able to see both sides of the issue?
- Did the students understand the possible impact of poaching on tourism?
- Did the students write satisfactory definitions of the key words? Do you need to practise writing definitions?

Possible homework

- The students can complete the poster at home and a wall of posters can be made in the classroom.

Lesson 10: Conservation of tourist attractions

Vocabulary: Sustainable; conservation; deforestation, pollution; contaminate; affect; waste; waste treatment; treat waste; environment; environmental

Structures: Passive voice (water is needed, waste is not treated, wood is needed)

Lesson content objectives:

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

- name some of the main environmental problems facing Tanzania
- explain side effects tourism has on the environment.
- suggest steps to take towards sustainable tourism.

Learning strategies: Matching; suggesting solutions.

Preparation: Prepare word cards for the following vocabulary: waste, deforestation, pollution, poaching.

Introduction (5 mins)

- Say: 'Good morning/ good afternoon.' to the students and wait for their reply.
- Tell the students 'Today we are going to talk about the environment.'
- Write 'the environment' on the board and ask who can define it. If the students cannot offer a near definition, give them a translation.
- Ask: 'What problems are facing the natural environment in Tanzania?' Accept any logical replies.
- Write any key words on the top right hand side of the board.

Presentation (10 mins)

- Depending on the responses from the students in the introduction phase, you may need to teach 'deforestation', 'poaching', 'pollution' and 'waste'.
- Ask the students to open their books at Topic 8, Lesson 10 and look at Activity 1.
- As a class, match each problem with its cause/explanation. The students do not need to write in their books for the moment.
- Clean the board and ask the students to close their books. Hold up the word cards one by one and ask the students to make sentences using each of the four words. The

sentences do not have to be perfect, but should show that the students understand the words.

Practice (10 mins)

- Ask the students if tourism can be bad for the environment? They may have mixed opinions.
- Ask the students to look at Activity 2, which describes some of the problems tourists can cause.
- Look at problem number 1, ask a student to read it out and ask the class to put their hands up if they can think of a way to limit this problem or to make this problem less/smaller. (Answer – There is no complete solution. Possible answers would be to ask tourists to be careful with water, to recycle water, to use renewable water sources for washing etc.)
- Ask the students to work in groups of four, look at problems 2 to 6 and try to think of possible solutions. Go around and monitor the activity, helping with vocabulary if necessary. This is a difficult activity which requires careful thinking.

Consolidation/evaluation and assessment (5 mins)

- Write on the board 'sustainable tourism' and ask if anybody knows what *sustainable* means. (Answer – Tourism that can continue without destroying the environment.)
- Underneath write 'Do' on one side of the board and 'Don't' on the other side of the board. Ask the students to put their hands up and tell you things that should go on each list.

Examples: Do: be careful with water; Do protect the animals. Don't: chop down all the trees; Don't destroy the animals' habitat.

Reflection

- Ask the students: 'Do you think that sustainable tourism is possible in Tanzania?' Ask the students to talk to their family about this topic to see what they think.
- Ask the students what new words they will remember from today's lesson, and ask some students to spell them out for you.

Answers

Activity 1

Deforestation – 3

Poaching – 4

Animal farming – 1

Pollution – 2

Activity 2

Possible answers:

1. Have a legal limit on the water they can use.
2. Educate tourists about where they should walk/ drive.
3. Build hotels where the animals don't live, and use materials carefully.
4. Import some of the meat.
5. Start proper waste treatment.
6. Use solar energy.

Extension activity

Example answers:

It is good because it brings money and employment. It is bad because it uses our resources and causes pollution. Sustainable tourism means responsible tourism that doesn't use everything and doesn't destroy everything natural.

Extension activity

- Ask the students to work in pairs and compose sentences beginning:
 - Tourism is good for Tanzania's development because...
 - Tourism is bad for Tanzania's environment because...
 - Sustainable tourism means...

Teacher's reflections

- How much of the vocabulary did the students already know?
- Was Activity 2 too difficult, bearing in mind it is a difficult question for governments?
- Did the students understand the main message of the topic?