Young guide promotes Mogadishu's friendly side

LEVEL A2/B1


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I. WARM-UP

1. What places do tourists visit in your country?
2. Have you ever met a tour guide? What did they do?
3. What food could visitors try in your city?

II. KEY VOCABULARY

tourist
a person who travels to visit places for fun

guide
a person who shows visitors around a place

coastline
the edge of the land next to the sea

dune
a hill of sand made by wind near a beach or desert

market
a place where people buy and sell things

history
the story of past events in a place or country

security
protection and safety from danger

social media
websites and apps where people share posts and videos

III. READING

A young Somali woman, Sucdi Abdul Fattah Abdul Khader, wants people to see Mogadishu as a warm, welcoming capital. The 23-year-old works as a tour guide with her father. She takes tourists to Jazeera beach to swim and see the sand dunes, and to the busy fish market.

Visitors can also learn about the city's history as a trading centre with Ottoman and Italian influences, and they can try Somali food like camel meat, samosas and tea. Somalia's tourism is still small, but it is growing. The tourism department says about 10,000 visitors came in 2024, a 50% rise on the year before.

Some people ask about security before they come, and checkpoints are common. Sucdi uses social media, including TikTok, to show Mogadishu's coastline and daily life. Many guests say what they see in the city is kinder and more beautiful than they expected.

Reading text adapted from reporting by **BBC News**: *"The young Somali woman changing how the world...". Original article linked at theenglishwire.com.*

IV. COMPREHENSION QUESTIONS

1. Who is the young woman promoting Mogadishu to visitors?
2. What beach does she take tourists to see?
3. What two foods can visitors try on her tours?
4. How many tourists visited Somalia in 2024, according to officials?
5. What tool does Sucdi use to reach more people?

V. DISCUSSION

1. What could you show a visitor in your town?
2. Would you visit Mogadishu? Why or why not?
3. How can social media change a city's image?
4. What makes you feel safe when you travel?

VI. GRAMMAR FOCUS

Can / could

Use can for ability or possibility now; use could for past ability or more polite requests. Form: can/could + base verb.

"Visitors **can also learn** *about the city's history."*
*"***Could we try** *the tea, please?"*

VII. GRAMMAR EXERCISE

Complete each sentence with can or could + the verb.

1. Today, visitors (swim) ___ at Jazeera beach. _____
2. Last year, we (see) ___ the sand dunes from our hotel. _____
3. My phone was broken, so I (not/post) ___ photos of the beach. _____
4. Listen! You (hear) ___ the sea from here. _____
5. Many visitors (not/speak) ___ Somali, so they need a guide. _____

Teacher's Notes

TEACHERS ONLY

These notes are designed to help you get the most out of this lesson. Please do not share this page with students.



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I. LESSON GUIDE

- Timing: 8 minutes warm-up, 8–10 minutes vocabulary, 10–12 minutes reading, 8–10 minutes comprehension, 10 minutes grammar, 10 minutes discussion.
- Pre-teach place names (Mogadishu, Jazeera), and check students know coastline, dune, market. Use photos of a beach and a fish market to set context.
- Sensitive content: the text mentions security and checkpoints. Start discussion in pairs, say students may speak about travel in general, and move on if anyone seems uncomfortable.
- For reading, set a gist task (What is Sucdi's goal?), then detail questions in pairs. In discussion, encourage examples from students' cities and model short answers first.

II. DISCUSSION FACILITATION TIPS

1. Ask for two concrete places and one reason for each; pair students to compare choices.
2. Take a show of hands, then put mixed pairs together to explain their decisions.
3. If answers are general, prompt for a post or video example students have seen.
4. Elicit simple safety steps (maps, local advice, checkpoints) and collect them on the board.

III. EXTENSION ACTIVITIES

Writing: In pairs, write a 60–80 word post inviting people to join Sucdi's Mogadishu tour.

Presentation: In groups, prepare a 1-minute pitch for a weekend tour of your city with two stops and one local food.

IV. ANSWER KEY OVERVIEW

Comprehension questions: short factual answers from the text.

Grammar exercise: Can / could

Discussion: open-ended. Accept any reasonable ideas supported by examples and reasoning.

Answer Key

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IV. COMPREHENSION QUESTIONS

1. Who is the young woman promoting Mogadishu to visitors?
   Sucdi Abdul Fattah Abdul Khader.
2. What beach does she take tourists to see?
   Jazeera beach.
3. What two foods can visitors try on her tours?
   Camel meat and samosas, plus tea.
4. How many tourists visited Somalia in 2024, according to officials?
   About 10,000 tourists.
5. What tool does Sucdi use to reach more people?
   Social media, including TikTok.

V. DISCUSSION

Open answers. Accept any reasonable ideas supported by examples and reasoning.

VII. GRAMMAR EXERCISE

Complete each sentence with can or could + the verb.

1. Today, visitors ___ at Jazeera beach. **can swim**
2. Last year, we ___ the sand dunes from our hotel. **could see**
3. My phone was broken, so I ___ photos of the beach. **couldn't post / could not post**
4. Listen! You ___ the sea from here. **can hear**
5. Many visitors ___ Somali, so they need a guide. **can't speak / cannot speak**

VI. GRAMMAR FOCUS

Key point: Use can for ability or possibility now; use could for past ability or more polite requests. Form: can/could + base verb. (Example 2 constructed.)

"Visitors **can also learn** *about the city's history."*
*"***Could we try** *the tea, please?"*