Webquest: Johannesburg

**Level:** Pre-Intermediate-Upper intermediate  
**Target age:** Teenagers / Young adults  
**Time needed:** 60 minutes  
**Key skills:** Reading, writing, speaking  
**Materials:** One copy of the worksheet per student

In this webquest, students will investigate Johannesburg, discovering more about its history, geography and culture.

**Activity 1: Introductory quiz**

Put the students into pairs or small groups, and either get them to guess the answers to the questions before looking at the websites or do the activity as a reading race.

**Key:**

1. Which of these is a nickname for Johannesburg?  
   c) Jo’burg

2. Johannesburg is famous for the discovery of its:  
   a) Gold

3. The population of Johannesburg is:  
   a) 3-6 million (different websites give estimates ranging from 3.5 million to around 5 million)

4. Johannesburg is the capital of South Africa.  
   False

5. Johannesburg is famous around the world because it has approximately 6 million:  
   b) trees (some websites give estimates as high as 10 million)

6. Johannesburg was established in:  
   b) 1886

7. The average temperature in Johannesburg in the summer (degrees celsius) is:  
   c) 26C

8. Which sports events has Johannesburg hosted?  
   b) The Rugby World Cup  
   c) The Football World Cup

Ask students to check their answers using the following two web pages:  
http://www.joburgtourism.com/  
http://www.gauteng.net

**Activity 2: Group planning – places to go, things to do**

Ask your students what kind of activities they like to do in their free time. Elicit from your students a few examples of ‘adventure activities’ that people might do on holiday. Direct students to the following web page and ask them to choose three activities they would like to participate in:

http://country.southafrica.net/country/uk/en/articles/landing/category/adventure

Next, put the students into groups of four or five and tell them to compare their choices. Finally, in their groups, ask students to discuss their choices and agree on three activities they would do if they visited South Africa.

**Activity 3: Web information hunt – Soweto**

a) On the board write up the word ‘Soweto’ and ask your students what they know about this place. Elicit answers and write these on the board.

b) Ask students to work in groups and try and answer the questions using the web page.

   a) To find work (‘offer their labour’) and make money (‘seek their fortunes’)

   b) Klipspruit

   c) Orlando, named after Edwin Orlando Leakey (The first administrator)

   d) James Mpanza, known as the ‘father of Soweto’ for leading the first land invasion

   e) Gauteng

   f) The first 2 letters of ‘South Western Township’.

**Activity 4: Do you speak Afrikaans?**

Ask the students to guess what the following words mean in South Africa. Students should choose either a) or b). When they have finished, ask them to compare their answers with a partner; then ask them to use the website to check their answers:

This vocabulary activity has been made slightly easier, and more fun, by giving two possible answers – the students simply need to choose the correct answer in each case.

To make this more fun and challenging you could do it as a ‘step’ race. Each student starts by trying to answer question 1 – only those who get it right go on to question 2. Those who get it wrong must wait until the end. Then question 2 – if they get it wrong they are out, if they get it right they move on to question 3 and so on. By the time you get on to question 9 there will be very few students left in the competition.

**Key**
1. Dankie  a) Thank you  
2. Ja  a) Yes  
3. Nee  b) No  
4. Ek kom van  b) I come from...  
5. Totsiens  b) Goodbye  
6. Sterke  a) Good luck  
7. Jammer  b) Sorry  
8. Lekker dag  b) Have a nice day

**Activity 6: Grammar – present continuous and present simple**

Ask your students to work in pairs. They should read the sentences about Johannesburg and choose the most appropriate verb; the present simple or present continuous.

**Key**
1. visit  
2. is becoming  
3. is expanding  
4. is increasing  
5. has  
6. provides

Ask students to think about why they have chosen each answer; why they have chosen the present simple for some sentences and the present continuous for others. When students check usage, inform them that the present simple is used for ‘facts’, while the present continuous is used for ‘situations of change’, that are in progress.

**Activity 7: Discussion – picture perfect**

Ask the students to take a look at the fantastic photos on the following website that show the true South African landscape:


The task is to decide which their favourite picture is and explain why. Give the students between eight and ten minutes to look through the photos within each set (e.g. cityscapes, Historic Jo’burg etc.) before putting them in pairs to discuss their choice of picture. Students can then discuss their choices as a whole class or in small groups.