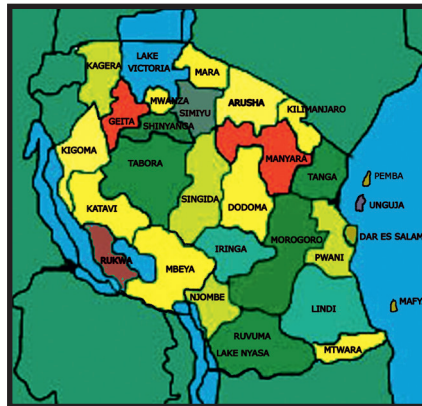


Contents – Our nation

In this section you will cover the following language and concepts:

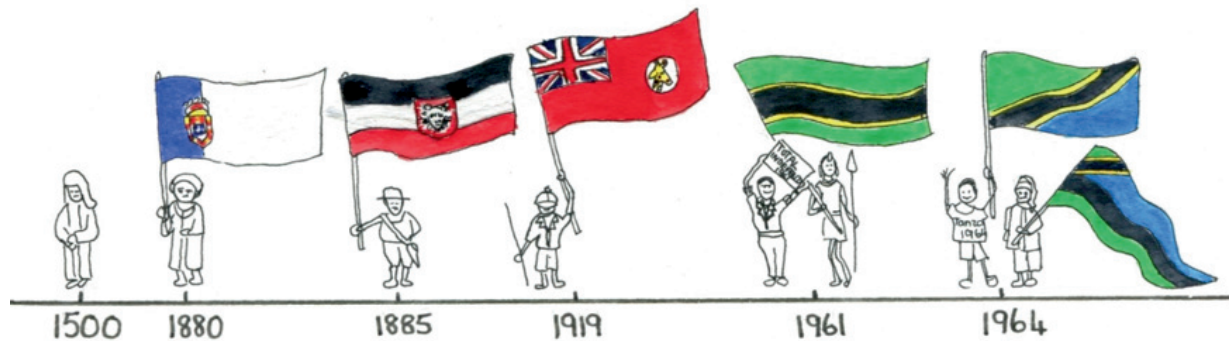


<p>1. Our history</p>	<p>Vocabulary: Local chiefs; clan heads; interact; commodities; trade; ivory; sword; Arabs; Europeans; Portuguese; Germans; British; colonial power; independent; unite; rule; after; before; for; from; to; era; dates: 1964, etc.; to date</p> <p>Structures: Past simple and past simple 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...</p>
<p>2. Our national symbols</p>	<p>Vocabulary: Flag; coat of arms; Uhuru torch; currency; constitution; giraffe; national symbols; vegetation; soil; freedom; light; minerals; axe; hoe; currency; national anthem</p> <p>Structures: Simple present: What does... represent?; It represents...; The... represents...; It symbolises...</p>
<p>3. Our festivals</p>	<p>Vocabulary: Independence day; May/Workers Day; Christmas Day; Eid al-Adha (Hadji); Eid al-Fitr; Nane Nane Day; Easter; Nyerere Day; Karume Day; Union Day; Saba Saba Day; Zanzibar Revolution 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</p> <p>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.</p>
<p>4. Our governance</p>	<p>Vocabulary: Rules; obligations; laws (criminal, construction, electoral, environmental, mining) government; governance; legal; illegal; vote; burn</p>

	<p>Structures: Modals have to and 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... We mustn't... (to describe dos and don'ts); If you..., ...will happen.</p>
5. Sources of history	<p>Vocabulary: sources; oral traditions; archaeology; sites; archives; museums; proverb; preserve; institution; documents</p> <p>Structures: Second conditional: I/we would/could; it would/could show us ...</p>
6. Our cultural values	<p>Vocabulary: Values; culture; behaviour; actions; experience; respect; common property; take care of; respect the law; environment; patriotism; honesty; influence; dress in; rice; banana; meat; milk; basket; weave.</p> <p>Structures: Present simple for regular actions; Abstract nouns and gerunds; but, while, although for comparing/contrasting; In our home we eat/play/speak/make/wear... but/while in... they eat/play/speak...; Although in this region and in... we speak the same language, we wear/eat/play different clothes/food/games.</p>
7. Our basic rights	<p>Vocabulary: Basic 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.</p> <p>Structures: Introduction to passive infinitive: Children/I have the right to be/have...; This action violates a child's right to be/have... because...</p>
8. Social organisations in our history	<p>Vocabulary: social organisation, tenants, share, product, communalism, slavery, feudalism, distribute, set free, work on the land, rent</p> <p>Structures: describing advantages/disadvantages: Tenants could rent land but/while slaves ...</p>
9. Our neighbours	<p>Vocabulary: Behind; in front of; to the left/right; opposite</p> <p>Structures: 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/we should... to be better neighbours.</p>
10. Our international neighbours	<p>Vocabulary: Community; regional cooperation; countries of the world; cooperate with; economic; cultural; political; cooperation; imports; exports; goods; tariffs; tax; customs charges; customs union; established; borders; involve; ties; within</p> <p>Structures: Mixed structures appearing in the text; present simple to talk about habitual action; 'can' to talk about possibilities opened by international neighbours</p>

Lesson 1: Our history

Activity 1



Arab era	Portuguese era	German era	British era	Tanganyika Independence	Union with Zanzibar
700-1500	1500 - 1880	1885 - 1919	1919 - 1961	1961 - 1964	1964 – to date

Look at this text. Ask your teacher questions to find out the missing words and write the full text.

Our societies interacted with the (a) _____ before the Europeans arrived. The societies were led by local chiefs and clan heads, and interacted through trade along the coast of East Africa. The commodities our societies traded were (b) gold, _____, _____ and _____. In exchange the Arabs traded (c) _____, _____ and _____.

The period between 1500 and 1880 was dominated by Portuguese activity along the coast. They brought new crops which were (d) _____ and _____. The Swahili words (e) _____ and _____ were borrowed from the Portuguese language. The Germans were in power from (f) _____ to _____ and they constructed the railway from Dar es Salaam to Kigoma. The railway line from Tabora to Mwanza was constructed during the (g) _____ era between 1919 and 1961.

In (h) _____ Tanganyika became independent and then it united with (i) _____ in 1964 to form the United Republic of Tanzania.

Activity 2



Use the timeline and the text in Activity 1 to answer these questions.

1. How long did the Arabs rule?
2. In which century were the Germans in power?
3. Who built the railway from Dar es Salaam to Kigoma?
4. Who was the line between Tabora and Mwanza constructed by?
5. What commodities did our societies trade with the Arabs along the coast?
6. When did Tanganyika become independent?
7. What was the name of the new country formed in 1964?
8. Who led our societies before the Arab era?



Reflect – Did arranging the information in a timeline help you to organise the information in your head and did it make talking about it easier? Would you use this way of learning again?



Homework – Think about your own personal timeline or the timeline for your family. Write it out on a piece of paper and bring it to the next lesson.

Lesson 2: Our national symbols

Activity 1



Name the symbols.



Activity 2



Answer these questions about our national symbols.

1. The Flag:

- The green part symbolises Tanzania's:
 - a) football team. b) vegetation and agriculture.
- The yellow part represents:
 - a) the minerals in Tanzania. b) the sunshine in Tanzania.
- The blue part is for:
 - a) the blue sky. b) the ocean.
- The black part is for:
 - a) the people. b) the night.

2. The Uhuru torch represents:

- a) freedom and light. b) fire and heat.

3. The constitution of Tanzania is:
 - a) a document that says how our country must be governed. b) a document that says how our country was formed.
4. The coat of arms:
 - The golden portion at the top symbolises:
 - a) the golden sands of Zanzibar beaches. b) the minerals that can be mined.
 - The lower red part represents:
 - a) the red Tanzanian soil for growing things. b) the blood that was lost fighting for freedom.
 - The blue and white wavy lines below symbolise:
 - a) the strong winds in Tanzania. b) the earth, sea and lakes of Tanzania.
 - The bottom of the coat of arms is to illustrate:
 - a) the difficult challenge for the people of Tanzania. b) Mount Kilimanjaro.
 - What do the plants at the feet of the two people represent?
 - What do the axe and hoe represent?
 - Why are both a man and a woman holding the emblem?
5. The Tanzanian currency is:
 - a) the cost of things in our country. b) the kind of money we use in our country.
6. The giraffe is a national symbol because:
 - a) the giraffe is very tall. b) it is a peaceful and friendly animal.



Reflect – Did scanning the text and underlining words that you did not understand help to understand the text as a whole?



Homework – Test your family and neighbours to find out what they know about the national symbols. Find out about the national symbols of another country. Your teacher will ask you about this in another lesson.

Lesson 3: Our festivals

Activity 1



Group these festivals into two lists, political and religious.

Independence Day	Nane Nane Day	Workers/May Day	
Christmas Day	Eid-al-Fitr	Saba Saba Day	
	Eid al-Adha	Easter	
Karume Day	Nyerere Day	Zanzibar Revolution Day	Union Day

Political	Religious

Activity 2



Read this text about Union Day.

Union Day is very important for Tanzanian people. Zanzibar joined Tanganyika on April 26th, 1964 and became the Republic of Tanganyika and Zanzibar, later called the United Republic of Tanzania. Every year on 26th April the people of Tanzania celebrate this day by waving flags, watching parades and wearing traditional costumes.

Lesson 4: Our governance

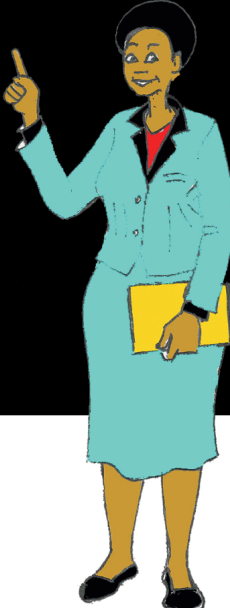
Activity 1



Read the list on the board. What are the school rules?

SCHOOL RULES

1. Attendance/time
2. Smoking and drinking
3. School uniform
4. Fighting
5. Cheating
6. Care for school property



Activity 2



Which of these actions are allowed in Tanzania? Which are not allowed?

1. Playing football near your house.
2. Driving a car with no driving licence.
3. Selling drugs.
4. Drinking beer if you are an adult.
5. Building a compound to live inside a National Park.
6. Hunting elephants and selling their tusks.
7. Growing marijuana plants in your vegetable garden.
8. Growing vegetables near your house.
9. Killing giraffes for food.
10. Taking your neighbour's chickens so that you and your family can eat.

Lesson 5: Sources of History

Activity 1



Read this text about where our history comes from.

History is the study of human's past and past events which had impact on human life. Some of those events happened many years ago before we were born. There are many sources for information about the past. The most important ones are oral traditions, archaeology, historical sites, written records, archives and museums.

(a) written records

(b) museums

(c) archaeology

(d) oral traditions

(e) archives

(f) historical sites

_____ (d) _____: Historical information is often given by word of mouth. **Oral** means mouth and the information is **traditional** because it has been used for centuries. Examples are songs, proverbs, poems and stories.

_____ : documents such as books, newspapers, magazines. The documents can be found in libraries, schools, bookshops, colleges and other institutions.

_____ is a science which studies the remains of early people to learn about their cultures. An expert in this science is called an **archaeologist**. They study bones and tools used by earliest people to know when and how they lived in the past.

_____ are places which contain the remains of people and the tools they made and used. A very important example in Tanzania is Olduvai Gorge.

_____ are places where original historical records from government organisations, churches or mosques and private people are collected and stored. They may be collections of old newspapers, photographs, maps or different types of family, hospital, bank, livestock, traders and educational records.

_____ are places officially created to preserve historical information. They contain a variety of collections or items which show cultural, social, political, economic and technological developments from the earliest times to the present.

Activity 2



How would you find out about these questions?

1. What was life like for young people in our region at the time our country became independent in the 1960s?
2. What was life like for young people in our region 100 years ago?
3. What was life like for people in our region 1,000 years ago?
4. What animals lived in our region 10,000 years ago?
5. What commodities did our people trade with other countries 1,000 years ago?
6. Have people in our region always written in Kiswahili?



Homework – Find out what historical information we can get from one of these historical sites: Isimila (Iringa), Bagamoyo (Pwani), or the caves in Kondoa Irangi (Dodoma).