

'It's radical': the Ugandan city built on solar, shea butter and people power

Level: Elementary / Pre-Intermediate – Teacher's notes

Article summary: The article describes how a ruined village in Uganda has become a successful town.

Time: 60 minutes

Skills: Reading, Speaking, Writing

Language focus: Vocabulary

Materials needed: One copy of the worksheet per student

1. Warmer

The purpose of this activity is for students to learn a bit about Uganda as it is probably not a country that many will be familiar with. Two of the questions also lead to information about shea butter. Students may not be aware but shea butter has a wide range of uses in everyday products.

Key:

1. *East*
2. *Kampala*
3. *Kenya*
4. *shilling*
5. *trees*
6. *cosmetics*

2. Key words

Ask students to do the exercise individually and then compare their answers in pairs or small groups. Encourage students to use some of this vocabulary actively by asking them questions such as 'What are the advantages and disadvantages of paying for something in instalments?' Highlight the fact that the verb 'fail' is the opposite of 'succeed' in this context, but the opposite of 'pass' in the context of an exam.

Key:

1. *transform*
2. *solar*
3. *instalments*
4. *charity*

5. *fail*
6. *enterprise*
7. *unique*
8. *resource*
9. *investment*
10. *loan*

3. Comprehension check

Point out that the information needed for the answers is in the order in which it appears in the text.

Key:

1. *4,000*
2. *solar energy*
3. *clean water*
4. *in instalments*
5. *a few years ago*
6. *its shea trees*
7. *in August 2020*
8. *They are farmers.*
9. *She bought shea seeds.*
10. *if local people create them and are involved in them*

4. Using key language

Encourage students to look back in the text to check their answers. Highlight the phrase 'in ruins' (a town or city is in ruins after a war or after a disaster). A 'community hall' is a place where local people have meetings or social events. Ask students if they know any examples of international charities (e.g. Oxfam, UNICEF, Save the Children).

Key:

- | | |
|-------------|-------------|
| 1. <i>d</i> | 5. <i>h</i> |
| 2. <i>c</i> | 6. <i>b</i> |
| 3. <i>g</i> | 7. <i>f</i> |
| 4. <i>a</i> | 8. <i>e</i> |

5. Discussion

Allow students time to note down their ideas about each statement and encourage them to say why they agree or disagree with each one.

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6. In your own words

The purpose of this activity is for students to use the information in the text to write a short summary. The beginnings of each part of the summary are given, so students will basically only need to complete each sentence. The answer given is simply an example and many variations are possible.

Four thousand people live in Okere City in northern Uganda. Okere City has a school and also a health clinic, a bank, a community hall, a cinema, a church and a nightclub. In 2020, Ojok Okello gave 200 million Ugandan shillings (about £39,000) to the project. The unique selling point of Okere City is its shea trees, which people use to make shea butter. Local people can get a loan from the city's investment club. The African way of banking is about caring for each other and long-term investments.