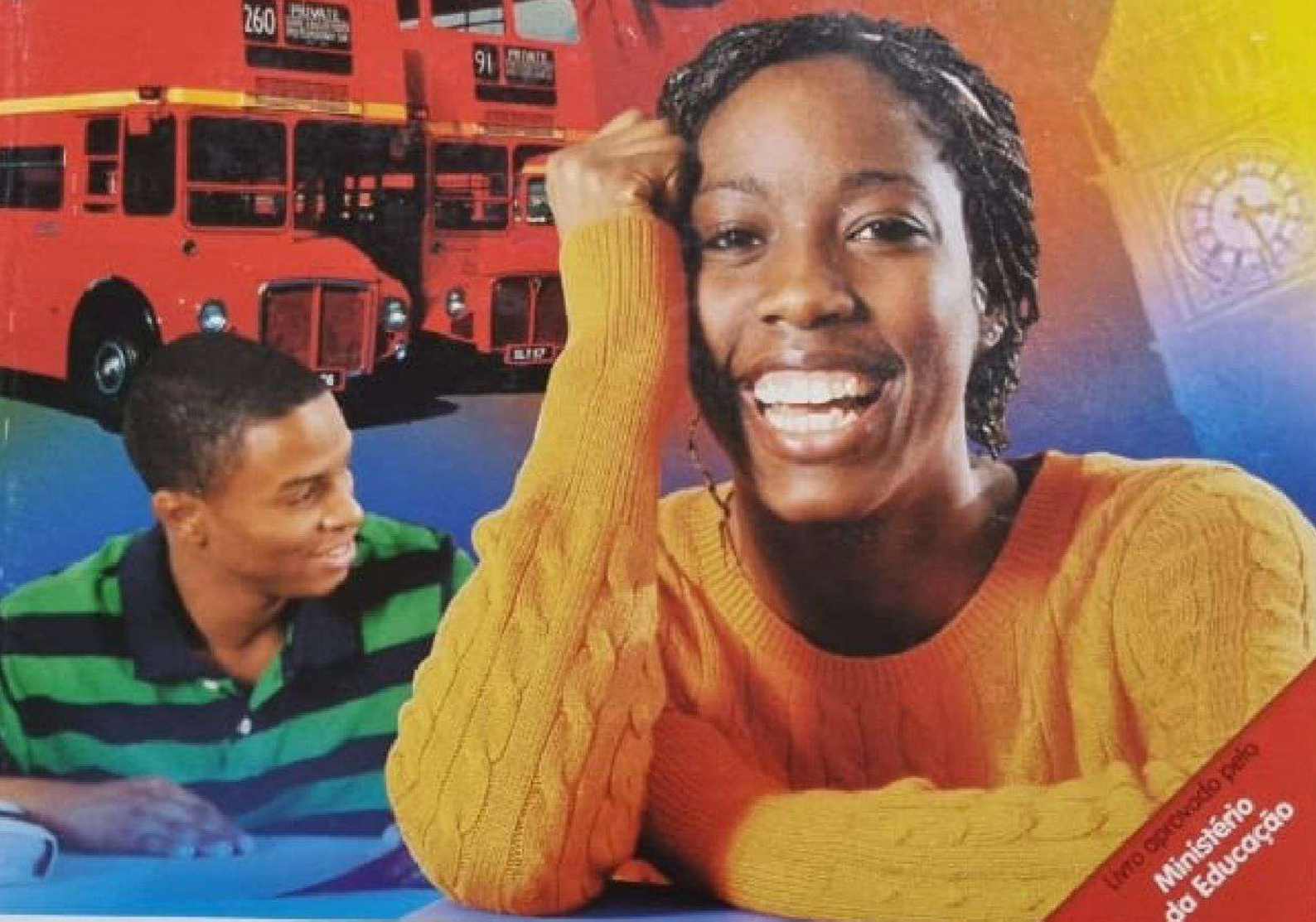


DE ACORDO COM  
O NOVO PROGRAMA

UNDERGROUND

10

10.<sup>a</sup> classe



Livro aprovado pelo  
Ministério  
da Educação

Justino Matola / Hilário Langa / Johannes Magombo

# Inglês



 **PLURAL**  
EDITORES  
GRUPO PORTO EDITORA

**LIVRO DO ALUNO**  
Inclui fichas de revisão por unidade

# How this book works

Each unit has a number of lessons that introduce new contents...

Unit

Lesson

UNIT 3  
SUCCESSFUL AND FAMOUS

3 LESSON  
Football stars

## PRE-READING

Before you read the two texts below, discuss the topics that follow.

1. African footballers are not as good as European footballers.
2. African footballers aren't so famous as European footballers.
3. Europeans have the money whilst Africans have the talent. No wonder most best African players are successful in Europe.

## READING

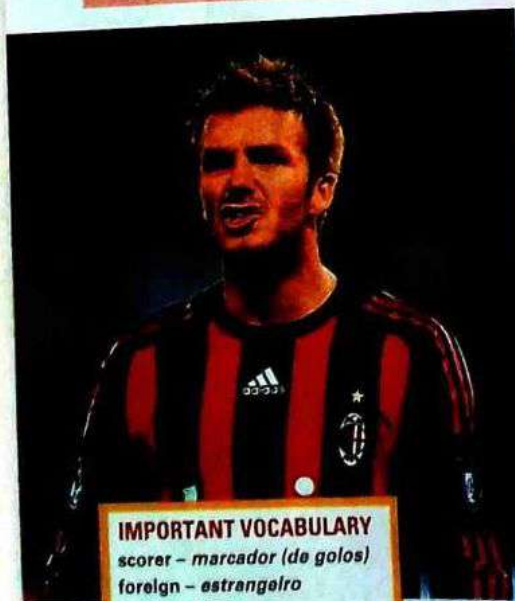
Read Drogba and Beckham's biographies and then do the vocabulary and reading comprehension exercises that follow.

Didier Yves Drogba Tébily was born on March, 11, 1978. He is an Ivorian professional footballer who plays in the centre forward position. He currently plays for Chelsea in the Premier League and he is the captain and all-time top scorer of the Ivory Coast's national football team. He has scored more goals for Chelsea than any other foreign player and he is currently Chelsea's 6<sup>th</sup> highest goal scorer of all time.

He scored decisive goals in the 2005 FA Community Shield and League Cup Final and helped the club win their first Premier League title in many years. Drogba came to fame as one of the world's foremost strikers in 2006 as he won the league title with Chelsea – again – and captained the national team for the first time. In the 2006 World Cup he scored Ivory Coast's first goal of the competition and he was chosen as the 2006 African Footballer of the Year.



Pictures that the texts are



**IMPORTANT VOCABULARY**  
scorer – marcador (de goles)  
foreign – extranjero  
treble – triple

David Robert Joseph Beckham was born on May 2, 1975. He is an English footballer born in Leytonstone, London. He is a midfielder. He is noted for the quality of his crossing and ability to hit free kicks and corners, particularly at long-range free kicks and also for his marriage to a "Spice Girl". He has played most of his career for Manchester United. Although there are possibly many better current players in the world of football, none is as famous as Beckham.

In the 1998-99 seasons, he was part of Manchester United's team that won the "treble" – Premier League, FA Cup and Champions League, an unprecedented deed in English football, which earned the club's manager, Alex Ferguson, a knighthood. In total, Beckham scored 86 goals in 397 games for Manchester United, a rate of roughly 2 goals every 9 games, highly creditable for a midfielder.

Differ throu

Vocabulary related to the theme

Simple reading comprehension tasks

**VOCABULARY**

Explain the meaning of the following words:

- 1. striker
- 2. title
- 3. crossing
- 4. knighthood

**COMPREHENSION**

Answer these questions about the texts.

- 1. What is Drogba's nationality?
- 2. In what position does he play?
- 3. Mention three reasons that make him such a famous person.
- 4. What is Beckham's nationality?
- 5. In what position does he play?
- 6. Mention three reasons that make him such a famous person.

Speaking tasks that promote discussion and students' oral participation

**SPEAKING**

Debate: most African players playing in Europe help their clubs win important matches, but when they play for their national teams they don't seem to be the international stars that shine in Europe. Why do you think this happens?

**GRAMMAR**

Read the two texts and compare the players.

e.g. Beckham is **older** than Drogba.

Grammar exercises

**Adjectives – comparative degree**

Comparative of	Superiority	<ul style="list-style-type: none"> <li>Words with one syllable form the comparative of superiority by adding <i>-er + than</i>. <i>Drogba is faster than Beckham.</i></li> <li>Words with more than two syllables form the comparative of superiority with <i>more + than</i>. <i>Drogba is more beautiful than Ronaldinho.</i></li> </ul>
	Equality	<ul style="list-style-type: none"> <li>All words form the comparative of equality by placing the adjective between <i>as... as</i>. <i>Drogba is as fast as Ronaldinho.</i></li> </ul>
	Inferiority	<ul style="list-style-type: none"> <li>All words form the comparative of inferiority with <i>less + adjective + than</i>. <i>Beckham is less athletic than Figo.</i></li> </ul>

**REMEMBER**  
Irregular adjectives

Adjective	Comparative
bad	worse
far	further
good	better
old	elder

**WRITING**

Imagine you are writing about a famous person. Develop your ideas in a short paragraph using your imagination. Don't forget to mention:

- When did he/she start his/her career and what was his/her first public appearance.
- What is his/her background (place of birth, family, ...).

Clear grammar explanation with examples

# How this book works

At the end of each unit there is a formative test for students to check their progress.

Unit

Self-evaluation test

UNIT 5  
NEW TECHNOLOGY - FRIEND OR ENEMY

7 LESSON  
Test yourself

## PRE-READING

1. What do you understand by the term Facebook?
2. Explain how it is used.

## READING

Read the text and then do the vocabulary and comprehension exercises that follow.

### What is facebook?

Facebook is a social networking website launched in February 2004. It is operated and privately owned by Facebook, Inc. Users can add people as friends and send them messages and update their personal profiles to notify friends about themselves. Additionally, users can join workplace, school or college's networks. The website's name stems from the colloquial name of books given to students at the start of the academic year by US's university administrations, with the intention of helping students to get to know each other better. Today anyone over the age of 13 can become a Facebook user.

Facebook was founded by Mark Zuckerberg with his college roommates and fellow computer science students Eduardo Saverin, Dustin Moskovitz and Chris Hughes. The website's membership was initially limited by the founders to Harvard students, but was expanded to other colleges in the Boston area, the Ivy League and Stanford University. It later expanded further to include (potentially) any university student, then high school students and, finally, to anyone aged 13 and above. The original concept for Facebook was borrowed from a product produced by Zuckerberg's prep school colleague from Phillips Exeter Academy which for decades published and distributed a printed manual of all students and faculty, unofficially called the "facebook". The website currently has more than 400 million active users worldwide.

facebook

<http://en.wikipedia.org> (adapted)



### IMPORTANT VOCABULARY

Inc. - abreviatura para 'Incorporated' (o mesmo que Limitada)

stem - deriva

colloquial - coloquial

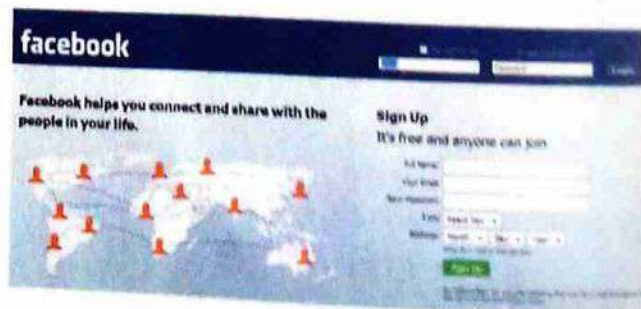
prep - abreviatura para "Preparatory" (o mesmo que Preparatória)

## VOCABULARY

Explain the meaning of the following words:

1. network
2. update
3. roommate

82 eighty-two



Vocabulary  
exercises

Differences  
of text

Vocabulary  
(English)

Covers all the vocabulary and grammar contents learnt in class

Reading comprehension task

UNIT 5  
LESSON 7

### COMPREHENSION

Say whether the following statements are true (T) or false (F).

1. Facebook is a well-known photographer's book. \_\_\_\_\_
2. Facebook is a social networking website. \_\_\_\_\_
3. Mark Zuckerberg, Eduardo Saverin and Dustin Moskovitz are Facebook's owners. \_\_\_\_\_
4. If you have a Facebook account, you can add friends to it and send them messages. \_\_\_\_\_
5. At first it was used only by university students. \_\_\_\_\_
6. Only teenagers can be members of this social networking website. \_\_\_\_\_
7. Nowadays Facebook has only 400 active users worldwide. \_\_\_\_\_

### SPEAKING

These are different technological advances. Discuss how they have changed the lives of people in your community.



Speaking task

### GRAMMAR

1. Rewrite the following sentences using direct speech.

Yesterday I met Carla and she told me a lot of things. Here are some of the things she told me:

1. She was getting fat and that she should start going to the gym.
2. She has bought a new laptop with a built-in digital camera.
3. Her sister was studying accounting in Zambia.
4. She was looking for a new job.
5. Her father was now living with her mother.

2. Write sentences with the following verbs.

1. do \_\_\_\_\_
2. make \_\_\_\_\_
3. invent \_\_\_\_\_
4. produce \_\_\_\_\_
5. manufacture \_\_\_\_\_



Grammar exercises

### WRITING

Conduct a research in your classroom and find out how many students use any kind of technology and in which way it has changed their lives.

Writing task

eighty three 83

# Table of Contents

	LESSON	Vocabulary	Grammar	Language Practice
UNIT 1 - GROWING UP	1	Home and family	Adjectives	Talking about family members and relationships
	2	Problems teenagers have	Future simple (will / shall)	Discussing teen problems and possible solutions
	3	Drugs	First conditional	Talking about the consequences of taking drugs
	4	Teenagers: past and present	Second conditional	Talking about different teen generations
	5	Growing up	Adverbs of frequency	Talking about the problems of growing up
	6	Respect	Third conditional	Writing a letter telling a story to a friend
	7	Health and hygiene	Modal verbs	Talking about hygiene practices
	8	Test yourself		
UNIT 2 - IMPORTANCE OF EDUCATION	1	Education	Connectors	Researching the reasons why people still don't go to school
	2	Dream careers	Articles	Talking about celebrities and their success
	3	School	Future (going to)	Discussing the importance of schools
	4	Public transport	Modal verbs	Discussing the problems related to public transport
	5	Public transport	Third conditional	Complaining about the problems of public transport
	6	Education	Past Simple (irregular verbs)	Researching about Josina Machel
	7	Environmental issues	Modal verbs	Researching if people consider important preserving the environment
	8	Test yourself		
UNIT 3 - SUCCESSFUL AND FAMOUS	1	Mozambican heroes	Past Simple	Talking about the heroes of the past
	2	Pride of Africa	Connectors	Interviewing Barack Obama
	3	Football stars	Comparative degree of adjectives	Writing about a famous person
	4	African jazz musicians	Comparative degree of adjectives	Expressing opinions about Mozambican musicians
	5	Mozambican hip-hop music	Reported speech	Writing about one's idols
	6	Famous writers	Superlative degree of adjectives	Comparing two things
	7	Test yourself		
UNIT 4 - ENGLISH IN THE WORLD OF BUSINESS TODAY	1	The importance of English in the world of business	Used to	Writing about the importance of English in business
	2	Mozambique	Used to / Relative pronouns	Discussing the advantages and disadvantages of regional integration
	3	The bank	Countable and uncountable nouns	Talking about where to keep one's money
	4	Tourism	Quantifiers	Talking about the importance of learning English
	5	Integrated crop-livestock farming	Gerund	Writing about the importance of agriculture for Mozambique
	6	Agriculture	Modal verb might	Writing about what one might be doing in the future
	7	Starting a business	Reported speech	Writing about a business
	8	Test yourself		

## Table of Contents

LESSON	Vocabulary	Grammar	Language Practice
<b>UNIT 5 - NEW TECHNOLOGY - FRIEND OR ENEMY</b>	1	Technological gadgets	Direct speech
	2	Solar eclipses	Adverbs of manner
	3	Technological advances	Sequence markers
	4	Light bulbs	Passive voice
	5	21 <sup>st</sup> century illiterates	To do / to make
	6	Techno-geeks	Formations of adjectives and adverbs
	7	Test yourself	
<b>UNIT 6 - DISCOVERING THE WORLD</b>	1	Football World Cup in South Africa	Modal verbs
	2	Mozambican clothes	Present Simple
	3	Religious celebrations	Present Perfect
	4	African culture	Past Perfect
	5	Islamic festival	Present Simple vs Past Simple
	6	Women in society	Present Perfect vs Past Perfect
	7	Test yourself	
<b>UNIT 7 - MEDIA</b>	1	History of the media	Present Continuous
	2	The role of the radio	Past Continuous
	3	News	Passive voice
	4	TV programmes	Past Perfect
	5	Media in Mozambique	Past Simple
	6	Media and the fight against AIDS	Passive voice
	7	Test yourself	
<b>UNIT 8 - LIFE AFTER SCHOOL</b>	1	School-leavers	Present Simple
	2	Looking for a job	Gerunds
	3	Applying for a job	Adjectives
	4	Entrepreneurs	Present Continuous (future meaning)
	5	Starting a business	Past Simple
	6	Saving money	Present Perfect
	7	Test yourself	

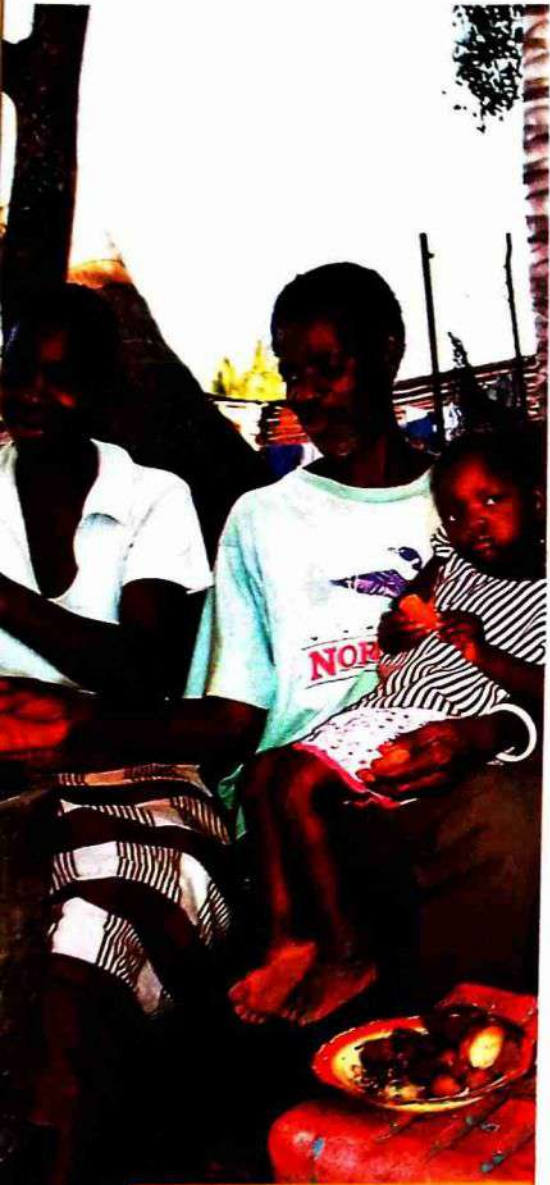
## PRE-READING

Before you read the text answer the following questions:

1. Do you think our relatives' behaviour can influence our relationship with others?
2. How should we treat elder people who live with us?

## READING

Read the text and then do the vocabulary and comprehension exercises that follow.



Your family and your home are your little world. Your parents' attitudes towards you can have a strong influence on the way you feel about yourself. The atmosphere in your home, how people deal with and feel about one another has a lot to do with how you deal with the rest of the world. Therefore, family relationships are very important, as respect for one another. The manner in which you speak to your parents is important. Call them mum and dad or whatever derivative of mother and father you prefer. A stepparent or family friend may ask you to be called by his first name or special nickname.

You should avoid calling your parents or any adult a name which could be considered as disrespectful. You should let your parents know if you are offended by a name they call you. What do you say if you don't like the way your parents treat you? What can you do if your siblings act as if they hate you? Look at your own behaviour. How do you treat the rest of the family? Is it the way you would like them to treat you?

Building self-esteem is an important part of growing up. When you care about yourself, you have a stronger foundation from which to explore your interests, goals, and dreams. You feel more secure about your choices and you accept your mistakes. Moreover, you learn to value your individual thoughts, ideas, and opinions instead of always trying to please other people or live up to their expectations. It is important to let people around you know something about your dreams, support and help you.

What to do if your self-esteem is quite low? It's time to turn your thinking around. Instead of putting yourself down, focus on good qualities and consider what makes you special. Talk to someone you trust (a parent, a friend, a teacher or a counsellor, for example) about why you feel like you don't measure up; ask for advice in order to bring up your morale.

Be positive about yourself and think positively. Positive thinking can help accomplish just about anything. A positive attitude goes hand and hand with self-esteem, and when you have these two qualities, you are more motivated to try new things and today's challenges.

### IMPORTANT VOCABULARY

deal - lidar

stepparent - padrasto ou

madrasta

measure up - estar à altura

## VOCABULARY

Scan the text and find words that mean the same as:

a) brother or sister \_\_\_\_\_

b) confidence \_\_\_\_\_

c) unoriginal \_\_\_\_\_

d) succeed \_\_\_\_\_

## COMPREHENSION

Based on the text say whether the statements are true (T) or false (F).

1. According to the text the way your parents and other family members look at you may influence the way you see the world. \_\_\_\_\_
2. The way you call your parents depends on you. \_\_\_\_\_
3. Building your self-esteem is an important part of growing up. \_\_\_\_\_
4. You can only succeed in life if you know your potential. \_\_\_\_\_
5. It is always bad to do things to please other people. \_\_\_\_\_
6. One of the good things mentioned in the text is work on your individual goals. \_\_\_\_\_
7. If your self-esteem is low, you should put yourself down. \_\_\_\_\_
8. Positive thinking and self-esteem make people feel ashamed. \_\_\_\_\_

## SPEAKING

Discuss with your partner the following questions.

1. Do you feel loved and protected at home?
2. Do people around help you accomplish your dreams and goals?
3. What do you think about parents who give their children big sums of money?

## GRAMMAR

Complete the sentences with the correct adjective from the box.

1. It's a \_\_\_\_\_ day today, isn't it?
2. These flowers are very \_\_\_\_\_.
3. When I arrived home from school I was \_\_\_\_\_.
4. This exercise is not \_\_\_\_\_.
5. Mr Antonio was very \_\_\_\_\_. He helped us for free.
6. I am tired of these \_\_\_\_\_ experiments.
7. I really liked the concert. It was so \_\_\_\_\_.
8. Lurdes Mutola was a \_\_\_\_\_ athlete.
9. It is very \_\_\_\_\_ to drive after drinking alcohol.
10. Mike's handwriting is \_\_\_\_\_ I can't read what he writes.

nice	horrible	beautiful	hungry
famous	difficult	dangerous	
kind	boring	exciting	

### REMEMBER

#### Adjectives

Adjectives are words that describe nouns. Adjectives can be used before a noun or after certain verbs and you can use two or more in the same sentence. Examples:

- Ana is a **respectful** girl.
- She is a **beautiful** young girl.
- English is not **hard**.

## WRITING

In many families conflicts between children do occur. In your opinion what causes such conflicts? In no more than 150 words write a composition giving your opinion. You can use some ideas from the text to help you.

## PRE-READING

Discuss the following statement:

- Advice given by a stranger is better than the one from someone who knows you, like a relative or a friend.

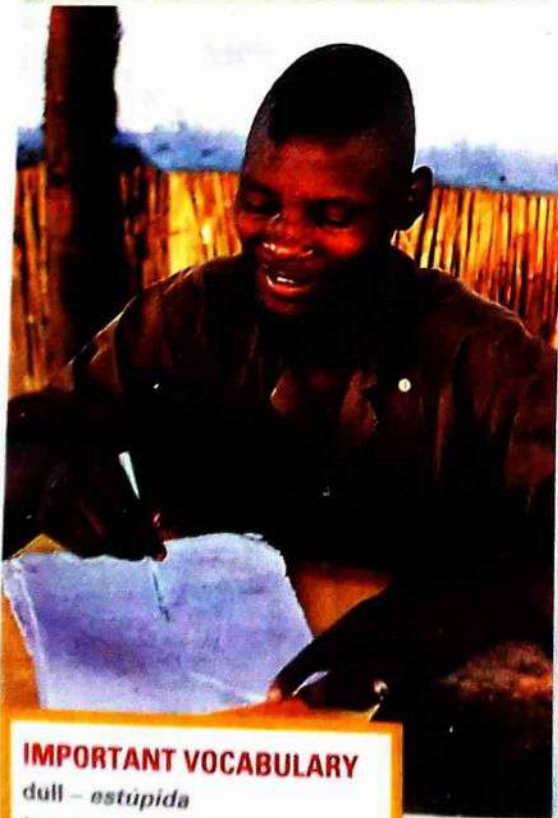
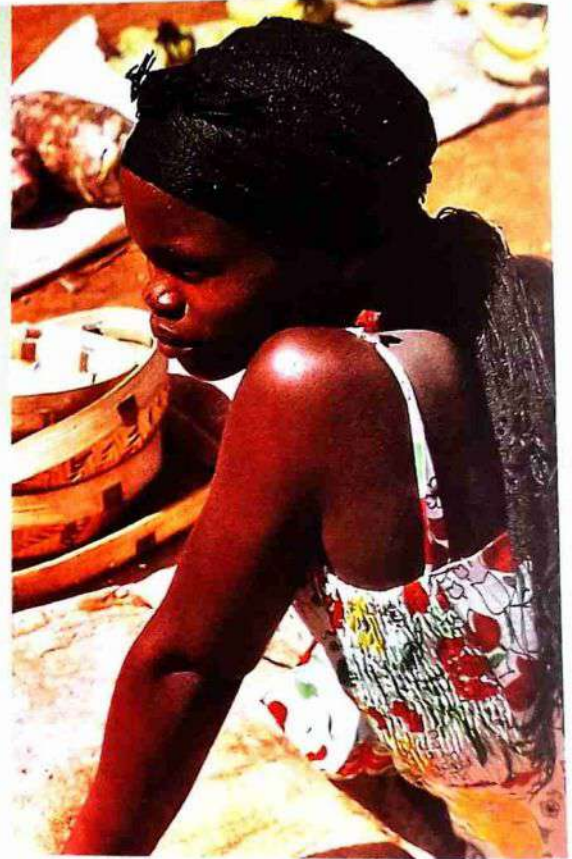
## READING

You are going to read two letters from teenagers in a problem page for young people. Choose the right words from the ones in italics.

Dear Agony Aunt,

I am an 18 year-old girl at a secondary school in Chibabava. I am like all other girls in my class *except / exception* for the fact that all my friends have boyfriends and I never had one. Sometimes my classmates make *tease / fun* of me because they think I've never kissed anyone before. They *tease / fun* me and call me "matreca", which means 'dull person'. It hurts me because at school we learn that we shouldn't have sex at an early age. I don't *understand / perceive* why people are so *reluctant / rude* to change their mind. For example, last week on our way home two boys from our village stopped me, started *making / doing* fun of me and one of them tried to force me to kiss him. I was really *upset / confused* and when I got home I told my mum what had happened and she *told / said* me to be calm and concentrate on my *studies / jobs*, and that one day I would find a *handsome / beautiful* man to marry me. What hurts is I don't understand why people are doing this to me now. What shall I do?

Sandra



Dear Agony Aunt,

I am very *depressing / depressed* about what has happened to me recently. I am a 17 year-old young boy and people from my *school / job* make fun of me because I am short. They tease me because of my *height / high* and they call me silly names. It really hurts me. I tried to talk to my *parents / fathers* about this, but they don't understand. They say that's part of *manhood / man* and that I must stand up for *myself / me* and fight back to whatever my schoolmates may say to me, but I don't think this is the right way to put an *end / finish* to this problem. Even my teachers are aware of this and don't do *anything / something* to stop people from making fun of me. I used to love school and always did well but now I seem to hate it. Sometimes when I take my *snack / dinner* to school they take it from me and say that if I don't give it to them they will beat me up. It really hurts me. What *must / have* I do?

Worried boy Tony

### IMPORTANT VOCABULARY

dull – estúpida

tease – provoca, ozoza

## VOCABULARY

Read the texts and match the words on the left to their synonyms on the right.

- |               |               |
|---------------|---------------|
| 1. classmates | a) premature  |
| 2. hurts      | b) lately     |
| 3. earlier    | c) mother     |
| 4. mum        | d) colleagues |
| 5. recently   | e) undersized |
| 6. short      | f) upsets     |

## COMPREHENSION

Answer the questions about the text.

1. What's Sandra's problem?
2. How do you feel about Sandra's problem?
3. How would you describe the teachers' attitude?
4. In your opinion, which problem seems to be the most serious one?
5. Do people in your school behave like the ones in the second letter?

## SPEAKING

With your partner discuss ways to deal with the kind of problems mentioned in the letters.

## GRAMMAR

Write the sentences using the future simple with will/shall.

*e.g. I / a teacher / will / be → I will be a teacher.*

1. will / Tomorrow / heavily / rain / it
2. a doctor / will / she / finishes school / My sister / be / when
3. We / never / shall / give up the fight
4. Shall / I / make / your bed / next week
5. My teacher / punish me / will / for being late
6. The national team / Brazil / play / will / against
7. marry you / will / He / if / do not / cheat on him
8. FRELIMO / will / next elections / with many votes / win / the
9. will / my / My father / on / buy me / next birthday / a car

### REMEMBER

**Future simple: will / shall**

We use the future simple tense to talk about upcoming events.

*Form:* will / shall + infinitive (of the main verb)

- I **will** write to Agony Aunt. Or I **shall** write to Agony Aunt.
- Sandra **will** receive an answer. Or Sandra **shall** receive an answer.

## WRITING

After reading the two letters, choose the one you would like to answer. Give advice and possible solutions to the problems. Don't forget to use the informal letter format.

**PRE-READING**

Answer the following questions and then read the text that follows.

1. What do you think is the reason behind youth getting involved in drugs?
2. What are the dangers of using addictive drugs?
3. Is there any cure for those who are addicted to drugs?

**READING**

Read the text and then to the reading comprehension exercise.

## Be a winner and say no to drugs!

Young people need to know about drugs and drug abuse so that they can have a safety plan to protect themselves. Every child has the right to say NO to drugs, and the responsibility of educating others about drugs. This is said to be one of the main causes of juvenile delinquency in today's society and the reasons why young people get involved in drugs may diverge. However, what is obvious are its results. Things such as bad friends, 'let us try it', peer pressure and the need to fit in the group, home influences, or sometimes taking care of an addicted person can also be pointed out as some of the causes. A drug is any substance that has an effect on your body and makes you feel different. There are different kinds of drugs. Drugs like alcohol and nicotine in cigarettes have a very powerful effect on the body. Some products like glue and cleaning fluids have not been made for man to take, so sniffing and drinking them do affect the body. Illegal drugs like cocaine, crack, heroin, dagga and ecstasy have a very powerful and sometimes deadly effect on mind and body of consumers. It's worth knowing that drugs kill. So don't take drugs. If you have never tried them before, keep away from them. If you are a drug addict, just quit it before ruining your life and your family's.

One of the things that may help teenagers involved in drug and alcohol consumption is the way parents and people around look at them when they discover they are involved in drugs. The key issue is how much support these people give to teenagers. This is the time when children need their parents the most and the biggest mistake parents can ever make is disowning their children or causing any harmful threats which can to certain extent make them abandon home and go living with friends or gangs of drug addicts; this will certainly make rehabilitation more difficult.



**IMPORTANT VOCABULARY**

- safety – *segurança*
- peer pressure – *pressão de grupo*
- addicted – *viciado*
- sniffing – *inalar*
- deadly – *mortal*
- worth – *valioso*
- consumption – *consumo*
- threats – *ameaças*

**COMPREHENS**

Answer the qu

1. Why do y
  2. In paragr
  3. There ar
  4. What ar
  5. Some pr
  6. The last
- them.

**SPEAKING**

Discuss the

1. Do
2. W

**GRAMMA**

Comp

1. If r
2. If v
3. If
4. If
5. If
6. If
7. I
- 8.

**REM**

First

Use

For

Exa

a)

b)

c)

**COMPREHENSION**

Answer the questions about the text.

1. Why do young people need to know about drugs?
2. In paragraph two there's an expression meaning "different". Can you identify it?
3. There are many reasons why young people get involved with drugs. Identify three of them.
4. What are drugs?
5. Some products are not drugs, but they have a similar effect. What are they?
6. The last paragraph mentions both negative and positive attitudes parents can have towards their children. Describe them.

**SPEAKING**

Discuss the questions below.

1. Do you agree with the author of the text when he says that young people need to know about drugs?
2. What do you think about young people selling alcohol and cigarettes as a way to survive?

**GRAMMAR**

Complete the sentences below. What will you do under these circumstances?

1. If my classmates laugh at me, I \_\_\_\_\_
2. If you borrow my pen, I \_\_\_\_\_
3. If a teacher gives me some homework, I \_\_\_\_\_
4. If my sister faces Sandra's problem, I \_\_\_\_\_
5. If I miss the school bus, I \_\_\_\_\_
6. If I go to university, I \_\_\_\_\_
7. If my father gets sick, I \_\_\_\_\_
8. If I visit my grandparents, I \_\_\_\_\_

**REMEMBER****First conditional**

*Use:* to show a possible situation and its probable result.

*Form:* If + present simple + will + infinitive

Examples:

- a) *If my peers pressure me, I will not try drugs.*
- b) *If I study hard, I will pass the exams.*
- c) *If you offer your mother a present, she will be happy.*

**WRITING**

Write a composition about the consequences of taking drugs at school.

**PRE-READING**

Before you start reading the text below discuss the following statements about teenagers.

1. Today's teenagers are care free.
2. Teenagers from the past were very intelligent.
3. Teenagers from Mozambique are rude.
4. We do not have teenagers anymore, because they were killed in the civil war.

**READING**

Read the text and then do the vocabulary and comprehension exercises that follow.

Teenagers are people whose age runs from thirteen to nineteen. This is an age in which the child tries its best to be seen and fights for recognition from others. This in many cases leads to conflicts with parents and guardians as teenagers end up doing what adults consider incorrect. As for teenagers, they view their parents as outdated and too strict. Some even think that their parents do not want them to have fun or enjoy themselves. These differences and misunderstandings have always led to rejection and rebellion.

Teenagers' behaviour changes as time goes by. This change in behaviour is used by some to classify teenagers. The most dominant behaviour, activity or character is usually used to categorize teenagers of a particular period of time. Some of the well-known generations of teenagers are as follows:

**The silent generation**

People who were born before the world wars. They worked hard and didn't intervene in society, that is, didn't express their opinion about social issues, as the name suggests. They were also unimaginative and spent their time mostly at home.

**Baby boomer**

People born soon after the world wars. It was a period when the birth rates increased. They were peaceful and idealistic. They listened to the Beatles and the Rolling Stones.

**Generation Y**

These are people born in the years of great technological advancement. They are also known as the net generation or the Millennials. They are able to do many activities at the same time – chatting with friends via internet, while also watching TV and doing their homework.

<http://en.wikipedia.org> (adapted)

**IMPORTANT VOCABULARY**

outdated – ultrapassados  
birth rate – taxa de natalidade

VOCAB

Match

- a)
- b)
- c)
- d)
- e)

CO

Rea

SPEA

Make  
the c

GRA

Comp

W

C

1

2

## VOCABULARY

UNIT 1  
LESSON 4

Match the words from the first column with a word with a similar meaning on the right.

- a) strict
- b) guardian
- c) chatting
- d) recognition
- e) dominant

- 1. talking
- 2. stern
- 3. principal
- 4. protector
- 5. identification

## COMPREHENSION

Read the text again and answer the questions.

1. Who are teenagers?
2. Why don't many teenagers agree with their parents?
3. What determines the categorization of teenagers?
4. What are the main characteristics of generation Y?



## SPEAKING

Make a list of activities, characteristics and behaviours of teenagers in your community and then present it to the class. Think of the group in which you can put them.

## GRAMMAR

Complete the sentences with the correct form of the verbs.

1. If he \_\_\_\_\_ (*have*) money, he \_\_\_\_\_ (*buy*) a fast car.
2. If it \_\_\_\_\_ (*rain*), they \_\_\_\_\_ (*stay*) at home.
3. If they \_\_\_\_\_ (*work*), they \_\_\_\_\_ (*build*) their own houses.
4. If Jane \_\_\_\_\_ (*live*) in the city, she \_\_\_\_\_ (*learn*) other languages.
5. If I \_\_\_\_\_ (*be*) famous, even just for a day, I \_\_\_\_\_ (*be*) on TV.
6. If he \_\_\_\_\_ (*try*) drugs, he \_\_\_\_\_ (*be*) sick.

### REMEMBER

#### Second conditional

Use: to show an unreal situation and its probable result.

Form: If + past simple + would + infinitive

Examples:

- a) *If the Beatles were still together, I would go to their concert.*
- b) *If I won some money, I would go round the world.*
- c) *If I saw a ghost, I would talk to it.*

## WRITING

Choose one of the topics:

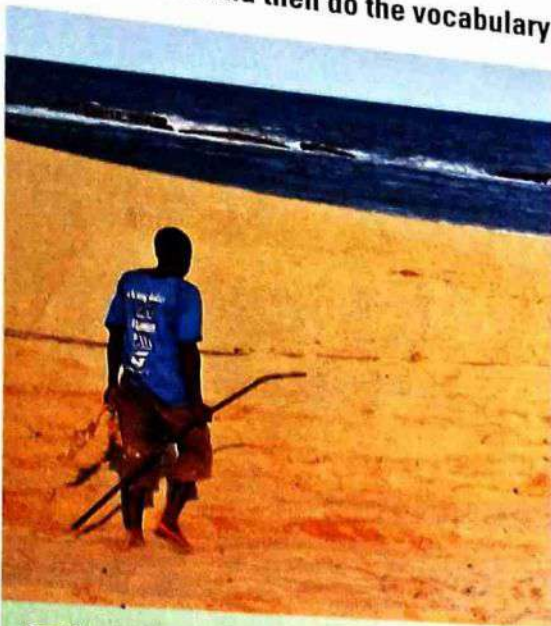
1. Write a composition about the dangers of not listening to the advice of grown-ups.
2. In few words summarise the most important ideas of the text.

Discuss the question below:

- At what age should children be considered grown up and live on their own?

## READING

Read the texts and then do the vocabulary and comprehension exercises that follow.

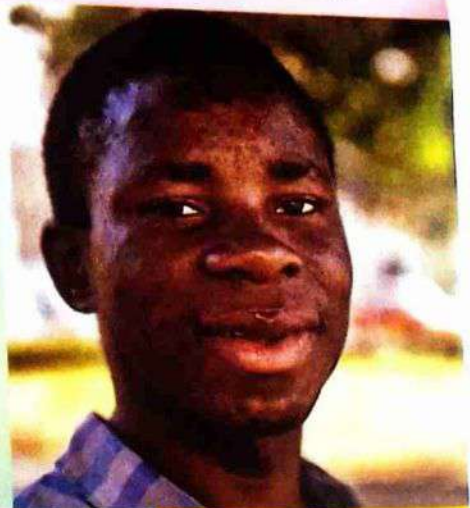


### Lúo becomes a man

Lúo lives in Nicoadala. He is thirteen years old. He is in ninth grade at a local secondary school. Today is the happiest day of his life because he is now a man. He attended a local traditional school called njando. This school is also known for its initiation rites and is often attended by young boys and girls. At this school, Lúo learnt many things like: looking after his future wife, building and renovating houses, *kraals* and cages. He also learnt how to respect the elders and how to participate in community activities. He is now a grown-up man, though he is only thirteen. This means he should leave his parents' house and build his own. He can now marry and give opinion in the local court.

### The story of Edgar

Hello, my name is Edgar. I am fourteen years old. I live in Matola with my parents. I attend Nelson Mandela secondary school and I am in tenth grade. I spend most of my time with my friends and classmates. We always go to the cinema together and we sometimes play football. I have never thought of moving out of my parents' house, because I am still young. Many of my friends think that parents should look after their children until they are eighteen years old or until they manage to finish school and get employed. Many people in my neighbourhood think that we grow up after turning eighteen years old.



#### IMPORTANT VOCABULARY

elders – *idosos*  
moving out – *sair de casa (dos pais)*

## VOCABULARY

Complete the following sentences using the words below.

renovate    court    neighbourhood    initiation rites

1. \_\_\_\_\_ are attended by both boys and girls.
2. The government asked for some money to \_\_\_\_\_ the N3 road.
3. The case of Anibalzinho has been in \_\_\_\_\_ for more than three times.
4. Many boys do not like to go out with girls who live in the same \_\_\_\_\_ as them.

## COMPREHENSION

Based on the

1. a) Wh...
- b) Wh...
2. a) How...
- b) How...
3. Mentio...
4. What i...
- school'
5. In Lúo'
6. In Edg...

## SPEAKING

In pairs co...

Look afte...

## GRAMMAR

Complete

occ

1. W...
2. Te...
3. Te...
- m...
4. D...
- th...
5. T...
6. T...
- q...
7. M...
8. C...
- r...

PLMIN10\_F

## COMPREHENSION

Based on the two texts answer the questions below.

- Where does Lúo attend school?
  - Where does Edgar attend school?
- How many schools does Edgar attend?
  - How many schools did Lúo attend?
- Mention some of the things Lúo learnt at the traditional school.
- What is the importance of the things he learnt at the traditional school?
- In Lúo's community when is a teenager considered a grown-up?
- In Edgar's community when is a teenager considered a grown-up?

## WRITING

Choose one of the topics and write a composition about it.

- Parents should be held responsible for most teenagers' bad behaviour.
- Teenagers should be given total freedom to do what they want.
- Government should give money to teenagers to prevent them from becoming outcasts.

## SPEAKING

In pairs complete the table below showing things done by adults only, teenagers only and by both.

Adults	Teenagers	Both (adults / teenagers)
Look after the family		
		Go to the cinema

## GRAMMAR

Complete the sentences below with a correct adverb of frequency from the box below.

**occasionally    always    often    usually    rarely    constantly    repeatedly    regularly**

- We \_\_\_\_\_ win international competitions.
- Teenagers in Matola \_\_\_\_\_ play football.
- Teenagers \_\_\_\_\_ argue with their parents in many parts of the world.
- Dulce \_\_\_\_\_ visits her grandmother during the holidays.
- There are few public buses in Cuamba so we \_\_\_\_\_ go to town by bicycle.
- The Mambas have been \_\_\_\_\_ failing to qualify for the World Cup for the last three years.
- My English teacher \_\_\_\_\_ arrives late.
- Danny Ripanga \_\_\_\_\_ presents TVM's famous musical program called Music Cocktail.

### Adverbs of frequency

Write down the words in bold from the text.

These words are called adverbs of frequency. They tell us 'how regularly' someone does something, or an action is done. They come before the main verb, except when the main verb is the verb *to be*. Examples:

- We **always** go to cinema together.
- We **sometimes** play football.
- This school is **often** attended by young boys and girls.
- We **usually** go shopping on Sunday.

**PRE-READING**

Express your opinion on the topic below:

- Pets are just pets; they are not that important to our lives, they cannot even help us when we are in danger.

**READING**

Read the text and then do the vocabulary and comprehension exercises that follow.

## A young fisherman turns into a big crocodile hunter



This is a true story about Moisés, a young man whose job was catching fish in the nearby river to feed his two younger brothers and buy school uniforms for them, since his mother passed away. His father had gone to South African mines to dig gold and never came back. This has made Moisés a real man from a very young age and almost everybody in the village knew him because of his bravery and good fishing skills. Above all, Moisés was very generous, very kind and a hardworking young man admired by everyone.

One day, on his routine, he set off early in the morning and went fishing on the banks of Umbeluzi River. He took his fishing nets, a sharp knife and Lion, his little dog, followed him as usual. It was a chilly and cloudy morning. The river was famous because of the huge and deadly crocodiles that lived there. Moisés knew all the

risks and dangers he was exposed to but he had no way out unless facing up the deep waters of the river every day. For him it was part of his manhood and it was something to be proud of. He never thought that one day he would use his bravery and talent to fight the crocodiles that caused so many troubles to the villagers, especially to women who went to fetch water and wash their clothes and young boys who usually went there to fish, for a swim after school or even sometimes to take their goats to drink water.

As soon as he got into the river, Lion started barking. Moisés knew that something was wrong, but he did not stop. He continued stepping towards the deep waters of the river to set his nets; the water was almost on his shoulders. This time with a nonstop barking Lion insisted. There was a man on the other river bank who was watching him attentively and when he saw something strange moving quietly towards Moisés he shouted: "Watch out! There is a crocodile."

When Moisés noticed the presence of the strange creature it was too late to get out of the river and he had no choice: kill the crocodile or be killed. He was holding the stick that he used to fix the nets and had his knife tied on his waist. He was lucky because the crocodile jumped up before attacking him, so he held his stick up firmly and slashed it into the crocodile's wide open mouth.

The man on the other river bank stood still and couldn't believe what he had seen. He was the only eyewitness and when he realised that the boy had killed the crocodile he ran up to the village and told the villagers what had happened. Many people came down the river and helped Moisés taking the crocodile out of the water. From that day on Moisés, apart from fishing, became a well-known and respected crocodile hunter.

by Justino Matola

**IMPORTANT VOCABULARY**  
 nearby - *perto*  
 passed away - *faleceu*  
 fetch - *ir buscar*  
 fix - *remendar*

**VOCABULARY**

Find the antonyms:  
 1. very big

**COMPREHENSION**

- Answers:  
 1. V  
 2. V  
 3. I  
 4. I  
 a  
 5. I  
 6. I  
 7. I  
 8. I

**SPEAKING**

What do you think?

**GRAMMAR**

- Complete:  
 1.  
 2.  
 3.  
 4.  
 5.

**REVISION**

- This is a...  
 Use...  
 For...  
 Example:  
 a)  
 b)

Find the antonyms of the following words in the text about Moisés.

- 1. very big
- 2. unkind
- 3. lazy
- 4. disrespect
- 5. bad

**COMPREHENSION**

Answer the questions about the text.

1. What was Moisés's profession?
2. Whom did he live with?
3. In the first paragraph the author used some adjectives to describe the boy. Identify and write three of them.
4. In the expression "one day, on his routine" (paragraph 2), the word 'his' refers to:
  - a) the river
  - b) the boy
  - c) the dog
5. According to the text, who did the crocodile cause trouble to?
6. Why did Lion, the dog, bark?
7. The word 'creature' in paragraph 5 refers to:
  - a) the man
  - b) the crocodile
  - c) the dog
8. Who told the villagers that Moisés had killed the crocodile?

**SPEAKING**

What can you learn from the story? Discuss it with your partner.

**GRAMMAR**

Complete the sentences with the correct form of the verbs.

1. If he \_\_\_\_\_ (have) money, he \_\_\_\_\_ (buy) a fast car.
2. If it \_\_\_\_\_ (rain), they \_\_\_\_\_ (stay) at home.
3. If they \_\_\_\_\_ (work), they \_\_\_\_\_ (build) their own houses.
4. If Jane \_\_\_\_\_ (live) in the city, she \_\_\_\_\_ (learn) other languages.
5. If I \_\_\_\_\_ (be) to America already, I \_\_\_\_\_ (see) the Statue of Liberty.

**REMEMBER**

**Third conditional**

Use: to refer to "impossible" situations, because they belong to the past and cannot be changed.

Form: If + past perfect + would have + past participle (main verb)

Examples:

- a) If I had seen a crocodile, I would have ran immediately.
- b) If Moisés hadn't killed it, it would have killed him.

**WRITING**

Imagine that you have a friend living in another province that does not know Moisés's story. Write a letter telling him or her about it. Make yourself as clear as possible. Use the past simple to explain what happened.

**PRE-READING**

Before you read the text answer the following questions:

1. How would you define the term 'hygiene'?
2. What kinds of hygiene do you know?

**READING**

Read the text.

Hygiene refers to the set of practices observed by a community to be associated with the preservation of health and healthy living. There are conventional standards of hygiene recommended for different situations. What is considered hygienic or not can vary between different cultures and genders. However, regular hygienic practices are generally considered good practice by society, its neglect regarded as a horrible and sometimes even disrespectful thing. It is linked to medicine, as well as to personal and professional care practices related to most aspects of living. It is often used interchangeably with cleanliness. In general, hygiene means practices that prevent the spread of disease-causing organisms. The following are some types of hygiene:

1. Body hygiene
2. Sleeping hygiene
3. Mental hygiene
4. Dental hygiene
5. Medical hygiene
6. Home hygiene
7. Culinary hygiene

These are defined according to the central focal point of each. Take for example body hygiene; this involves how to look after one's body. Good body hygiene practices include: taking a bath every day, brushing teeth and washing clothes.

<http://en.wikipedia.org> (abridged)

**IMPORTANT VOCABULARY**

vary – variar, diferir  
neglect – negligenciar

### VOCABULARY

Scan the text and find words that mean the same as:

- 1. associated
- 2. horrible
- 3. care

### COMPREHENSION

Read the text and say whether the statements are true (T) or false (F).

- 1. According to the text being hygienic only means taking a bath every day.
- 2. The word hygiene may be used to imply cleanliness.
- 3. Each society has its own basic hygiene practices and they can vary.
- 4. There is only one type of hygiene.
- 5. Culinary hygiene practices related to cooking and food management to prevent health hazards.
- 6. Good hygiene helps prevent the spread of diseases.

### SPEAKING

Discuss the following with your partner:

- 1. How to be hygienic at home and at school.
- 2. Some of the things that can be done so as to keep our school toilets clean.



### GRAMMAR

Write sentences related to hygiene using the modal verbs: must, should or have to.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_

### WRITING

Disregarding good hygienic practices may lead to common diseases like cholera and malaria.  
Write a composition about how good hygienic practices may help prevent this situation.

**PRE-LISTENING**

Express your opinion on the topic below:

- Many young people nowadays do not choose teaching as a first choice career. What do you think can be behind this and how can this be solved?

**LISTENING**

Listen to your teacher reading the poem.

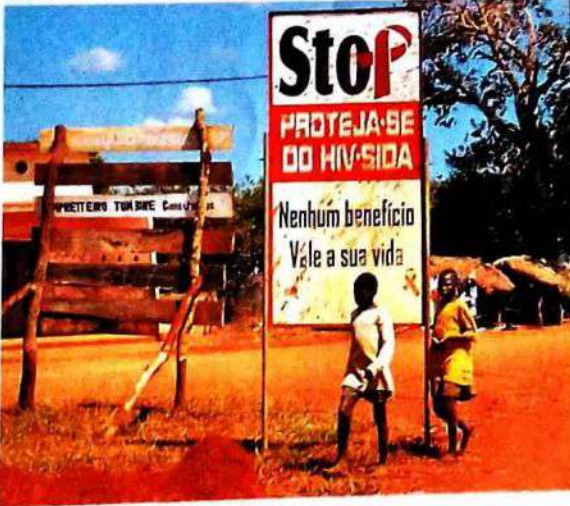
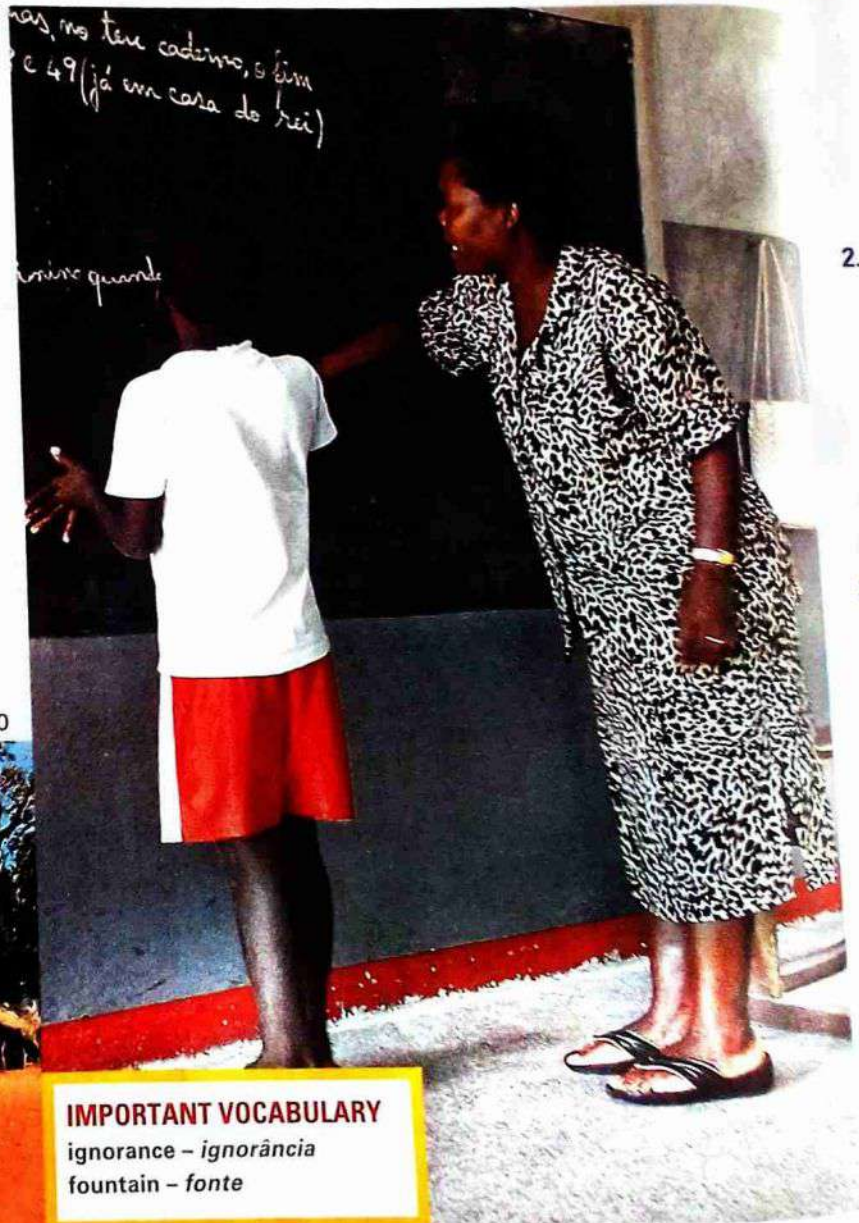
**When I grow up**

When I grow up I want to be a teacher  
The nation I will educate and teach  
Science and technology they will drink  
From the fountain of a teacher

Who teaches and never cheats  
A teacher who helps build our nation  
That is ailing from ignorance, poverty  
Hunger and AIDS.

My poor nation!  
Wait 'till I am grown up  
Then I will become a teacher  
And you will shine up  
As I will teach you teachers  
How to teach and not cheat  
When I grow up

Johannes Magombo



**IMPORTANT VOCABULARY**  
ignorance – ignorância  
fountain – fonte

**COMPREHENSION**

Complete the paragraph below.

The person in the poem is a (1) \_\_\_\_\_ (job). When he grows up he wants to be (2) \_\_\_\_\_  
wants to help the nation fight ignorance, (3) \_\_\_\_\_, (4) \_\_\_\_\_ and AIDS. He thinks present  
teachers do not teach but (5) \_\_\_\_\_. When he becomes a teacher he will (6) \_\_\_\_\_. This will  
help develop our country.

**SPEAKING**  
In pairs, discuss  
these three

**GRAMMAR**

1. Complete

1. If
2. N
3. V
4. I
5. I

2. Read

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

3. Use

4. V
- v
5. I
- 1

**SPEAKING**

In pairs, discuss some of the things that teachers at your school do. Think of the positive and negative aspects of these things. In your point of view what should be done to improve the negative image of teachers in our country?

**GRAMMAR**

1. Complete the sentences below. Put the verbs into the correct tense.

1. If I \_\_\_\_\_ (see) a snake, I would \_\_\_\_\_ (kill) it.
2. Marta will \_\_\_\_\_ (buy) a new dress if her father \_\_\_\_\_ (give) her some money.
3. What would you \_\_\_\_\_ (do) if you \_\_\_\_\_ (be) a millionaire?
4. If it \_\_\_\_\_ (rain), we will \_\_\_\_\_ (stop) playing football.
5. If you \_\_\_\_\_ (go) to her party, she would \_\_\_\_\_ (be) happy.

2. Read the sentences below and underline the correct adjective.

1. Paris is a *big* / *small* city.
2. Lions are *domestic* / *dangerous* animals.
3. It is *healthy* / *unhealthy* to be physically active every day.
4. She looked really *sad* / *happy* and she had tears in her eyes.
5. It was a *small* / *calamitous* accident as the nation had never seen.
6. I'm so *angry* / *hungry* that my stomach hurts.

3. Use the following adverbs of frequency to write about things that you do.

1. occasionally \_\_\_\_\_
2. always \_\_\_\_\_
3. often \_\_\_\_\_
4. usually \_\_\_\_\_
5. rarely \_\_\_\_\_
6. constantly \_\_\_\_\_

4. What would you do if you were elected Minister of Education? Write a paragraph explaining what you would do.

5. Imagine that you are going to visit a friend who lives in Cabo Delgado. Use the future simple to write down things you intend to do when you meet him.

- e.g. When I meet José I will give him a hug.  
 I will ask him about...  
 I will tell him...  
 We will go...

**WRITING**

Write a composition about the importance of teachers in the development of our country.

**PRE-READING**

Before you read the text discuss the following statements:

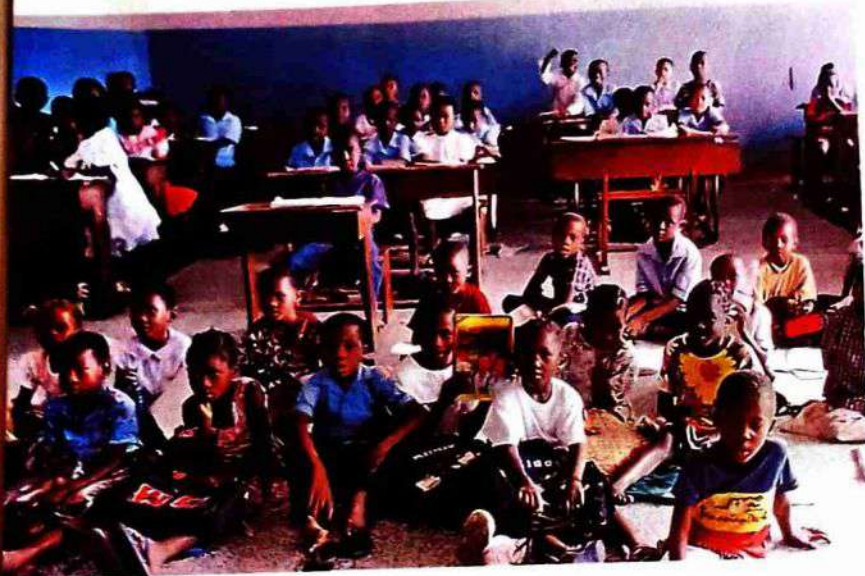
1. What do you understand by illiteracy?
2. How can illiteracy be eradicated?

**READING**

Read the text and then do the vocabulary and reading comprehension exercise that follow.

## A cry for education

In many developing countries, going to school is still a very big challenge, despite the efforts carried out by the governments of those countries to minimize the rate of illiteracy. Mozambique, for example, has taken good steps towards the eradication of illiteracy, but still 65 percent of its population cannot read or write. In recent years many schools have been built throughout the country and consequently the number of children attending lower primary education has increased considerably due to government policies, whereby primary school is compulsory and free for all children.



Adults' education has played an important role in giving adult people, who did not have any chance to go to school at earlier age, an opportunity to learn how to read and write. The expansion of the national energy network has created good conditions for many schools to have night classes. Therefore, people who cannot go to school during the day, now have the opportunity to go at night.

Samito is a young man from Maxixe. He's 23 years old. He has got a small stall in the local market where he sells sea food and he tells us his story about school. He's now attending tenth grade at 25 de Setembro secondary school. "I

joined the Army five years ago while I was attending ninth grade. It was hard for me because I had a gap year compared to my friends. I started going to school at 7 de Abril upper primary school in Chicupe."

"After two years of military service I was demobilised and the only thing I ever wished for was to go back to school and finish twelfth grade, but things did not happen the way I thought they should. I couldn't find any vacancy since I was demobilised in June, in the middle of the academic year."

He was sad when he failed to get a vacancy, but he didn't give up looking for something to do. "I couldn't accept the idea of staying at home from morning to dusk just looking at people around me going to school or to work," he said. That's when he thought of starting a business that could help him spend the time and make some money to satisfy his needs.

### IMPORTANT VOCABULARY

despite – apesar

compulsory – obrigatório

vacancy – vaga (emprego)

## VOCABULARY

Find a word or words that mean the same as the ones below. An example has been done for you.

e.g. big – huge, large, gigantic

- illiterate: \_\_\_\_\_
- stall: halt, \_\_\_\_\_, \_\_\_\_\_
- demobilise: discharge, \_\_\_\_\_, \_\_\_\_\_
- dusk: \_\_\_\_\_, \_\_\_\_\_, twilight.



## COMPREHENSION

Answer the following questions about the text.

- What has the Mozambican government done in order to reduce illiteracy?
- What is the importance of adult education?
- What has made adult education possible in Mozambique?
- Why did Samito stop studying?
- What did he do after being demobilised?
- How has adult education benefited Samito?

## SPEAKING

In groups of four discuss the things that the government has done in order to improve the quality of education in Mozambique. Do you believe these measures are enough? What else could be done and how should new measures be carried out?

## GRAMMAR

Complete the sentences below using the connectors in the box.

but and or because  
when in order to so

- We played football, walked on the field \_\_\_\_\_ swam in the river. We were tired \_\_\_\_\_ happy.
- The girl wanted to be a teacher \_\_\_\_\_ she studied a lot.
- I opened the window \_\_\_\_\_ let the smoke out of my room.
- Tapiwa knocked on my door \_\_\_\_\_ I was taking a shower.
- Odette went to hospital \_\_\_\_\_ she was not feeling well.
- Could you please give me a cold drink \_\_\_\_\_ a glass of wine?

## REMEMBER

### Connectors

Connectors are words used to join two sentences or ideas. There are different types of connectors:

- **but** – is used to express contrast or opposition  
(Susan is not a student, **but** she attends night classes.)
- **and** – is used to join two similar ideas  
(She attends night classes **and** she works.)
- **or** – is used to express two ideas or alternative ideas  
(I can't sing **or** dance.)
- **because** – is used to express reason  
(Samito quit school, **because** he was demobilized.)
- **when** – is used to express time  
(He was demobilized **when** he was attending the ninth grade.)
- **so** – is used to express the result of something  
(Samito couldn't stand the idea of staying at home **so** he started working.)

## WRITING

Conduct a research to find out why some people still don't go to school.

**PRE-READING**

Before you read the text answer the following questions:

1. What would you like to be when you grow up?
2. Do you think your wish will easily come true?

**READING**

Read the text and then do the reading comprehension exercise below.

**Dreams that never came true**

Many young ones dream of being someone in the future. Many of them spend their school days pursuing their dream life. However, only a few lucky ones manage to see their dreams come true. These dreams fail because of a number of reasons. The following cases illustrate dreams that never came true...

Lucena is a businesswoman. When she was at school she dreamt of becoming a lawyer. She worked hard in order to achieve what she always wanted. She got disappointed when her parents told her they could not pay for her studies at university. She started to sell sweets just to raise the required fees. She soon discovered that she was making more money and quit the idea of studying law. Today she is a happy businesswoman who owns a couple of supermarkets.



Tuni is a famous welder in Boane. He never thought of being a welder until he failed to finish his degree in journalism. His dream was to be a sports journalist, but all collapsed when he failed his last exam. He met an old friend who taught him how to weld. Today he is famous and very happy and has forgotten all about failing to be what he dreamt.

**IMPORTANT VOCABULARY**

- fee – propina
- welder – soldador
- degree – curso
- weld – soldar

**COMPREHENSION**

Say if the statements are true (T) or false (F).

1. Many students spend their time dreaming. \_\_\_\_\_
2. All students' dreams come true. \_\_\_\_\_
3. Only the lucky ones manage to make their dreams come true. \_\_\_\_\_
4. Lucena is a businesswoman. \_\_\_\_\_
5. Lucena's dream was to be a lawyer. \_\_\_\_\_
6. Tuni is unhappy, because he failed to make his dream come true. \_\_\_\_\_

## SPEAKING

In pairs discuss what you want to be in the future and how you can achieve your dreams. Think of how you can overcome problems that may come your way.

## GRAMMAR

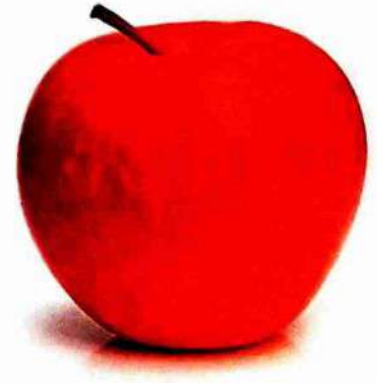
1. Fill in the gaps with one of the articles: a, an or the.

*e.g. Lucena is a businesswoman.*

*She works in an office.*

*The office is in Tete.*

- Ronaldinho is \_\_\_\_\_ famous footballer.
- My school is very close to \_\_\_\_\_ hospital.
- I met \_\_\_\_\_ man last night. \_\_\_\_\_ man was a stranger in town.
- I enjoy eating fruit. I make sure I eat \_\_\_\_\_ apple a day.
- \_\_\_\_\_ President of Kenya is visiting us next month.
- Chimwemwe lives in \_\_\_\_\_ old flat with his brother.
- One day I will be \_\_\_\_\_ superstar.



2. Complete with a, an or the.

- There is \_\_\_\_\_ good film at \_\_\_\_\_ cinema. \_\_\_\_\_ film is about \_\_\_\_\_ robbery.
- Odette has \_\_\_\_\_ dog and \_\_\_\_\_ cat. \_\_\_\_\_ dog is nice but \_\_\_\_\_ cat doesn't like me.
- Jaime is \_\_\_\_\_ old friend. He plays \_\_\_\_\_ guitar and he enjoys going to \_\_\_\_\_ cinema.
- My daughter has \_\_\_\_\_ excellent job but my son can't find \_\_\_\_\_ job. He wants to join \_\_\_\_\_ army.
- I went to \_\_\_\_\_ bank and I witnessed \_\_\_\_\_ accident.

## REMEMBER

### Articles

In English there are two types of articles:

**the** – definite article: it is used to refer to specific or particular nouns.

*The welder wanted to be a journalist. (It's referring to a specific welder – Tuni.)*

**a/an** – indefinite article: it is used to refer to non-particular nouns.

*Let's go to a school. (It's referring to any school.)*

**Remember:** We use "a" with consonant sounds and "an" with vowel sounds.

*e.g. He is a boy attending a university.*

*It's not easy to get an education.*

## WRITING

Write a composition about a celebrity. Say if he/she managed to make his/her dream come true and explain what the secret of his/her success was.

**PRE-READING**

Before you read the text express your opinion on the statement below:

- We do not need school, we can also be successful without it.

**READING**

Read the following dialogue about the importance of school and then do the reading comprehension exercise that follows.

**Carla:** Today's lessons were very interesting; I really enjoyed learning about the importance of being hygienic at home.

**Pedro:** I hate to listen to your school stories. I think you are going crazy.

**Carla:** Crazy, me going crazy!!! I am sorry, my dear brother, but I think you are the one going crazy.

**Pedro:** What makes you think I'm going crazy?

**Carla:** You do nothing apart from eating and sleeping, instead of going to school or maybe looking for job.

**Pedro:** Me, going to school??!!!!!! I don't want to be a fool; school makes people think they are clever, but they are not. Just look at yourself, sis.

**Carla:** What is wrong with me?

**Pedro:** You think of nothing else but school, you talk of nothing else but school; last night you even dreamt about it! Granny was right when she told me that girls should not go to school.

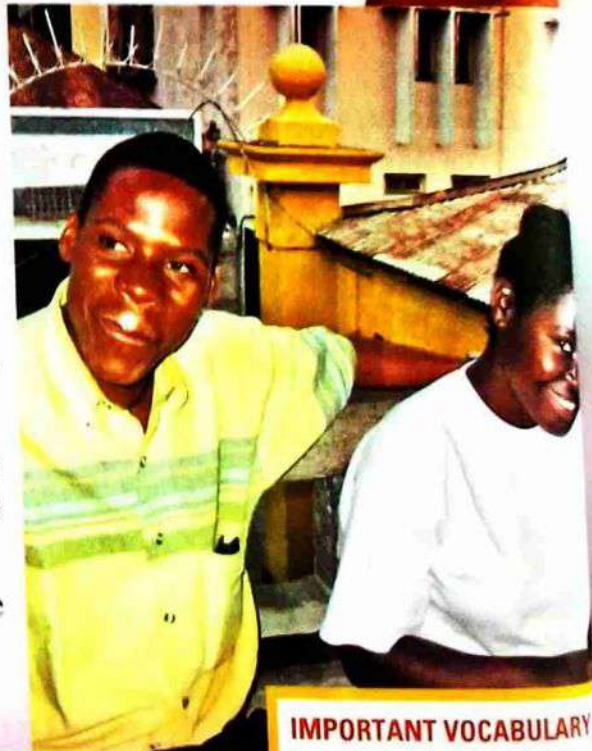
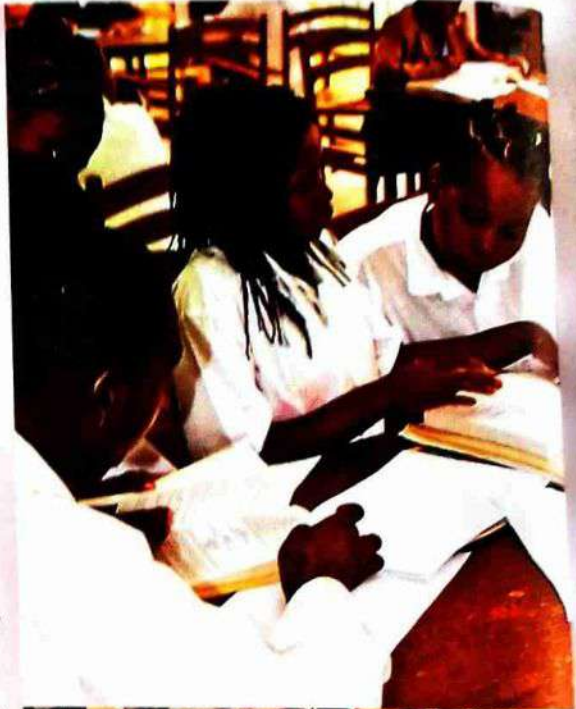
**Carla:** Ha-ha-ha-ha! It is not true, my dear brother. Just imagine how we would be living if mum didn't go to school, then think of who would sign your pay slip. We, I mean mum and I, do that because we can read and write, thanks to the fact that I am going to school and mum went to school.

**Pedro:** Do you mean that if I go to school I will learn how to read and sign all by myself?

**Carla:** Not only that my dear brother, you will learn many other things that I will not tell you, because you have to start attending school and find out on your own.

**Pedro:** I see. I am sorry for being rude to you. I will make sure I register for adult classes today.

**Carla:** That is great!!!!!! Now give me a hug, dear brother.



**IMPORTANT VOCABULARY**  
granny - avó  
pay slip - recibo de salário  
hug - abraço

## COMPREHENSION

Answer the questions about the text.

1. Who attends school: Carla or Pedro?
2. What does Pedro think about school?
3. What's the most important thing for Pedro?
4. How does Carla react to her brother's attitude?
5. Who signs Pedro's pay slip? Why?
6. How did Carla manage to convince Pedro to enrol at school?

## SPEAKING

1. In pairs, take turns to be the characters of the dialogue and discuss the importance of educating girls.
2. Find out how people in your community view girl education and exchange views with your class.

## GRAMMAR

1. Complete the sentences using going to and the verbs in the box.

watch eat clean wear rest walk

1. My room is dirty. I \_\_\_\_\_ it.
2. It is not very hot today, so we \_\_\_\_\_ to the beach.
3. Amos is very tired. I think he \_\_\_\_\_ for a while.
4. Tomorrow is my wedding day. What \_\_\_\_\_ you \_\_\_\_\_?
5. It's 3 o'clock! I \_\_\_\_\_ my favourite cartoons on TV.
6. We are hungry. What \_\_\_\_\_ we \_\_\_\_\_ at home?

2. Imagine you are going to visit a country where you have never been to. Write about what you think would happen if:

1. You forget your passport.
  2. You don't know the country's official language.
  3. You don't have any friends or relatives in that country.
  4. You spend all your money buying souvenirs.
- e.g. If I forget my passport, I'm going to be held at the airport.

### REMEMBER

**Future: going to**

Use: to talk about things we intend to do.

Form: verb to be (am, is, are) + going to + infinitive.

- a) Pedro is going to attend night lessons.
- b) His friends and relatives are going to support him.

## WRITING

Write a composition about the following topics:

1. Girls should not go to universities.
2. The government should increase the number of technical schools.
3. Mozambique needs less schools but more prisons, as the rate of crime is increasing every year.

**PRE-READING**

Before you read the text answer the following questions:

1. How do you go to school, on foot or by bus?
2. Are public transports helpful?

**READING**

Read the complaints of some students who attend Joaquim Chissano secondary school regarding public transport problems and then do the exercise that follow.



**I am late because of transport**

**Amad:** Every day when I wake up I have to make sure that I queue up for *chapa* without even taking a shower. If I don't, I will be late for my classes, because all *chapas* are full in the morning.

**Cristina:** Even if you wake up very early and queue up immediately, there is always a problem with our transport. Today I missed my English test though I woke up at 4 in the morning and boarded on the first *chapa*. There was one of the worst traffic jams I have ever seen in Maputo; some people even walked as the cars weren't moving. Something must be done!!!

**Herasmo:** What I don't like is the way *chapas* operate; they do whatever they want with us. They don't mind that we may be late for classes or work. The *chapa* I boarded on yesterday was overcrowded and the driver kept letting more passengers on board. When we complained he scorned us.

**Claudia:** I walk to school these days not because I want to, but because I am forced to. I always arrive 5 minutes before time, a thing that I never managed to do when I used *chapa*. It is annoying but unfortunately it's the way it is.

**IMPORTANT VOCABULARY**

- chapa – small bus
- overcrowded – *sobrelotado*

**VOCABULARY**

Explain the meaning of the following words:

1. board
2. queue
3. traffic jam
4. scorned

**SPEAKING**

In groups discuss how the government and the population in general can improve the problem of transport in our country.

## COMPREHENSION

Complete the table below to summarise students' complaints.

Name of the student	Complaint
Claudia	
Cristina	
Amad	
Herasmo	

## GRAMMAR

Complete the following sentences with the correct modal verb.

- \_\_\_\_\_ you like to come to school with me?
- Schools and universities \_\_\_\_\_ help students learn new things.
- The bus is late. It \_\_\_\_\_ be stuck in a traffic jam.
- \_\_\_\_\_ you tell me when is the test?
- The government \_\_\_\_\_ solve this situation.
- You \_\_\_\_\_ not arrive late tomorrow.
- \_\_\_\_\_ you lend me your book, please?
- I \_\_\_\_\_ help you studying to the English test.

## REMEMBER

### Modal verbs

Modal verbs are auxiliary verbs that are always used in the infinitive (either in the present or past tenses).

*Form:* we form the negative of a modal verb by adding "not" after it and the interrogative by inverting the verb and the subject.

- **Can / Could:** expresses ability, permission or requests.  
*I can take a chapa, but they're frequently late.*  
*Could the government do more to fix this situation?*
- **May / Might:** is used to talk about the present or the future with uncertainty and to express permission (in formal situations).  
*I may arrive on time today.*  
*May I use your book?*

- **Shall:** is used to make offers or suggestions.  
*I shall not arrive late.*  
*Shall we take the chapa?*
- **Should:** expresses decision, offers, questions and recommendations.  
*The government should do something.*  
*We shouldn't be home right now, but in school.*
- **Will:** is used to make decisions, requests or to offer to do something.  
*I will not get you a dictionary.*  
*Will you come with me, please?*
- **Would:** expresses polite requests and offers.  
*Would you take me to school on time, please?*
- **Must:** expresses deduction, necessity, obligation and prohibition.  
*Something must be done to improve public transportation in Mozambique.*

## WRITING

Write a composition about what should be done by the government and the general population in order to minimize the problems of public transport in major cities.

**PRE-READING**

Before you read the text answer the following questions:

1. For how long should a passenger wait for a bus at the bus stop?
2. What do you think needs to be improved at our bus stops?

**READING**

Read the poem and then do the reading comprehension exercise that follows.

**At the bus stop**

Better we bring our chairs,  
You'll bring your stools.

Women bring your *'mukhume ni vemba'*

Sisters, come with *'capulanas'*

Mother, bring your mat  
Cause you'll need it  
To stretch it down  
To sit on with the children.

For centuries it takes  
While we are waiting,  
Waiting, waiting for a *'chapa'*  
To come!

By Francisco Langa – Tanguene



**IMPORTANT VOCABULARY**  
*capulana* – a big cloth, part of African women's traditional dressing; it is folded 'round the waist and it rolls down 'till nearly reaching the feet  
*mukhume* – a big capulana is made of 4 capulanas (vemba) and women use the two of them in different occasions  
*ni (Ronga)* – is the same as and in English

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## COMPREHENSION

Answer the questions about the poem.

1. Why are chairs and stools being used at the bus stop?
2. Is it normal to take them to a bus stop?
3. What does normally happen at bus stops?
4. What does the poet advise women to carry?
5. What does the expression 'for centuries it takes while waiting' suggest?

## GRAMMAR

1. Complete the gaps with the correct verb forms.

1. If you \_\_\_\_\_ (*study*) more, you \_\_\_\_\_ (*pass*) your exams.
2. If my car \_\_\_\_\_ (*not / break*) down, I \_\_\_\_\_ (*not / be*) late.
3. If she \_\_\_\_\_ (*be*) more careful, she \_\_\_\_\_ (*injure*) herself.
4. If Tina \_\_\_\_\_ (*not / be*) ill, she \_\_\_\_\_ (*go*) to school.

2. Complete the sentences with a correct possible ending.

1. If I had read the instructions, I \_\_\_\_\_
2. If Lusekelo had studied for the exam, he \_\_\_\_\_
3. They would have been happy if \_\_\_\_\_
4. If I had boarded on the first *chapa*, I \_\_\_\_\_
5. We wouldn't have missed the test if we \_\_\_\_\_
6. The teacher wouldn't have seen the paper if you \_\_\_\_\_
7. If my sister had read the novel, she \_\_\_\_\_
8. The Mambas would have qualified for 2010 World Cup if they \_\_\_\_\_

## REMEMBER

### Third conditional

We form the third conditional by using *if + past perfect tense + past participle*.

- *If I had taken my chair, I would have sat on it.*
- *If the tourists had listened to me, they would have arrived well.*



## WRITING

Write a letter to a newspaper complaining about *chapa* drivers' behaviour.

**PRE-LISTENING**

Before you listen to the text answer the following questions:

1. Are you happy with the education system in Mozambique?
2. What do you think needs to be changed?

**LISTENING**

Listen to your teacher and complete the gaps with the words from the box.

organized   literacy   oldest   founded   programmes   sufficient

## Education in Mozambique

Education in Mozambique is \_\_\_\_\_ in three main stages: primary education, secondary education and higher education. By 2003, the \_\_\_\_\_ rate was 48%. The largest and \_\_\_\_\_ university is Eduardo Mondlane University (UEM) in Maputo, \_\_\_\_\_ in 1962. Although Mozambique has a public national education system, several educational \_\_\_\_\_ and initiatives are mainly funded and supported by the international community. According to USAID (United States Agency for International Development), as of 2009 Mozambique still lacks \_\_\_\_\_ schools and teachers to guarantee education for the nation's youth. An estimated 60% of adults still cannot read and write, with the illiteracy rate higher among women.

<http://en.wikipedia.org> (adapted)



**IMPORTANT VOCABULARY**  
 stage – fase, grau  
 lack – ter falta de  
 rate – taxa

**VOCABULARY**

Find in the text the antonyms of the following words:

1. fund
2. sufficient
3. guarantee

### COMPREHENSION

Say whether the following statements are true (T) or false (F).

1. Mozambican's educational system is disorganised. \_\_\_\_\_
2. There is only one university in Mozambique. \_\_\_\_\_
3. The illiteracy rate was 48% before 2003. \_\_\_\_\_
4. There is a public national educational system in Mozambique. \_\_\_\_\_
5. The government finances and supports all educational needs. \_\_\_\_\_
6. There are enough schools and teachers. \_\_\_\_\_
7. 60% of adults cannot read or write. \_\_\_\_\_
8. Most women cannot read or write. \_\_\_\_\_

### SPEAKING

1. Think of the problems our educational system is facing. Write them down and then discuss with a partner ways to solve these problems.
2. Do you agree with the description of our educational system? What do you think was left out or was not mentioned at all? Express your opinion to the class.

### GRAMMAR

Write sentences about things you did in the past using the following verbs. An example has been done for you.

*e.g. The other day, I bought a dictionary.*

1. get \_\_\_\_\_
2. see \_\_\_\_\_
3. play \_\_\_\_\_
4. visit \_\_\_\_\_
5. buy \_\_\_\_\_
6. go \_\_\_\_\_
7. think \_\_\_\_\_
8. copy \_\_\_\_\_
9. know \_\_\_\_\_
10. put \_\_\_\_\_
11. be \_\_\_\_\_
12. come \_\_\_\_\_
13. cut \_\_\_\_\_
14. have \_\_\_\_\_



**REMEMBER**  
**Past simple: irregular verbs**  
 The past simple is used to talk about events, activities, or routines that took place at a specific time in the past.  
 Examples:  
 • I **grew up** in Maputo.  
 • Marta **went** to South Africa.  
 • Last night I **fell asleep** very late.

### WRITING

Research about Josina Machel's life. What did she do in the past?

## PRE-READING

Deforestation and soil erosion affect most of our communities. Discuss possible ways of reducing this problem.

## READING

Read the text.

Erosion is the process by which soil and rock are removed from the Earth's surface by natural processes such as wind or water flow and then transported and deposited in other locations. This is a natural process although some human activities have hastened it. Like any other natural process, it has serious consequences to human beings: desertification, loss of productive soil leading to poor crop production. However there are some simple measures we can take to reduce soil erosion:

- I. **Gardening:** The grass and trees you plant or even the fences you put up in a garden will prevent heavy rain from beating down on your land and keep the top soil in place. It will also prevent the soil from drying up and getting blown or washed away.
- II. **Plant Wind Breakers:** In areas prone to gusty winds, plant wind breakers in the form of trees, hedges and bushes or even put up a wooden/plastic fence.
- III. **Avoid Leaving Land Barren:** On land that is not in use one should plant a 'cover crop'. This helps your land in two ways; to begin with it prevents soil erosion and also provides nutrients for the land in the form of nitrogen fixers if certain cover crops are used.

If we follow the steps mentioned above it will help prevent the erosion of the earth, and in the process maintain and preserve our environment.

*www.buzzle.com (abridged and adapted)*



### IMPORTANT VOCABULARY

hastened – *aceleraram*  
desertification – *desertificação*  
gusty – *forte, turbulento*

## VOCABULARY

Find a word or words that mean the same as the ones below. An example has been given.

*e.g. big: huge, large, gigantic*

1. consequences
2. prevent
3. process

## COMPREHENSION

Answer the questions about the text.

1. Define soil erosion.
2. What are the causes of soil erosion?
3. Mention some of the disadvantages of soil erosion.
4. Describe how each and every one of us one can help reduce soil erosion.
5. Which human activities have accelerated soil erosion?



## SPEAKING

In groups of four discuss some of the things that people in your community need to do so as to reduce soil erosion.

## GRAMMAR

Complete the following sentences with the modal verbs: can, could, shall and will.

1. If you have a garden you \_\_\_\_\_ plant bamboo fences.
2. \_\_\_\_\_ you stop buying plastic bags?
3. You \_\_\_\_\_ pay your bills online, that way you cut down on paper use.
4. \_\_\_\_\_ we plant a tree in our yard?

## WRITING

Conduct a research to find out how important people think it is to preserve the environment.

## PRE-READING

Before you read the text express your opinion on the below statement:

- Many young girls quit school to get married because they think marriage is the solution to their problems.

## READING

Read the following text and fill in the gaps with the correct form of the verbs in brackets.

Hello, my name is Marta. I want to tell you how I became a teacher. My first dream was to be an economist. I \_\_\_\_\_ (*grow up*) in a small village near the border with Swaziland. I \_\_\_\_\_ (*go*) to one of Namaacha village's primary schools of those days; I \_\_\_\_\_ (*study*) very hard. My parents, but especially my mother, always insisted that I should go to school, despite the fact that they can't read or write their own names. My mother \_\_\_\_\_ (*know*) the value of education. As the innocent girl that I was, I strictly obeyed my mother, who took herself as an example of someone who did not go to school and felt sorry for it.

My father, even though he \_\_\_\_\_ (*work*) a lot, didn't earn enough money to buy me the school uniform. When I \_\_\_\_\_ (*start*) school I had no shoes, jersey or school bag. Actually, what comforted me was the fact that there were many students in the same conditions as myself; but I always \_\_\_\_\_ (*enjoy*) school. When I finished the fourth grade, I moved to secondary school. Things got even worse, because the school was far from home. I was lucky because I was attending afternoon classes and so I didn't feel the cold mornings of winter.

When I was in seventh grade I started having new subjects like Physics, Chemistry and English. I was eager to learn a new language and whenever the teacher \_\_\_\_\_ (*come*) I was always there and paid attention to his explanation. He was the most hated teacher in our school, because he used his pointing stick to hit everyone who \_\_\_\_\_ (*get*) the wrong answers. Students used to call him "teacher stick". In fact he \_\_\_\_\_ (*like*) me because I never disappointed him. I was one of his favourite students in my class and my passion for English started right there, though this annoyed my classmates that used to call me "Miss Stick".



When I finished my ninth grade I \_\_\_\_\_ (*want*) to go the Institute of Languages to be trained as an English language teacher, but that very same year the Institute stopped recruiting trainees, so my dreams of becoming an English language teacher were postponed and I \_\_\_\_\_ (*go*) to another Teacher Training school where I was to be trained as a History and Geography teacher.

My father thought that the best thing for me was to find a man to marry me. Unfortunately, I \_\_\_\_\_ (*not / finish*) my course because someone had invited me to Mandela's land to continue my studies. Things did not go the way I \_\_\_\_\_ (*think*) they would. I returned home with my South African metric level. I had one thing in mind: graduate and I ran after my dreams. Today, I'm a qualified teacher with a University degree. I like my job and I believe that good days are still to come, thanks to my parents who always \_\_\_\_\_ (*do*) their best to get me educated. I can be sure that today they are proud of me and now I can have children because I can give them better education. So I urge all girls to go to school and put marriage aside, at least for some time. Getting married is never a solution for women's empowerment and we shall never be able to eradicate poverty without education.

**VOCABULARY**

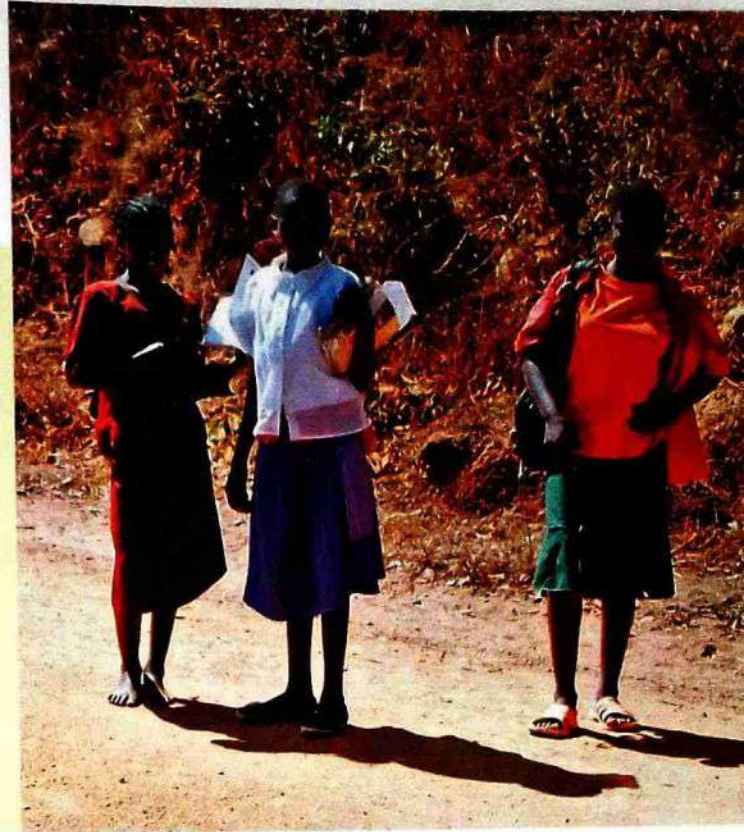
Find the antonyms of the following words:

- |             |              |
|-------------|--------------|
| 1. innocent | 2. eradicate |
| 3. eager    | 4. postpone  |

**COMPREHENSION**

Answer the questions about the text.

1. What title do you suggest for this text?
2. What was Marta's dream?
3. Mention some of the things a student needs, but Marta didn't have.
4. Who encouraged her to study?
5. Why was her favourite teacher the most hated one in her school?
6. What's the meaning of the word *urge* in the last paragraph?
7. What is Marta's advice to all girls?

**GRAMMAR**

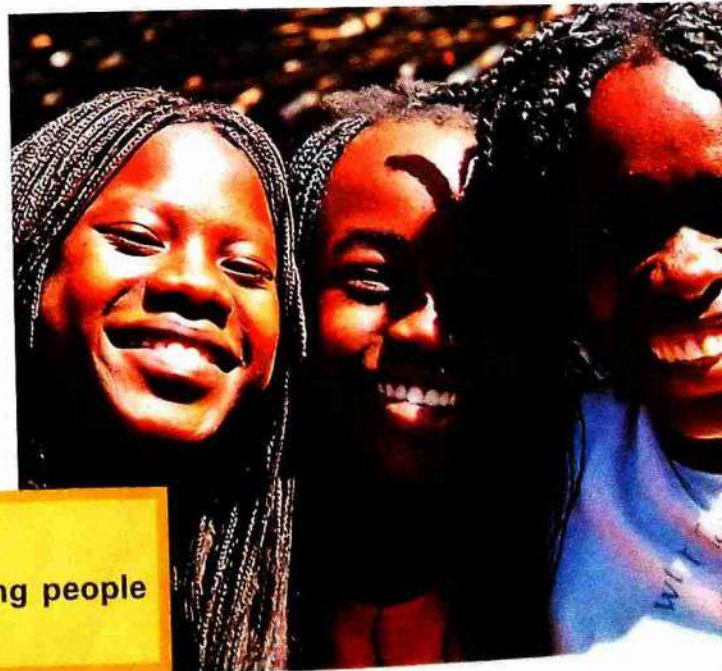
1. Complete the following sentences with **should** or **should not**.

1. Female students \_\_\_\_\_ wear earrings at school.
2. Parents \_\_\_\_\_ give pocket money to their children when they go to school.
3. Primary teachers \_\_\_\_\_ have the twelfth grade.
4. The international community \_\_\_\_\_ stop funding our education.
5. We \_\_\_\_\_ study hard.

2. Write sentences with the connectors **and**, **or**, **because**, **when**, in order to.

3. Complete the sentences with **a** or **an**.

1. I have \_\_\_\_\_ big house.
2. Give him \_\_\_\_\_ orange. He will be very happy.
3. The government is building \_\_\_\_\_ new hospital in Montepuez.
4. She is \_\_\_\_\_ honourable lady.
5. I was in \_\_\_\_\_ helicopter last night.
6. She gave me \_\_\_\_\_ egg.
7. She has \_\_\_\_\_ Italian husband.

**WRITING**

Write a report about the reasons why young people do not go to school in your community.

## PRE-READING

1. Who was the first president of Mozambique?
2. What do you know about him?

## READING

Read the text and then do the exercises that follow.

Samora Moises Machel was born on September 29, 1933, in Chilembene, Gaza province, in the south of Mozambique. Like the great majority of Mozambicans of his generation, he grew up in an agricultural village and attended mission elementary school. Machel completed the fourth grade, the prerequisite certificate for any higher education. Most youngsters aspired to complete elementary school and perhaps learn a skill, but most found it difficult. Machel's hopes for higher education were frustrated by Catholic missionaries who refused to grant him a scholarship. Without financial assistance it was difficult for most Africans to pay school fees, room and transport.

Machel hoped to train as a nurse, one of the few professions which had been open to blacks, although on a subordinate basis, since the early 20th century. Unable to secure the fees to complete formal training at Miguel Bombarda Hospital in Lourenço Marques (today Hospital Central de Maputo), he got a job working as an aide in the hospital and earned enough to continue his education at night school. He worked at the hospital until he left the country to join the nationalist struggle.

Machel, like so many others, suffered under colonial rule. He saw the fertile lands of his community on the Limpopo River being appropriated by white settlers. His family worked unprofitable and arduous cotton plots to comply with the colonial government's cultivation scheme, and they lost loved ones to work accidents and illnesses resulting from the unsafe and unhealthy work conditions prevailing in the mines, farms and construction companies which employed thousands of Mozambicans. As an educated black working in the capital city in the heyday of colonialism, Machel faced the arrogance and racism and was despised by black workers throughout the country.

Machel was a member of the first group of Frelimo soldiers sent to Algeria for military training. Once he completed the training program, Machel returned to Tanzania and served as an instructor at Frelimo's Kongwa military training camp. By September 25, 1964, when Frelimo launched the armed struggle, 250 guerrillas had been trained for combat. Machel coordinated guerrilla strategy for the Niassa campaign. Two years later, upon the death of Frelimo's Secretary of Defence Filipe Magaia, Machel became Secretary of Defence and then Commander-in-chief of the army, positions he held throughout the war.

Under Machel's leadership Frelimo's military campaign made some key inroads and suffered some devastating setbacks. He emphasized the expansion of the military effort, but insisted that it proceed hand in hand with the political effort. The armed struggle gained momentum in 1973-1974. In 1974, a combination of factors, not the least of which was Frelimo's tenacious military drive, led to the 25<sup>th</sup> of April military coup in Portugal and the subsequent collapse of Portuguese colonialism.

Upon this juncture, Machel and Frelimo's leadership held out for full independence and progress toward socialism, rejecting proposals toward compromise. They increased military pressure and by September 1974 Portugal had agreed to grant Mozambique's independence under Frelimo rule, which officially took place on June 25, 1975.

After independence, Machel became the first president of the People's Republic of Mozambique and remained in office until his death in October 1986.

### IMPORTANT VOCABULARY

grant - *conceder*

struggle - *luta*

heyday - *auge*

## VOCABULARY

Find the synonyms of the words below in the text.

- a) subordinate: \_\_\_\_\_  
 b) aide: \_\_\_\_\_  
 c) devastating: \_\_\_\_\_  
 d) tenacious: \_\_\_\_\_  
 e) coup: \_\_\_\_\_

## COMPREHENSION

Answer the questions about the text.

1. Where and when was Samora Machel born?
2. Why was it difficult for Samora Machel to get an higher education?
3. Explain the kind of life most people led during the colonial era.
4. What was Machel's professional dream?
5. Where was he trained as a soldier?
6. What happened on September 25, 1965?
7. When did he become Secretary of Defence?
8. When did Portugal agree to grant Mozambique independence?

## SPEAKING

Discuss with a partner.

- Do you think Samora is being honoured by today's youth?
- What should the government do in order to honour national heroes?

## GRAMMAR

Use the expressions in brackets and write sentences in the past simple.

e.g. football / play / (last week) → I played football last week.

1. cook / mother / rice / (3 days ago) \_\_\_\_\_
2. school / to / Mara / walk / (a month ago) \_\_\_\_\_
3. eat / dinner / my / I / (some minutes ago) \_\_\_\_\_
4. Mozambique / war / at / be / (in the 60's) \_\_\_\_\_
5. fail / 10<sup>th</sup> grade / Luis / (a year ago) \_\_\_\_\_
6. we / grandmother / my / visit / (Monday) \_\_\_\_\_

### Past simple (revision)

We use the following expressions with the past simple: yesterday, the day before yesterday, last night, last Monday, last week, last month, last year, a few minutes ago, two days ago, a month ago, long ago.  
 e.g. Samora died many years ago.



**PRE-READING**

1. Should Africans living abroad be involved in political matters of those countries they are living in?
2. Many African countries turn to the west to learn how to be democratic. Do you think that the west should be looked at as a role model when it comes to democracy?

**READING**

Read the text and then do the vocabulary and reading comprehension exercises that follow.

Barack Hussein Obama II was born on August 4, 1961, and he is the 44<sup>th</sup> and current president of the United States of America. He is the first African American to hold the office. Obama previously served as the junior United States senator from Illinois, from January 2005 until he resigned, after his election to the presidency, in November 2008.

Originally from Hawaii, Obama graduated from Columbia University and Harvard Law School, where he was the president of the Harvard Law Review. He was a community organizer in Chicago before earning his law degree. He worked as a civil rights attorney in Chicago and taught constitutional law at the University of Chicago Law School from 1992 to 2004.

Obama served three terms in the Illinois Senate from 1997 to 2004. Following an unsuccessful bid for a seat in the U.S. House of Representatives in 2000, he ran for United States Senate in 2004. Several events brought him to national attention during the campaign, including his victory in the March 2004 Democratic primary and his prime-time televised keynote address at the Democratic National Convention in July 2004. He won election to the U.S. Senate in November 2004. His presidential campaign began in February 2007, and after a close campaign in the 2008 Democratic Party primaries against Hillary Rodham Clinton, he won his party's nomination.

In the 2008 general elections, he defeated Republican nominee John McCain and was inaugurated as president on January 20, 2009.

As president, Obama signed economic stimulus legislation in the form of the American Recovery and Reinvestment Act in February 2009. On October 8, 2009, Obama was named the 2009 Nobel Peace Prize laureate. In March 2010, Obama signed the Patient Protection and Affordable Care Act into law, the first comprehensive health care reform legislation in decades.



*www.imbd.com/biographies* (adapted)

## VOCABULARY

Write sentences with the following words used in Obama's biography.

1. resign
2. attorney
3. bid
4. nominee
5. laureate
6. legislation

## COMPREHENSION

Based on the text answer the questions.

1. What was Obama's occupation before being elected as president of the United States?
2. Where was he born?
3. Mention some of the things he did before being elected as president.
4. What brought him to national interest?
5. Who was his rival during the 2008 elections?
6. Mention some of the things he did after being elected as president.
7. Why is he so famous worldwide?

## SPEAKING

In groups of four discuss the following question:

What makes an outstanding president: is it his/her race, sex, background or political party?

## GRAMMAR

Join the following sentences with a correct connector from the box. Follow the example.

and    but    or    so    because

*e.g. Maputo is a nice city. It is very crowded. Maputo is a nice city, **but** it is very crowded.*

1. We stayed at home. We played chess.
2. Anna and Maria slept outside. It was very hot last night.
3. The film was very boring. We left early.
4. Maida plays football. Faida plays football.
5. I went to bed early. I was not feeling well.
6. The Adams had no money. The Adams walked to school.
7. Excuse me, may I talk to the manager? May I talk to the secretary?
8. FRELIMO won the elections. FRELIMO had many votes.
9. Ronaldo could not play last night. He was injured.
10. I want a coke. I want a beer.

## WRITING

Imagine you are a journalist. Write five questions you would ask to the first African American president.

## PRE-READING

Before you read the two texts below, discuss the topics that follow.

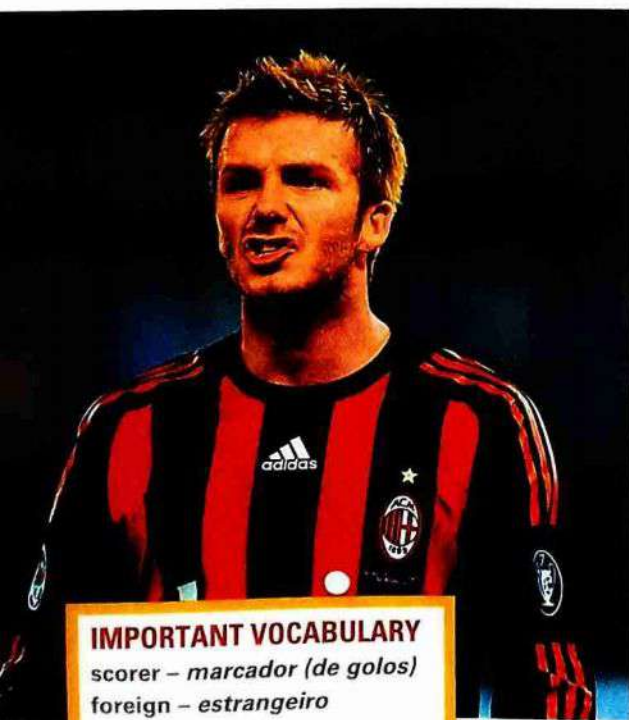
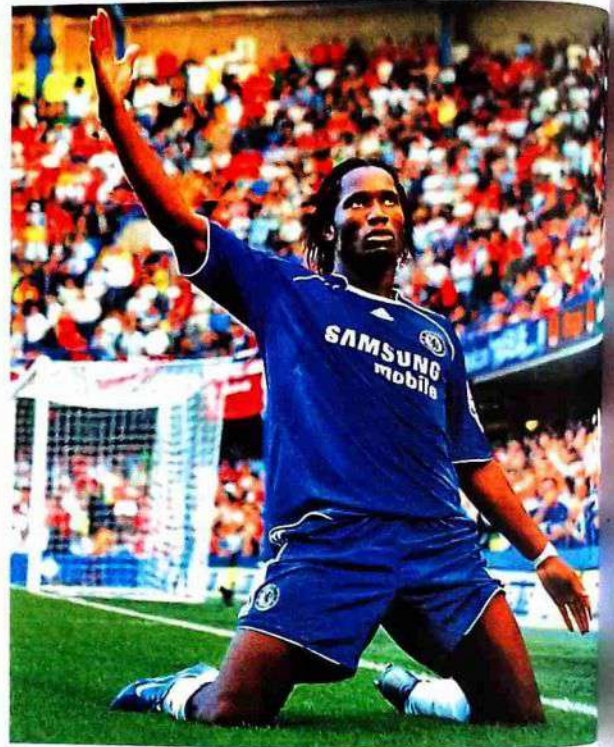
1. African footballers are not as good as European footballers.
2. African footballers aren't so famous as European footballers.
3. Europeans have the money whilst Africans have the talent. No wonder most best African players are successful in Europe.

## READING

Read Drogba and Beckham's biographies and then do the vocabulary and reading comprehension exercises that follow.

Didier Yves Drogba Tébily was born on March, 11, 1978. He is an Ivorian professional footballer who plays in the centre forward position. He currently plays for Chelsea in the Premier League and he is the captain and all-time top scorer of the Ivory Coast's national football team. He has scored more goals for Chelsea than any other foreign player and he is currently Chelsea's 6<sup>th</sup> highest goal scorer of all time.

He scored decisive goals in the 2005 FA Community Shield and League Cup Final and helped the club win their first Premier League title in many years. Drogba came to fame as one of the world's foremost strikers in 2006 as he won the league title with Chelsea – again – and captained the national team for the first time. In the 2006 World Cup he scored Ivory Coast's first goal of the competition and he was chosen as the 2006 African Footballer of the Year.



### IMPORTANT VOCABULARY

scorer – *marcador (de golos)*

foreign – *estrangeiro*

treble – *tríplo*

David Robert Joseph Beckham was born on May 2, 1975. He is an English footballer born in Leytonstone, London. He is a midfielder. He is noted for the quality of his crossing and ability to hit free kicks and corners, particularly at long-range free kicks and also for his marriage to a "Spice Girl". He has played most of his career for Manchester United. Although there are possibly many better current players in the world of football, none is as famous as Beckham.

In the 1998-99 seasons, he was part of Manchester United's team that won the "treble" – Premier League, FA Cup and Champions League, an unprecedented deed in English football, which earned the club's manager, Alex Ferguson, a knighthood. In total, Beckham scored 86 goals in 397 games for Manchester United, a rate of roughly 2 goals every 9 games, highly creditable for a midfielder.

## VOCABULARY

Explain the meaning of the following words:

1. striker

2. title

3. crossing

4. knighthood

## COMPREHENSION

Answer these questions about the texts.

1. What is Drogba's nationality?
2. In what position does he play?
3. Mention three reasons that make him such a famous person.
4. What is Beckham's nationality?
5. In what position does he play?
6. Mention three reasons that make him such a famous person.



## SPEAKING

**Debate:** most African players playing in Europe help their clubs win important matches, but when they play for their national teams they don't seem to be the international stars that shine in Europe. Why do you think this happens?

## GRAMMAR

Read the two texts and compare the players.

e.g. Beckham is **older** than Drogba.

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### REMEMBER

#### Irregular adjectives

Adjective	Comparative
bad	worse
far	further
good	better
old	elder

### Adjectives – comparative degree

Comparative of	Rules
Superiority	<ul style="list-style-type: none"> <li>Words with one syllable form the comparative of superiority by adding <b>-er + than</b>. <i>Drogba is faster than Beckham.</i></li> <li>Words with more than two syllables form the comparative of superiority with <b>more + than</b>. <i>Drogba is more beautiful than Ronaldinho.</i></li> </ul>
Equality	<ul style="list-style-type: none"> <li>All words form the comparative of equality by placing the adjective between <b>as... as</b>. <i>Drogba is as fast as Ronaldinho.</i></li> </ul>
Inferiority	<ul style="list-style-type: none"> <li>All words form the comparative of inferiority with <b>less + adjective + than</b>. <i>Beckham is less athletic than Figo.</i></li> </ul>

## WRITING

Imagine you are writing about a famous person. Develop your ideas in a short paragraph using your imagination. Don't forget to mention:

- When did he/she start his/her career and what was his/her first public appearance.
- What is his/her background (place of birth, family, ...).

## PRE-READING

Before you read the text discuss the following statements:

1. What is your favourite type of music?
2. Many youth look down upon jazz music; they think it is for the elderly. Do you agree or disagree with this statement? Why?

## READING

Read the text and then do the vocabulary and reading comprehension exercises that follow.



Moreira Chonguica is the top Mozambican saxophonist. He was born in Maputo, and moved to Cape Town in 1997. Both his father and his uncle introduced him to music: his father played the guitar and sang and his uncle played the double bass. They listened to musicians like Fela Kuti, Manu Dibango, Miles Davis, Hugh Masekela, Pable Milanes and many others.

As a young boy, his parents used to take Moreira to Johannesburg to visit his family, including his late uncle Lucky Michaels who owned the famous Pelican jazz club in Soweto, where all the big jazz artists used to go and play.

When Moreira was 7, he was sent to the National School of Music in Maputo (Escola Nacional de Música). He first began singing in the choir and playing the recorder. A few years later he changed to classical clarinet which he played for about five years. Watching one of Miles Davis's last performances in Paris, where he featured the great Kenny Garret, inspired Moreira to play alto sax. Moreira graduated with a degree in Jazz Performance and an honours degree with distinction in Jazz Performance at the South African College of Music, at University of Cape

Town in 2000. Moreira has a huge affection for the National School of Music (Escola Nacional de Música) in Maputo and at the release of his album *The Journey* in Maputo, in November 2005, he donated the door takings to that school for its upkeep. He also spends time persuading businessmen to help the school through sponsorship.

In Cape Town Moreira teaches saxophone and life skills to young aspiring musicians at a community school in Kensington called "Xulon Musictech".

As a Mozambican who has lived and played all over the world, Moreira is very excited about the music South Africans produce. He loves working and playing from Cape Town, although he regularly visits Mozambique to stay in touch with its vibrant music scene.

Moreira has performed on many CDs of top South African musicians, for example Judith Sephuma, Alvin Dyers, Jimmy Dluclu, Loading Zone, Selaelo Selota, Stewart Sukuma, Mabulu Project (*Soul Marrabenta*) and Wanda Baloyi.

### IMPORTANT VOCABULARY

choir - *coro*

huge - *enorme*

persuading - *persuadir*

### VOCABULARY

Based on the text write down words that are related to music.

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### COMPREHENSION

Say whether the following statements are true (T) or false (F).

1. Moreira was born in Cape Town in 1997. \_\_\_\_\_
2. His father was a singer. \_\_\_\_\_
3. His uncle had a jazz club in Maputo. \_\_\_\_\_
4. Moreira's first contacts with music were at school. \_\_\_\_\_
5. He likes to sing with other African singers. \_\_\_\_\_
6. He never went to any music school. \_\_\_\_\_
7. He has performed with many South African artists. \_\_\_\_\_

### SPEAKING

In groups of four discuss the following questions:

- Why is it important to sponsor music schools in Mozambique?
- Do young people who want to study music in our country have the right conditions to do so? Justify your answer.

### GRAMMAR

Write sentences comparing the following items/subjects (use the comparative of superiority, inferiority or equality). One has been done for you.

e.g. glass / diamonds (beautiful) – Glass is **less beautiful than** diamonds.

1. jazz / pop music (pleasant)
2. Moreira Chonguica / Judith Sepuma (good)
3. classical music / rock (noisy)
4. English / Portuguese (easy)
5. Maputo / Nampula (big)

### WRITING

Write a composition expressing your opinion about Mozambican or African musicians. The following topics may help you:

- Think of the many problems African musicians face in their careers.
- Some have tried to create an association to help those in need, some just live their lives and try to forget about the rest.
- How do you feel about the way they are treated?

## PRE-READING

Before you read the interview below, work in pairs and discuss the following statements:

1. Hip hop singers are people who never go to school.
2. Hip hop promotes violence among young people and should be banned in our country.

## READING

Now read an interview of a local hip hop group called ELEX, famous for their song "Dia feliz".

**Journalist:** Hello, how are you?

**Elex:** We are fine, thanks... Never been better...

**Journalist:** What is the story behind the name Elex?

**Elex:** Well, the story behind ELEX... we were three friends (D-Lon, Kiko and Turaz) who had something in common: to make good hip hop music, so we got together and fulfilled that dream. We did well, 'cause today we're one of the biggest hip hop groups in our country.

**Journalist:** What are your backgrounds?

**Elex:** We were all born in Maputo. We all grew up near our parents and relatives. We were influenced by international hip hop and other types of music that our parents listened to, but we fell in love with hip hop.

**Journalist:** How did you all get into music and how did the group come together?

**Elex:** Our parents listened to great music at home, and that influenced us very much. I (D-Lon) listened to all sorts of music like r&b, jazz, soul, afro 'cause my dad likes those types of



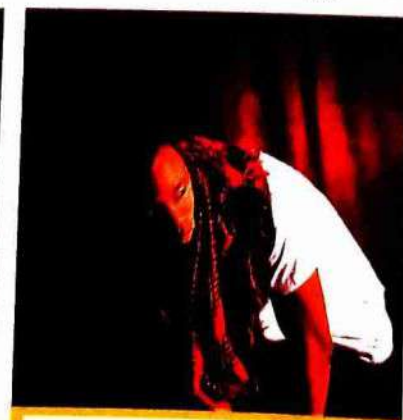
music. Turaz listened to pop music and jazz and so did Kiko. The group came together, because me and Kiko were neighbours. Then I got into this private school called Colegio Kitabu and I met Turaz; shortly after we met, he joined the group. In those days (2002) solo artists were not common; all dudes that sang had to be in a group.

**Journalist:** What was your first big break?

**Elex:** Hearing our first song on the radio, at a hip hop show. Later that year, we were nominated revelation group of the year by the presenter of the hip hop show Helder Leonel.

**Journalist:** What inspires you to write your songs?

**Elex:** Our music is based on what life is about. For example, when we recorded our first video, we had a song called "Vou bazar" which means "I'm leaving". The song talks about things that happened in the past like: a Mozambican going to work in the South African mines, a student that is going to study abroad and a 21 year-old that is joining the army. These are the kind of things that people go through in our country.



### IMPORTANT VOCABULARY

fulfilled – *concretizámos*

sorts – *tipos*

solo – *a solo (individualmente)*

## COMPREHENSION

Answer the questions.

1. How many members has the band ELEX got?
2. What kind of music does the band play?
3. How did the members of the band get together?
4. Where was the band formed?
5. What is their inspiration to write the songs?

## WRITING

In no more than 120 words write a composition about your idol. Consider the following:

- his/her name;
- what he/she does;
- why is he/she your idol.

## GRAMMAR

Change these sentences into reported speech.

e.g. "I love rock music," Rhoda said.

Rhoda said that she loved rock music.

1. "We are fine." said Elex.
2. "We fell in love with hip hop." said one member of the band.
3. "Me and Kiko formed a group," said D-Lon.
4. "What was your first big break?" asked the journalist.
5. "These are things that people go through in our country," said the boys.
6. "How did you start to sing?" asked the journalist.
7. "Our music is based on what life is about," said Elex.

### Reported speech

Reported speech (also referred to as 'indirect speech') is used to report something someone has said.

e.g. D-Lon: *I listened to all sorts of music.*

D-Lon said (that) he **had listened** to all sorts of music.

As a rule, when you report something someone has said, you go back a tense, as shown in the table below:

Direct Speech	Reported Speech
Present Simple <i>"It's cold." she said.</i>	Past Simple <i>She said that it was cold.</i>
Past Simple <i>"I went to a concert." he said.</i>	Past Perfect <i>He said he had gone to a concert.</i>
Present Perfect <i>"They have been to Maputo." said the girls.</i>	Past Perfect <i>The girls said that they had been to Maputo.</i>
Future <i>"They will listen to the song." Peter said.</i>	Conditional <i>Peter said they would listen to the song.</i>

When the reported sentence contains an expression (time or place) or a pronoun, you also have to change them:

Expressions		Pronouns	
<i>this</i>	<i>that</i>	<i>I</i>	<i>he / she</i>
<i>here</i>	<i>there</i>	<i>we</i>	<i>they</i>
<i>today</i>	<i>yesterday</i>	<i>us</i>	<i>them</i>
<i>yesterday</i>	<i>the day before</i>	<i>my</i>	<i>his / her</i>
<i>these</i>	<i>those</i>		

**PRE-LISTENING**

1. Have you ever heard of William Shakespeare?
2. What is he famous for?
3. How can literature (short stories and poems) contribute for the promotion of peace?

**LISTENING**

Listen to your teacher and complete the text with words from the box.

considered

official

wrote

brilliant

handful

managed



**William Shakespeare**

William Shakespeare was born in April 1564. He is \_\_\_\_\_ to be the greatest writer in English history. Indeed, the English Renaissance is also called “the age of Shakespeare”. As a playwright, he \_\_\_\_\_ to succeed in both tragedy and comedy. He also wrote 154 sonnets, two narrative poems and a \_\_\_\_\_ of shorter poems; several of his plays feature songs that are among the finest lyric poems in English. These arguably feature amongst the most \_\_\_\_\_ pieces of English literature ever written, because of Shakespeare’s ability to rise beyond the narrative and describe the deepest and the most profound aspects of human nature.

Shakespeare \_\_\_\_\_ his works between 1588 and 1613, although the exact dates and chronology of the plays attributed to him remain relatively uncertain.

As the son of a prominent town \_\_\_\_\_, William Shakespeare, most likely, attended the Stratford grammar school, which provided him with an intensive education in Latin grammar and literature. There is no evidence that his formal education extended beyond this.

**IMPORTANT VOCABULARY**

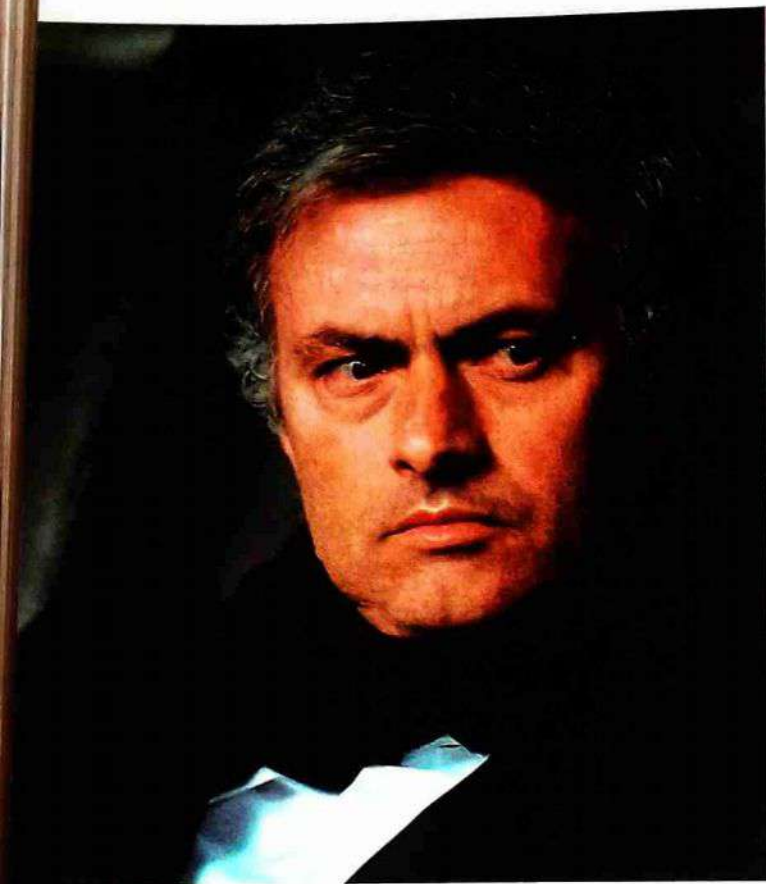
- sonnet – soneto (duas quadras e dois tercetos)
- handful – punhado
- feature – fazem parte de

## PRE-READING

Many people think that in order to be a successful football coach one needs to be a football player. Do you agree or disagree?

## READING

Read the text and then do the vocabulary and comprehension exercises that follow.



José Mário dos Santos Félix Mourinho was born on January 26, 1963, in Setúbal, Portugal, and is a successful football manager. He is the son of Portuguese goalkeeper Félix Mourinho. He never pursued a career as a player (although he did have minor stint in smaller clubs) but showed an impressive managing ability from an early age, by preparing match reports for his father. He was nicknamed “tradutor” (translator), as he worked with deceased Bobby Robson as interpreter (but soon started working as assistant coach) in FC Porto, and followed him to FC Barcelona where he even learned Catalan. When Robson left for PSV, he remained with the Spanish club and had the opportunity to work with Dutch coach Louis Van Gaal.

In 2000 his chance of coaching a team finally arrived, when he was picked by Lisbon’s Benfica to replace Jupp Heynckes after the fourth week of the Portuguese league. In nine matches he won five, having the same draws and losses (two). However, while he was popular, especially after a 3-0 win against Sporting, Benfica’s election

turned against the president João Vale e Azevedo and the newly-elected Manuel Vilarinho had already talked with another manager, who replaced him only a few weeks later.

The following season (2001-2002) he coached União de Leiria, leaving this club in fourth place in the Portuguese league, winning 9 games, drawing 7 and losing 3. He was later selected by FC Porto’s president Pinto da Costa to replace Octávio Machado as a manager of a lowly-motivated team, already out of the title dispute by week 19 and in risk of not playing in European competitions. Mourinho decided to coach FC Porto’s team and promised to win the following year’s championship; nevertheless, he clinched third place after a good 15 game run. He is currently coaching Real Madrid.

<http://wikipedia.org> (abridged)

## IMPORTANT VOCABULARY

match report – *relatório*

replace – *substituir*

pushed out – *afastado*

lowly-motivated – *pouco motivado*

## VOCABULARY

Use the following words to substitute the underlined ones in the text without changing their meaning.

1. chances

2. championship

3. reached

4. followed

## COMPREHENSION

Say if the following statements are true (T) or false (F).

1. José's father was a goalkeeper. \_\_\_\_\_
2. José was one of the best players in Portugal before he started coaching. \_\_\_\_\_
3. Before coaching he worked as a translator. \_\_\_\_\_
4. Benfica was the first team he coached. \_\_\_\_\_
5. He never coached FC Porto. \_\_\_\_\_
6. He once worked with Louis Van Gaal. \_\_\_\_\_

## SPEAKING

Talk about your favourite football player (or manager). Mention why you like him, which club he plays for and which position, what makes him famous and when and where he started his career.

## GRAMMAR

1. Write sentences using the following connectors: and, but, because and or.

2. Rewrite the following sentences in the reported speech.

1. "We are going to have a party on Friday." (*Sara said*)
2. "Bento and Maria are playing chess." (*he said*)
3. "My English teacher is very funny." (*Peter stated*)
4. "Last night I had a terrible dream." (*she said*)
5. "We had to pay for the food." (*they confessed*)
6. "My father is still studying." (*she mentioned*)



## WRITING

Write a short paragraph talking about your favourite singer. Mention why you like him/her and what makes him/her so special.

**PRE-READING**

Discuss the importance of Mozambicans learning English. Take into account the fact that Mozambique is surrounded by English-speaking countries. How can the learning of English help us?

**READING**

Read the text and then do the vocabulary and comprehension exercises that follow.



## Looking ahead towards self employment

I am Helio Alface and I live in Namaacha. I speak Changana, Portuguese and SiSwati. I am a businessman. I buy goods from Swaziland and sell them in Namaacha and Maputo. I sell food, clothes, wine, beer, cigarettes and bread. I face problems when I am in Swaziland because I do not speak English and most of the shops I buy my goods from belong to Indians who do not speak SiSwati. I have to take someone who speaks English to help me communicate when I go shopping in Swaziland. I envy my two sons who are learning English at school. I wish I had learnt English when I was at school. Today I would be not facing all these problems. Some of my friends advised me to attend night classes, but I do not have time as I have to deliver the goods to my customers. I wish one day one of my sons can teach me how to speak English.

**IMPORTANT VOCABULARY**

facing – *enfrentar*  
attend – *frequentar*

**VOCABULARY**

Write the synonyms of the following words:

1. envy

2. goods

3. attend

4. customer

## COMPREHENSION

Answer the questions about the text.

1. How many languages does Hélio speak?
2. What is his profession?
3. Where does he buy his goods?
4. What problem does he face when he's in Swaziland?
5. How does he solve the problem?
6. What was he advised to do by many of his friends?
7. What stopped him from following that advice?

## SPEAKING

1. Imagine you are one of Hélio's friends. Give your opinion on what he should do to solve his problem of not being able to speak English.
2. Discuss the importance of English in businesses in Mozambique and in the world.

## GRAMMAR

Rewrite the sentences below using **used to**. An example has been done for you.

*e.g. I cook on my own (20 years old) – I used to cook on my own when I was 20 years old.*

1. We ate at an expensive restaurant in Paris.
2. Chissano was the president of Mozambique in 2000.
3. Toni was my boyfriend.
4. (1987) I am going out with Tomas.
5. (three years ago) James goes on holiday every six months.
6. Mozambique a Portuguese colony.
7. (a decade ago) Matola was just a small industrial city.
8. I loved to chat with my neighbours. (in Tete)
9. Luís sold good second-hand shoes.



### **Used to – for past actions**

**Use:** we use 'used to' to talk about past actions that we no longer do in the present.

**Form:** 'used to' + main verb (infinitive form)

*e.g. I used to live in Matola. (Today I do not live there anymore.)*

*I used to play the guitar when I was ten. (I do not play the guitar anymore.)*

## WRITING

Write a composition about the importance of English when doing small cross-border businesses.

**PRE-READING**

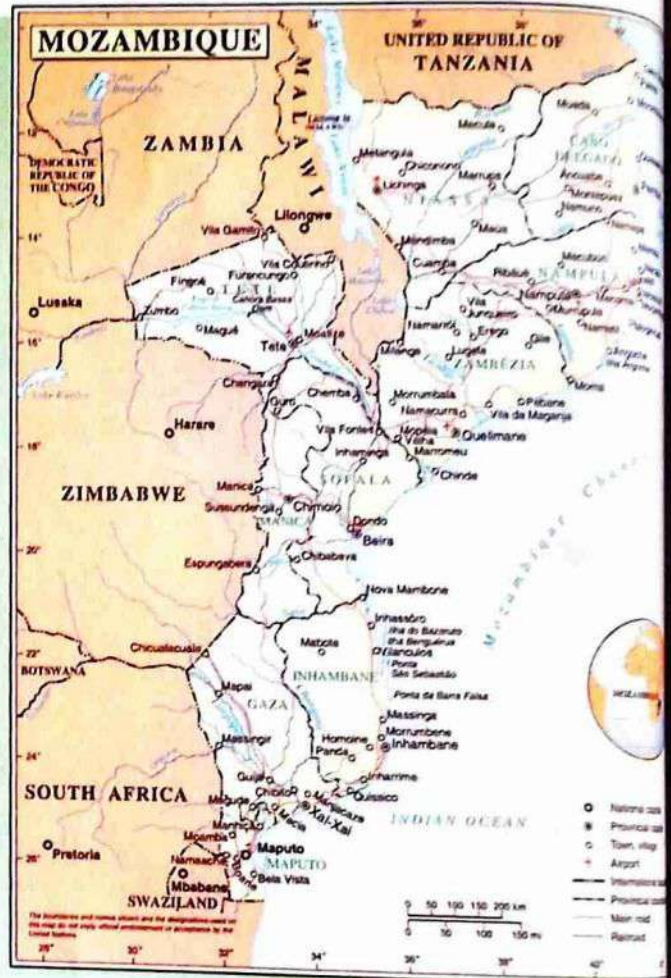
1. What do you understand by the term regional integration?
2. What are the problems that may come up due to regional integration?

**READING**

Read the text and then do the vocabulary and comprehension exercises that follow.

Mozambique is situated on the south-eastern coast of Africa. It is bordered by Tanzania to the north, Zambia, Malawi and Zimbabwe to the west and South Africa and Swaziland to the south. Mozambique has 11 provinces from north to south: Cabo Delgado, Niassa, Nampula, Tete, Zambézia, Manica, Sofala, Inhambane, Gaza, Maputo Province and Maputo City. Mozambique has a population of 20,530,714 inhabitants.

It is a member of SADC (Southern African Development Community) a southern African regional body that aims at improving the socio-economic collaboration and integration, as well as political and security matters among member states. Mozambique and Angola are the only Portuguese speaking countries. This fact led the Mozambican government to introduce English language learning at an early stage in primary schools. The main aim was to prepare its citizens to fully participate and socialize with other member states without drawbacks. The results can be noticed nowadays as many youngsters speak English and contribute to different regional matters. Although SADC is an economic organization, its impact among the population is reduced; very little has been done so far in order to improve living standards.



**IMPORTANT VOCABULARY**  
bordered – faz fronteira com  
led – levou  
youngsters – jovens

**VOCABULARY**

Find the synonyms of the words underlined in the text, without changing their meaning.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

## COMPREHENSION

Answer the questions about the text.

1. Where is Mozambique geographically located?
2. How many countries share borders with Mozambique?
3. How many inhabitants has Mozambique got?
4. Besides SADC, what other regional body is Mozambique a member of?
5. What was the problem faced by many Mozambicans who wanted to fully participate in regional issues?
6. How was the problem mentioned in paragraph two solved?
7. Do you think solving that problem was a big step for Mozambicans?

## SPEAKING

Imagine you have been invited to participate in a youth regional meeting about AIDS prevention. Discuss with a partner what you're planning to say and how you will represent your country.

## GRAMMAR

Write the sentences using a used to + infinitive structure:

1. there / cinema / used to / be / a / here
2. used to / long / hair / he / have
3. used to / lots / eat / of / I / fast food
4. a day / she / used to / 20 cigarettes / smoke
5. it / expensive / used to / very / be
6. used to / France / they / live / in



## REMEMBER

Asking questions (What...? Which...? How...?)

e.g. *Which book shall we take?*

*What colour is your car?*

*How old are you?*

Write what, which or how.

1. \_\_\_\_\_ time is it?
2. \_\_\_\_\_ way shall we take? The longest one or the shortest one?
3. Sheila said she killed that big snake. \_\_\_\_\_ did she kill it?
4. You have very nice classrooms in your school. \_\_\_\_\_ one is your classroom?
5. \_\_\_\_\_ is your favourite kind of sport?
6. \_\_\_\_\_ can I solve my problems?
7. I have seven cars. \_\_\_\_\_ one do you like the most?
8. What a delicious meal. \_\_\_\_\_ is your secret my dear?

## WRITING

In no more than 120 words, write a composition talking about the advantages and disadvantages of regional integration.

**VOCABULARY**

In the box below there are some banking/banks-related words. Find the odd ones out.

remote control   security   manager   cash   invest   account   PIN   withdraw   Xitiki  
 queue   teller   computer   ATM   month   borrow   interest   deposit   ATM card   lend  
 bed   pupil   enquiry   desk   investment   forms   money

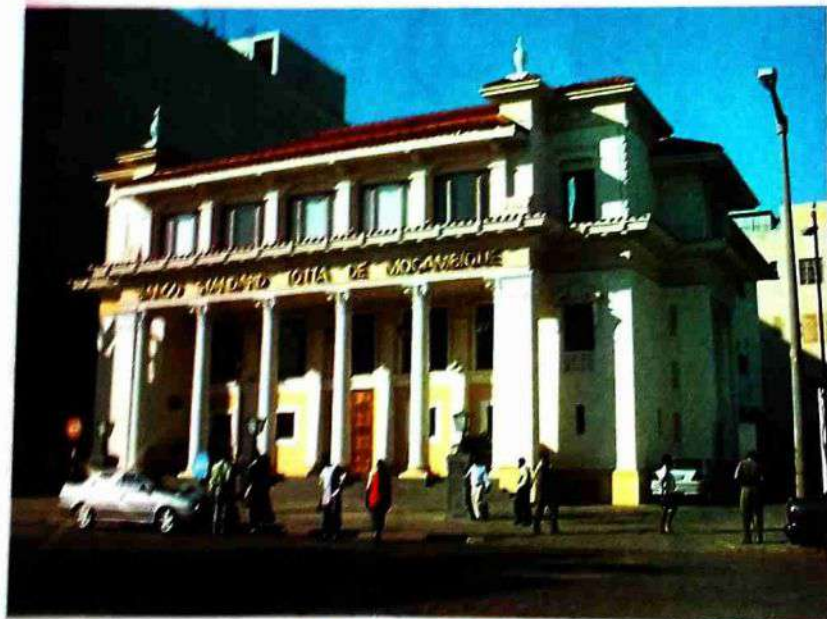
**PRE-READING**

What advice would you give to someone afraid of keeping its money in a bank?

**READING**

Complete the text using words from the vocabulary box above.

Most automatic teller machines or \_\_\_ 1 \_\_\_ are found outside a bank. If you want to deposit or withdraw \_\_\_ 2 \_\_\_, you can use your ATM card. Your personal identity number or \_\_\_ 3 \_\_\_ should be kept secret. When you insert your card, instructions and questions come up on the screen. You have to insert your PIN number and choose whether you want to deposit or \_\_\_ 4 \_\_\_ money. If you want to take out or \_\_\_ 5 \_\_\_ money, you must follow the instructions to do so. Some ATM's do not allow you to put in, or \_\_\_ 6 \_\_\_ cash because of the \_\_\_ 7 \_\_\_ risk. The ATM replaces a \_\_\_ 8 \_\_\_ in the bank to help its clients.



## SPEAKING

1. Discuss the importance of banks in the lives of many Mozambicans.
2. Some people complain about the way some banks operate in our country. Express your opinion on this matter. Say if you agree with the banking system or not. What do you think should be improved?

## GRAMMAR

Underline the nouns in the following sentences and decide whether they're countable or uncountable.

1. The boys are playing in the garden.
2. My mother makes great bread.
3. I'd like some water, please!
4. Illiterate adults learn through a special governmental programme.
5. My house has got seven windows.
6. I don't like lemonade.
7. How much money have you got?
8. I bought two tickets for the game.



### Countable and uncountable nouns

#### Countable nouns

Used to refer to things we can count.  
*I have got two **accounts** at the bank.*  
 They can be singular or plural.  
*I closed my **account**. / I closed my **accounts**.*  
 You need a/an in the singular.  
*I want to open **an account**.*

#### Uncountable nouns

Used to refer to things we cannot count.  
*I have **milk**. (You can count "bottles of milk", but not milk.)*  
 They can only be singular.  
*I'll have **wine**.*

## REMEMBER

You can use *some* and *any* with both countable and uncountable nouns.

## WRITING

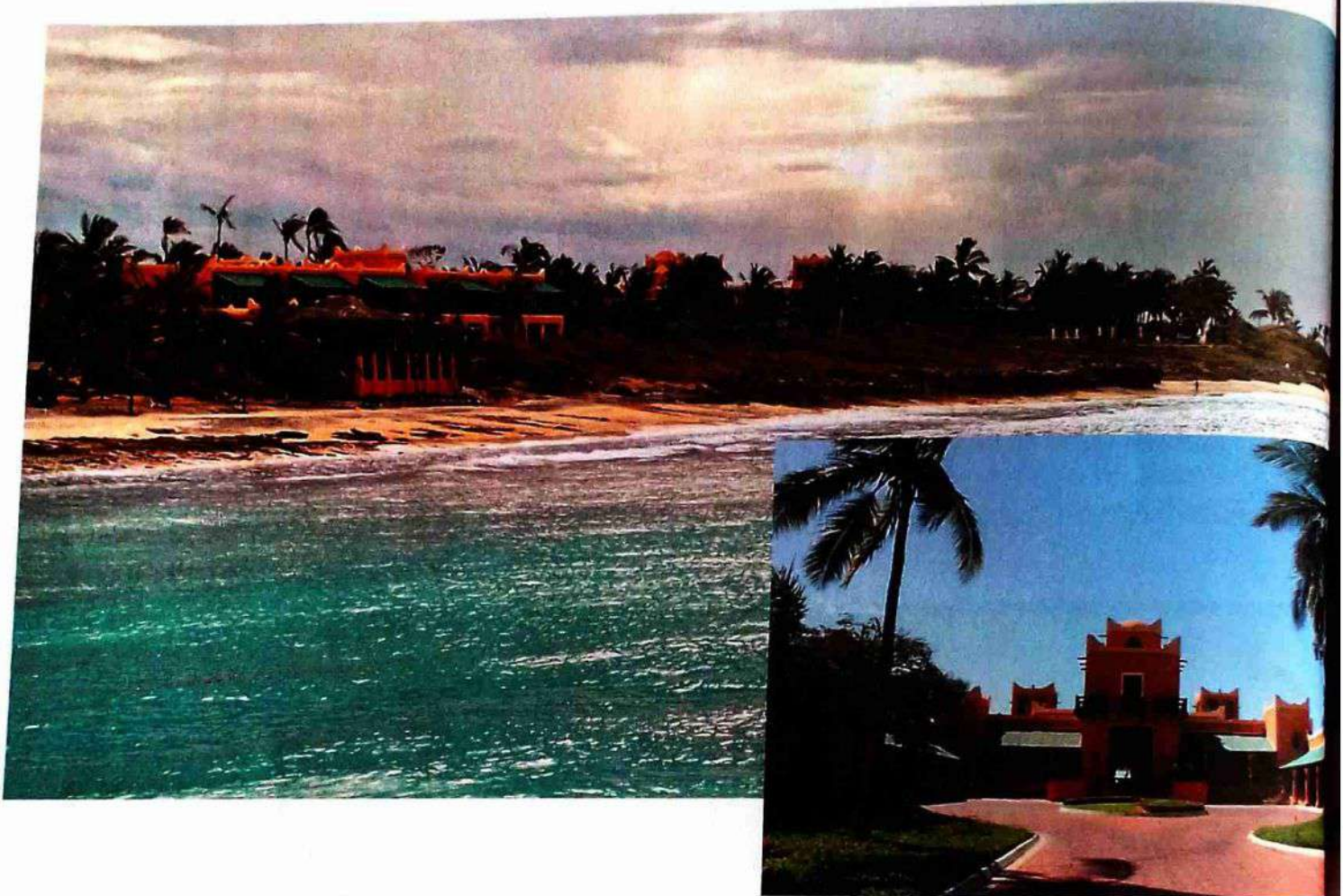
Write a composition about the dangers of keeping money at home and the advantages of using banks.

**PRE-READING**

There are people who think that tourism is for 'white' people. Express your opinion on this.

**READING**

Read the text and then do the vocabulary and comprehension exercises that follow.



## Tourism helps to promote English lessons in Inhambane

The number of people learning English in private and government schools has increased up to 20%. According to a joint report from the Ministry of Education and the Ministry of Tourism, the number of tour guides (including volunteer tour guides) as well as other tourism-related professionals has been growing for the past five years. The report stated that many youngsters are more and more interested in learning English to be able to communicate with as many tourists who visit Inhambane as possible. However, there is still a need to develop and increase the number of classes, as well as trained teachers to cope with this great increment. It is also expected that the number may double in forthcoming years.

**IMPORTANT VOCABULARY**

joint report – *relatório conjunto*  
cope – *lidar*

## VOCABULARY

Find the antonyms of the following words in the text:

1. growing
2. past
3. many
4. increase
5. neighbouring

## COMPREHENSION

Say whether the following statements are true (T), false (F) or not stated (NS).

1. Inhambane is a beautiful province. \_\_\_\_\_
2. Very few youngsters learn English in Inhambane. \_\_\_\_\_
3. There are many holiday resorts in Inhambane. \_\_\_\_\_
4. The report was written by the government. \_\_\_\_\_
5. Only 20% of people in Inhambane go to school. \_\_\_\_\_
6. The World Cup brought more schools to Inhambane. \_\_\_\_\_

## GRAMMAR

### 1. Choose the correct quantifier.

1. There aren't much / many hotels here.
2. How much / many money did she give you?
3. There aren't some / any bananas.
4. There is little / few milk.
5. We don't have plenty / enough juice.

### 2. Complete the sentences with the correct quantifier.

1. I have \_\_\_\_\_ friends, but they're the best.
2. Have you got \_\_\_\_\_ money to have lunch?
3. Susan has \_\_\_\_\_ health problems.
4. How \_\_\_\_\_ chairs has the room got?
5. There's \_\_\_\_\_ noise in the room.
6. Peter doesn't have \_\_\_\_\_ pets.
7. They don't have \_\_\_\_\_ bottles.

## WRITING

Imagine you have a friend who lives in Inhambane and is learning English. Write a letter to him/her advising him/her on how he/she can learn English as quickly as possible. Give your opinion on what should be done and how to do it.

### Quantifiers

Quantifiers are adjectives used to state the quantity or amount of something without using numbers.

Quantifiers answer the questions "How many?" and "How much?"

They can be used with plural countable nouns and uncountable nouns.

	Countable	Uncountable	
some	x	x	I have <b>some</b> money.
any	x	x	Do you have <b>any</b> money?
much		x	I don't have <b>much</b> money.
many	x		I have <b>many</b> friends.
few	x		I know <b>few</b> people. I'd like to know more.
a few	x		I know <b>a few</b> people; I know enough people to make me happy.
little		x	I know <b>little</b> French. It will be a problem if I travel to France.
a little		x	I know <b>a little</b> French, at least enough to communicate.
enough	x	x	I have <b>enough</b> pens.
plenty	x	x	I have <b>plenty</b> of friends.

**PRE-READING**

Discuss what could be done so as to improve the agricultural system in our country.

**READING**

Read the text.

# Integrated crop-livestock farming

Population growth, urbanisation and income growth in developing countries are fuelling a significant global increase in the demand for food of animal origin, while also aggravating the competition between crops and livestock (increasing cropping areas and decreasing rangelands). This means that something has to be done so as to minimise the situation. One of the ways is what has come to be called 'integrated crop-livestock farming'.

Integrated crop-livestock farming is the farming that involves looking for methods that aim at producing enough food and preserve pasture for animals to feed on. A common crop-livestock farming is the growing of lettuce and keeping of ducks on the same piece of land. The waste from ducks will be used as manure in the fields of lettuce; this manure will boost the harvest lettuce which in turn will provide food for the ducks.

An advantage of integrated crop-livestock farming is that the waste products of one component serve as a resource for the other. In this situation, a farmer is able to have both crops and livestock on the same piece of land. Above all, the faeces of livestock may be used in production of bio-energy that is maybe used in household lightening.

*www.ifad.org (adapted)*



**IMPORTANT VOCABULARY**  
aggravating – *agravando*  
rangelands – *pastagens*  
waste – *desperdício*  
boost – *augmentar*

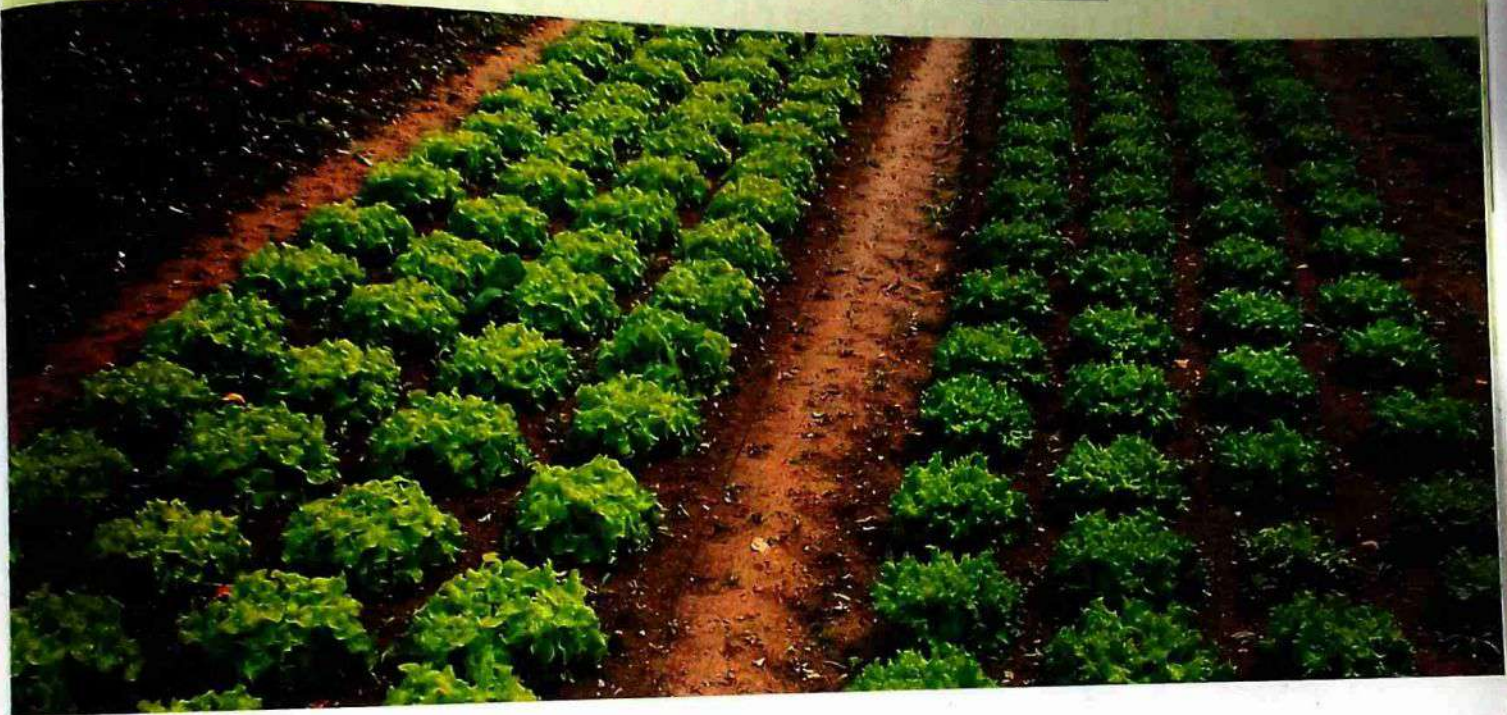
**VOCABULARY**

Find words that mean the same as the underlined ones in the text.

## COMPREHENSION

Say if the statements are true (T) false (F) or probable (P).

1. Population growth, urbanisation and income growth are good examples of integrated crop-livestock farming. \_\_\_\_\_
2. The high demand of food makes it hard for animals to have grazing lands. \_\_\_\_\_
3. Integrated crop-livestock farming can only be practiced in Africa. \_\_\_\_\_
4. Integrated crop-livestock farming may reduce poverty in our country. \_\_\_\_\_
5. Having enough crops and animals means farmers will not feel hunger. \_\_\_\_\_
6. There are advantages in practising integrated farming in Mozambique. \_\_\_\_\_



## SPEAKING

Discuss the advantages of having enough crops and animals in a community.

## GRAMMAR

1. Complete the following sentences with the words from the box in the gerund.

1. My sister is good at \_\_\_\_\_ (dance).
2. Many farmers are lazy \_\_\_\_\_ (plant) draught resistant crops.
3. Maria doesn't like \_\_\_\_\_ (keep) goats.
4. Farmers are afraid of \_\_\_\_\_ (swim) in the sea.
5. The teacher advised most of the farmers to stop \_\_\_\_\_ (smoke).
6. He is interested in \_\_\_\_\_ (make) new manure composts.

## WRITING

Write an essay about the importance of agriculture for the sustainable development of Mozambique.

**PRE-LISTENING**

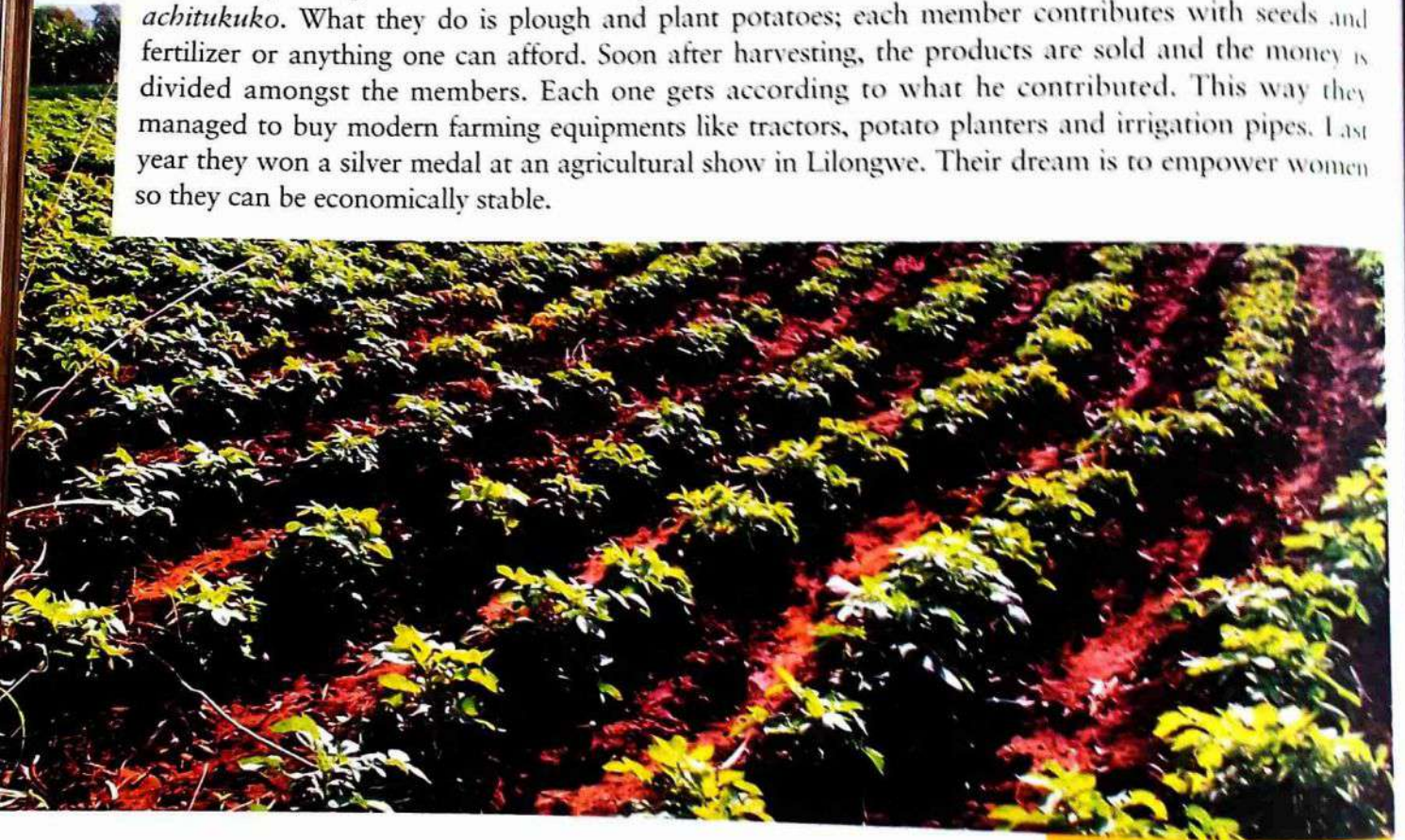
Discuss how agriculture could help in reducing poverty in our country.

**LISTENING**

Listen to your teacher reading the text.

## Community savings help farmers from Folutia

Nambewe, a local peasant farmer in Folutia, is a very happy woman as her idea of community savings has helped many farmers in her village. It all started as a joke five years ago when she lent some potato seeds to her neighbour and received double of what she had lent after harvesting. Other women soon started to do the same thing. After a couple of seasons, they decided to organise their community savings into a well-structured group that even lent out money. They called the group *ama achitukuko*. What they do is plough and plant potatoes; each member contributes with seeds and fertilizer or anything one can afford. Soon after harvesting, the products are sold and the money is divided amongst the members. Each one gets according to what he contributed. This way they managed to buy modern farming equipments like tractors, potato planters and irrigation pipes. Last year they won a silver medal at an agricultural show in Lilongwe. Their dream is to empower women so they can be economically stable.



**VOCABULARY**

Match the words with their corresponding meaning in the box below.

**IMPORTANT VOCABULARY**

joke – *brincadeira*  
lent – *emprestou*

Words	Meaning
a. harvest	1. A chemical product used in fields to help crops grow more successfully.
b. plough	2. An agricultural tool (as a noun); as a verb it means to cultivate.
c. fertilizer	3. To be secure or independent.
d. stable	4. To cut and gather a crop (a large quantity of a plant) to eat or sell.

## COMPREHENSION

Say if the following statements are true (T), false (F) or probable (P).

1. Nambewe is not a peasant farmer. \_\_\_\_\_
2. Women in Folotia are lazy. \_\_\_\_\_
3. Amai achitukuko's group has a chairperson. \_\_\_\_\_
4. The group is made up of children only. \_\_\_\_\_
5. Women do not contribute with money. \_\_\_\_\_
6. The group has won a medal abroad. \_\_\_\_\_
7. The members pay a fee every year. \_\_\_\_\_



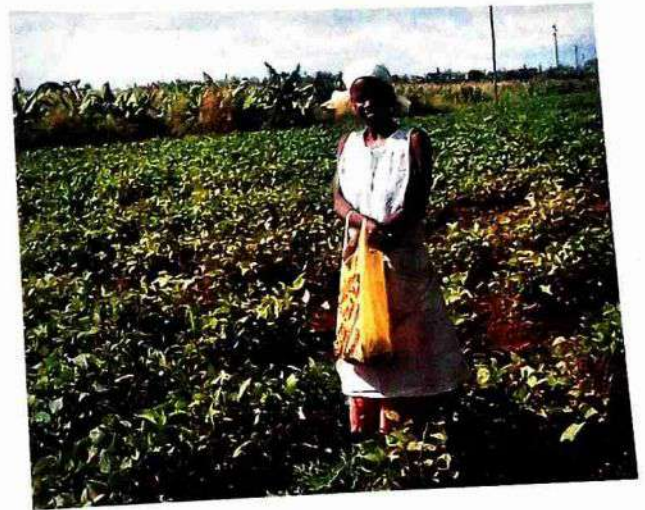
## SPEAKING

Discuss the advantages of community savings practised by many people in the country. How are they run? And how does one become a member?

## GRAMMAR

Rewrite the sentences using the modal verb might.

1. It is possible that I will visit you next week.  
\_\_\_\_\_
2. It is possible that she will cry.  
\_\_\_\_\_
3. It is possible that the teacher will cancel the test.  
\_\_\_\_\_
4. It is possible that Clara will be present for the show.  
\_\_\_\_\_



### Modal verb: *might*

**Might** simply means "it is possible that..."

Analyse the examples below:

1. You **might** save enough money to buy a car. (It is possible to save enough money to buy a car.)
2. I **might** pass the exams. (It is possible for me to pass the exams.)

## WRITING

Write a paragraph about what you might be doing next year.

## PRE-READING

Business is viewed as an alternative way for those who cannot get a job. Do you think people know what to do to officialise their business?

## READING

Read the text and then do the vocabulary and comprehension exercises that follow.

### Talking about procedures

Here are some of the procedures one has to follow in order to register a business in Mozambique:

#### Step 1

Obtain a certification of unique name at the Commercial Register Office in Maputo.

#### Step 2

Open a temporary bank account, deposit the minimum required capital and obtain a verification of deposit at a local bank.

#### Step 3

Register at the Commercial Register Office in Maputo; request a commercial registry certificate; publish the company's statutes in the official gazette. This may take up to three weeks.

#### Step 4

Register for taxes and obtain NUIT from the Tax Department. This takes one day.

#### Step 5

Apply for an operational license from the President of the Municipal Council. This may take two weeks.

#### Step 6

Receive inspection from the Ministry of Health, Fire Department and Ministry of Commerce and Industry and declare the start of business activities to the tax department. This takes six days.

#### Step 7

Declare the start of business activities and register for job candidates at the provincial employment center. Then register the workers at the social security system. Finally, subscribe a workmen's compensation insurance coverage.

#### IMPORTANT VOCABULARY

certification of unique name –  
*certidão de reserva de nome*  
Commercial Register Office –  
*Conservatória do Registo*  
Comercial  
official gazette – *boletim da*  
*República*  
Tax Department – *Repartição*  
*de Finanças*  
operational license – *alvará*



**VOCABULARY**

Write words that mean the opposite of:

1. finally
2. declare
3. obtain

**COMPREHENSION**

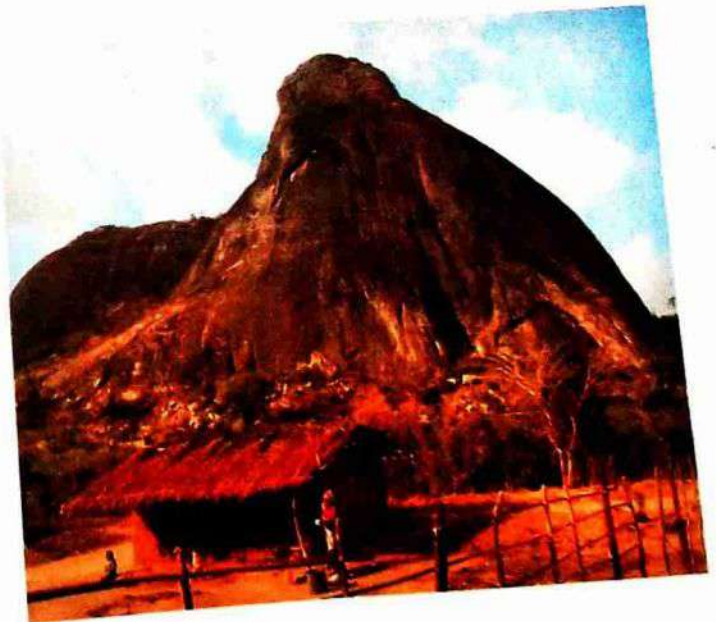
Complete the table below using information from the text.

Steps	Activity	Duration
1		Unknown
2		
3	Register at Maputo's Commercial Register Office	
4		
5		
6		6 days
7		
8		

**GRAMMAR**

Rewrite the sentences in the reported speech.

1. John: "The bus is late."  
\_\_\_\_\_
2. You: "We have opened a new business."  
\_\_\_\_\_
3. Susan: "I will learn different languages at school."  
\_\_\_\_\_
4. Mother: "Why isn't Peter here?"  
\_\_\_\_\_
5. Teacher: "Today, we do a test!"  
\_\_\_\_\_
6. Mary and John: "Have you ever been to Nampula?"  
\_\_\_\_\_
7. Mr Teixeira: "Karen, will you get me a bottle of water, please?"  
\_\_\_\_\_



**WRITING**

Imagine you have decided to start your own business. Write a composition explaining what kind of business it is and what you need to do in order to achieve your goal.

**PRE-READING**

1. What do you understand by 'globalization'?
2. How can it benefit Mozambique?

**READING**

Read the text and then do the vocabulary and comprehension exercises that follow.

## Globalization

Globalization is an enormous movement of people, goods, capital and ideas due to increased economic integration, which in turn is propelled by increased trade and investment. It is like moving towards a borderless world. This also involves the sharing of ideas, knowledge, goods, services and culture among people of different continents. Globalization provides opportunities and challenges for bigger markets. These bigger markets can generate huge profits and create employment in developing countries. One thing is certain, for this to be possible countries should be able to communicate. The need for communication has transformed some languages into major trade languages; these languages include: English, Spanish, French, Portuguese and more recently Chinese. Although other languages are used in trade, English is mostly used in all forms of international events. This has forced some non-English speaking countries to adopt English as a second language.



**VOCABULARY**

Find words that can substitute the underlined ones in the text.

**IMPORTANT VOCABULARY**

borderless - *livra de fronteira*  
major - *importante, principal*

## COMPREHENSION

Complete the paragraph using information from the text.

Globalization involves the movement of \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ and this may lead to \_\_\_\_\_. It is compared to living in a world without \_\_\_\_\_ may produce large amounts of profit and create \_\_\_\_\_ in poor countries. For all this to be possible, there must be easy \_\_\_\_\_ between countries.

## SPEAKING

Debate: African countries won't benefit from globalization unless they rid themselves of their external debt.

## GRAMMAR

1. Fill in the gaps using **used to** and the verbs in the box.

- The village \_\_\_\_\_ a lot of trees, no factories at all.
- Sara \_\_\_\_\_ to school ten kilometers away from her village.
- Do you \_\_\_\_\_ good marks at school?
- I \_\_\_\_\_ during the holidays.
- Her grandparents \_\_\_\_\_ farmers, but now they work in a factory.

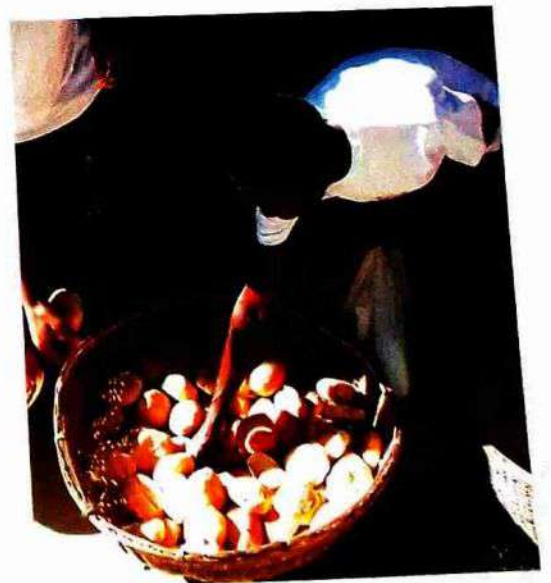
work	be	have
get	go	

2. Rewrite the following sentences in the reported speech.

- Pedro: "I need a new book."
- You: "Will you come with me to the bus stop?"
- Mr Duarte: "I have been to many cities in Mozambique."
- Catarina: "My idol is Moreira Chonguica."

3. Complete the sentences with **some** or **any**.

- Toni bought \_\_\_\_\_ butter.
- The oranges were not interesting so I didn't buy \_\_\_\_\_.
- Do you need \_\_\_\_\_ help at the moment?
- There are \_\_\_\_\_ beautiful girls in my class.
- I need \_\_\_\_\_ water to cool my body temperature.
- Would you like \_\_\_\_\_ coffee?
- Oh, I am sorry I forgot that I do not have \_\_\_\_\_ bread.



## WRITING

Choose a suggestion from the box and write a paragraph about what you plan to do in your holiday. You must use the modal verb **might**.

fish	play with my friends	visit my grandmother in Catandica	attend summer classes
learn how to play the piano	stay at home and have some fun	learn to speak French	

**PRE-READING**

1. What do you understand by the term 'technology'?
2. Talk about the advantages and disadvantages of using technology.

**READING**

Read the text and then do the vocabulary and comprehension exercises that follow.

## An explosion of technological gadgets

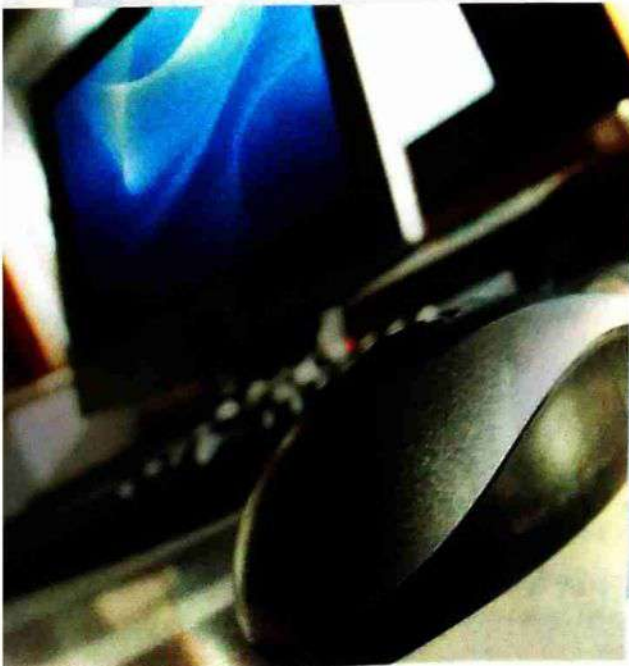
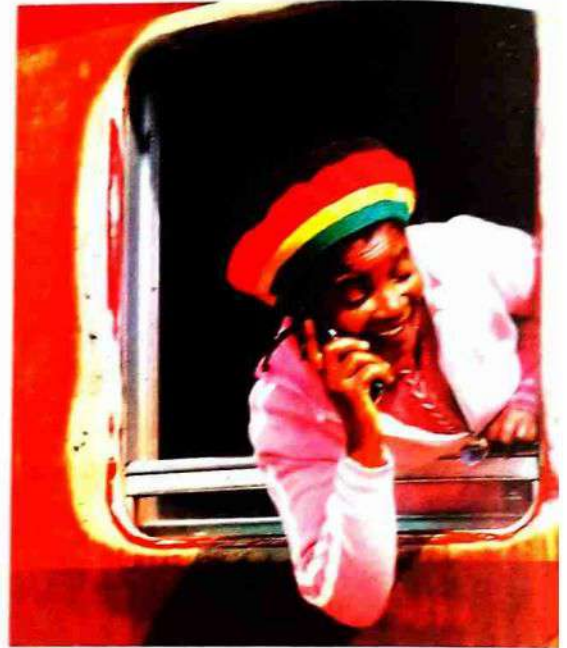
In Albania it isn't unusual to see an old person riding a donkey while talking on a cell phone. In India a beggar might pause in his solicitations to make or take a call on his phone. Yes, from cell phone to computers and to televisions, technology has found its way into every corner of the world – it even managed to cross the barriers between poor and rich people and become part of our lives.

The pervasiveness of technology is perhaps more apparent in the proliferation of cell phones, many of which are no longer just phones. Advanced models enable users access to the internet, send and receive e-mails and text messages, watch TV, listen to music, take photos, navigate by Global Positioning System (GPS) and, of course, call someone.

According to a report in the Washington Post newspaper, a multimedia smart phone now has more processing power than the North American Air Defense Command did in 1965. It also states that "there is now one cell phone for every two humans on earth," and at least 30 nations have more cell phones than people. Indeed, "we are witnessing the fastest global diffusion of any technology in human history," says the paper.

Worldwide, almost 60 percent of users live in developed countries, the places where we can find most cell phone users. Afghanistan, for example, added about 140 000 subscribers a month in 2008, while in recent years Africa has seen cell phone use grow nearly 50 percent annually.

But the communication revolution has its downside. Cell phones, pagers and laptop computers make people accessible almost anytime, anywhere, making users feel like they have been caught in an electronic web. At the other extreme we have technology addicts, who feel a compulsion to be connected, know what is going on. Addiction, distraction and interruption are perhaps the most recognized problems associated with communication and media technology.



Awake, November 2009

**IMPORTANT VOCABULARY**

pervasiveness – *difusão*  
enable – *permitir*

## VOCABULARY

Find in the box the synonyms of the following words:

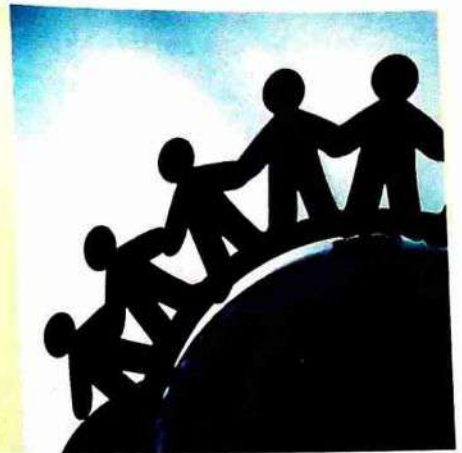
1. downside
2. beggar
3. proliferation

mendicant    disadvantage  
diffusion

## COMPREHENSION

Answer the questions about the text.

1. What has become part of many people's lives nowadays?
2. What are the advantages of most recent cell phones?
3. Mention things one can do while using a modern smart phone.
4. What is the most used technology in developed nations?
5. Which continent has seen a rapid growth of cell phone use?
6. Mention the gadgets referred to in the text as technology.
7. What are the disadvantages of these technological devices?



## SPEAKING

In pairs discuss the advantages and disadvantages of using cell phones. Talk about how it may affect academic performances and damage social relationships.

## GRAMMAR

### Direct speech

Saying exactly what someone said is called *direct speech* (sometimes called *quoted speech*). Here, what a person says appears within inverted commas and should be word for word.

e.g. "I'm going to buy a new cell phone", said Jack.

The Washington Post also states "there is now one cell phone for every two humans on earth."

Rewrite the following sentences in the direct speech.

e.g. I love Luis. (Sara / say) = Sara said, 'I love Luis'.

1. We are in for a fight. (commander / shout) \_\_\_\_\_
2. She is a very good teacher but needs to adapt to new technology. (headmaster / explain) \_\_\_\_\_
3. We are witnessing the fastest global diffusion of any technology in human history. (The Washington Post / report) \_\_\_\_\_
4. Yes, we can. (Obama / say) \_\_\_\_\_
5. Do not use your cell phone in class. (mother / Bento / instruct) \_\_\_\_\_

## WRITING

Conduct a research in your community about the ways people are benefiting from the use of cell phones.

**PRE-READING**

- Think of natural things that happen after a long period of time, for instance four years.

**READING**

Read the text and then do the following vocabulary and comprehension exercises that follow.

**Solar eclipse**

We can observe two different kinds of solar eclipses: partial solar eclipses occur when the Moon passes between the Earth and the sun, and its shadow covers part of the Earth; a total solar eclipse takes place when the moon's shadow blocks out the sun entirely. People must be exceptionally careful when attempting to view a solar eclipse. Without taking precautionary measures, one can permanently damage the retina of the eye; however, there are several safe methods of witnessing this heavenly marvel.

First, you can view a solar eclipse by using eclipse safety glasses to filter out the sun's harmful rays. They should be used when any part of the sun is visible. Sunglasses can block out some of the sun's ultraviolet rays, but the results can be very deceptive. The eye's natural reaction to this darkened state when wearing sunglasses is to make the pupil larger, which allows in more light and can intensify the damage to your eye.

You can watch an eclipse by projecting the sun's image on a piece of paper either by using a telescope or, easier still, by creating a pinhole in a piece of paper and viewing the result on another piece of paper; this is called a pinhole projector. Only during a total eclipse when the Sun is completely and briefly covered can you watch the eclipse without eye protection. Even then, extreme caution should be taken.

<http://myownresources.com> (adapted)

**IMPORTANT VOCABULARY**

witness - *testemunhar*  
harmful - *nocivo*  
pinhole - *furo de alfinete*

**VOCABULARY**

1. Replace the underlined words in the text without changing their meaning.

1. occur: \_\_\_\_\_

2. precautionary: \_\_\_\_\_

3. marvel: \_\_\_\_\_

4. block: \_\_\_\_\_

5. completely: \_\_\_\_\_

2. Choose the words from the list that are related to solar eclipses.

song, sun, crayons, sun rays, bibles, moon, Africa, Earth, sunglasses, windscreen

### COMPREHENSION

Say whether the following statements are true (T), false (F) or not mentioned (NM).

1. A solar eclipse occurs when the Moon passes under the Earth. \_\_\_\_\_
2. The Moon's shadow blocks out the Sun during the eclipse. \_\_\_\_\_
3. People don't have to be careful when viewing a solar eclipse. \_\_\_\_\_
4. You may damage your eyes when viewing an eclipse without any protection. \_\_\_\_\_
5. There has never been an eclipse in Mozambique. \_\_\_\_\_
6. A telescope is used to view an eclipse. \_\_\_\_\_
7. We may view a total eclipse without any eye protection. \_\_\_\_\_

### SPEAKING

Imagine you know that one eclipse will occur in the near future. Move around educating people on how they should protect themselves when viewing the eclipse.

### GRAMMAR

#### Adverbs of manner

Adverbs of manner are normally formed by adding the suffix **-ly** to the adjective.

- e.g. **careful** – **carefully**
- neat** – **neatly**

#### REMEMBER:

- adjectives ending in **-l** add **-ly**: **careful** – **carefully**
- adjectives ending in **-y** change to **-ily**: **lucky** – **luckily**
- adjectives ending **-ble** change to **-bly**: **responsible** – **responsibly**

Turn the following adjectives into adverbs and then write a sentence with the adverb you formed.

- firm    confident    extravagant    casual    happy    sad    quick**

e.g. **slow** – **slowly**. My friend speaks **slowly**.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

### WRITING

Conduct a research to find out how many people have seen a solar eclipse and how they protected their eyes.

## PRE-READING

1. Think of modern day machines that can be used in cooking and name them.
2. Chose one and describe how it works.

## READING

Read the text and then do the following vocabulary and comprehension exercises.

### Cooking rice with a rice cooker

One of the blessings technology has brought is rice cookers. This is an appliance that allows one to cook rice without worries of burning the rice or ruining the pot. This appliance comes with an automatic timer that clicks when the rice is ready. Here is how you can cook rice using a rice cooker:

1. Measure the rice with a cup and put it into your cooking pot. Many rice cookers have a cup inside or you can use your own for measuring rice.
2. Rinse the rice. Take note that some types of rice do not need to be rinsed. This may remove any water-soluble vitamins and minerals in the rice.
3. Soak the rice for thirty minutes, if preferred. This is not obligatory, but some people prefer to do it. This may result in stickier rice.
4. Measure the water. Most rice cookers' instructions recommend cold water. How much water you add depends on what kind of rice you're cooking and how moist you prefer it.
5. Add a little bit of salt, butter or oil at this time.
6. Place the pot into the rice cooker. Cover it, plug the cooker in, and press the switch to turn it on. In some cookers, the rice will be warmed until you unplug the cooker.
7. Allow the rice to "rest" for 10-15 minutes before removing the lid.



#### IMPORTANT VOCABULARY

moist – *húmedo*  
stickier – *espesso*  
unplug – *desligar*

## VOCABULARY

Choose words in B that go with the ones in A.

A

cooking    soak    measure

B

clothes    hands    radio    rice  
appliance    TV    hair    water  
cell phone    chalk

### COMPREHENSION

Say whether the following statements are true (T) or false (F).

1. Rice cookers were invented in the past. \_\_\_\_\_
2. Rice cookers are not a blessing. \_\_\_\_\_
3. Rice cookers are used to cook rice. \_\_\_\_\_
4. Rice cookers warn when the rice is ready. \_\_\_\_\_
5. Rice may be cooked with margarine or cooking oil. \_\_\_\_\_
6. You don't need to wash the rice before cooking it when you use a rice cooker. \_\_\_\_\_

### SPEAKING

Discuss the problems you might have when using a rice cooker. In your opinion, is it a blessing, as mentioned in the text?

### GRAMMAR

#### Sequence markers

Sequence markers are words that link together either single words or groups of words (sentences). There are different kinds of sequence markers, but mostly they will indicate time (*after, then...*), addition (*and*) or reason/purpose (*because*).  
e.g. *I will eat rice **after** school. **Then**, I will do my homework.*

Rewrite the instructions on how to use a rice cooker using the following sequence markers.

and    then    first    after that    before    lastly    while

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### WRITING

Choose a topic from the ones below and write a composition.

1. Technology has simplified the lives of many Mozambicans.
2. Technology is not that important for Africans.
3. Many people are now lazy, because of recent inventions like the rice cooker.
4. Married people should not possess cell phones as they contribute to cheating and break-ups.

## PRE-LISTENING

1. Find out who invented these things below:

- a) car      b) radio      c) light bulb

## LISTENING

Listen to your teacher reading the text.

### Who really invented the light bulb?

I get home at almost midnight. I light up my bulb, get undress and then go to bed. A couple of miles away I hear the chants and screams of youngsters chilling out at a nearby club. As I try to fall asleep I start to curse the very thing that helped me when I got home – the light bulb. 'If we didn't have light bulbs there would not be this noise,' I grumble as I lie on my bed half asleep, half awake. I then start to wonder who really invented this thing that is now common in every house.

Many people say it was Thomas Edison who invented the light bulb. But the truth is he only managed to get the fame. An Englishman, Joseph Wilson Swan, made it all possible. He investigated and worked hard to come up with a light bulb. He managed to exhibit his new bulb to the Newcastle Chemical Society. However, he was a little unprofessional and it was this lack of professionalism that cost him his popularity as the inventor of the bulb. Thomas Edison, an American dilettante, started using Swan's ideas and developed a better light bulb. Later on when the matter went to court he won the case, thus winning the popularity as the inventor of the bulb.

## VOCABULARY

Select a meaning for each of the underlined words/expressions in the text.

1. To complain in an unhappy way.
2. To think or say something bad about someone because you're angry.
3. Words that are repeated again and again by a group of people.
4. Someone who does not study a subject or topic thoroughly.
5. To make, plan, or think of a new type of thing.
6. A few number of things.

Say whether the following statements are true (T), false (F) or not mentioned (NM).

1. The nearby club uses bulbs. \_\_\_\_\_
2. Thomas Edison invented the light bulb. \_\_\_\_\_
3. Thomas Edison and Joseph Swan were friends. \_\_\_\_\_
4. The court decided who was the inventor of the light bulb. \_\_\_\_\_
5. Joseph Swan was from England. \_\_\_\_\_
6. Bulbs are common in many houses nowadays. \_\_\_\_\_

## SPEAKING

Work with a colleague. Move around the class interviewing your classmates to find out what they think life was like before the invention of the light bulb. Do you think people used to spend nights out in discos like nowadays?

## GRAMMAR

### Passive voice: past and present

Use: the passive voice is used when you want to focus on the action, rather than the person/ thing that performed it.

Transformations: from active to passive voice

- The passive of an active verb is formed by putting the auxiliary verb to be into the same tense as the active verb and adding the past participle of the main verb (*invented = was invented*).
  - The object of the active voice becomes the subject in the passive sentence. The subject of the active voice becomes the agent of the passive sentence. The agent can be omitted when it is unknown, unimportant or obvious from the context.
  - The subject form of the personal pronouns used in active voice turn into the object form in the passive voice (I – me; you – you; he – him; she – her; we – us; they – them).
- e.g. *Joseph Swan invented the light bulb.* → *The light bulb was invented by Joseph Swan.*  
*He invented the light bulb.* → *The light bulb was invented by him.*

Rewrite the following active sentences in the passive voice.

1. Over 400 million people speak English.
2. They didn't buy a new computer.
3. Did you see my new cell phone?
4. Kate and Peter finished the letter.
5. Mrs Teixeira answered all my questions.
6. The car ran over Mr Teixeira's cat.



## WRITING

Write an essay about the importance of light bulbs in your community. Talk about their disadvantages and how those who do not have them cope with the darkness.

## PRE-READING

1. What do you understand by the term 'illiterate'?
2. Think of the areas that this word may be applied.

## READING

Read the text and then do the following vocabulary and comprehension exercises.

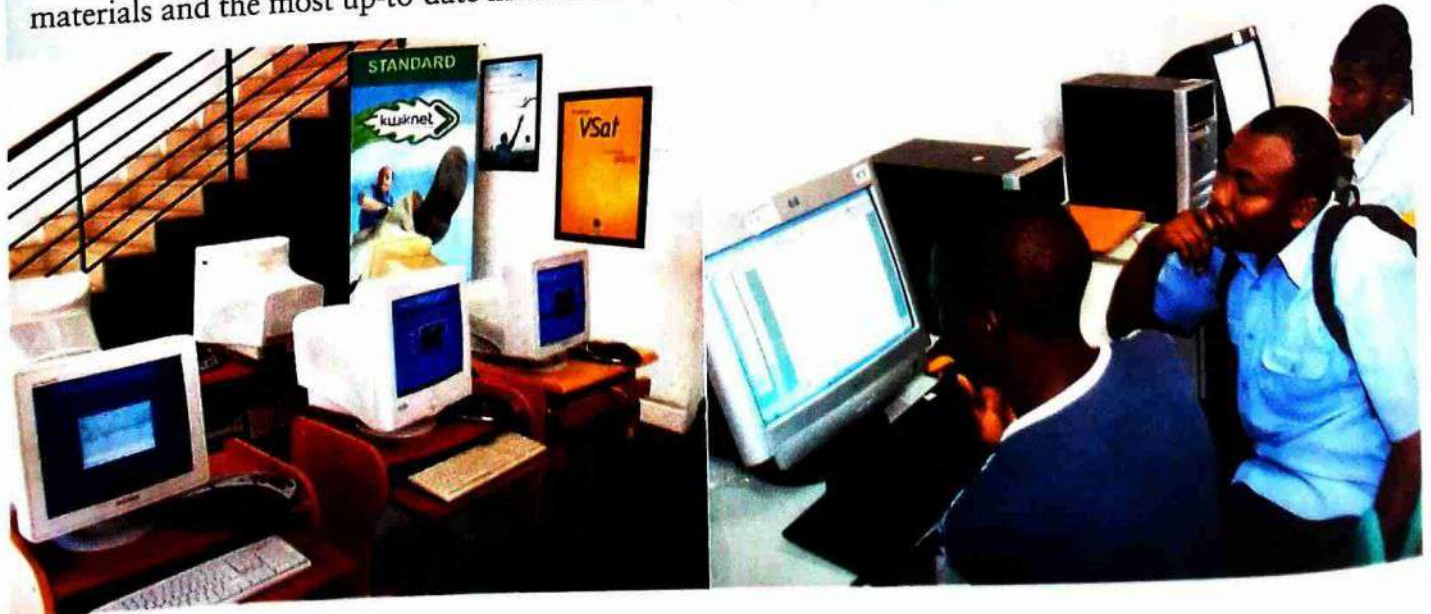
### The 21<sup>st</sup> century illiterates

When we talk about illiteracy we automatically think of someone who can not read or write. But nowadays there is a new kind of illiterates: computer illiterates. Some people can read and write in many languages but they cannot use the computer or a word processor programme, which to a certain level can be considered as basic skills for a computer user.

The history of the computer in the twentieth century is one of dramatic use and expansion. The computer was first used in some very specific areas as a specialists' tool. The first electronic computer was built in the 1930s and was solely for the use of undergraduate students in Iowa State University to handle mathematical computations in nuclear physics. During the 2nd World War, two computers were developed in order to wage counter espionage and break codes used by the enemy. In the post war years the scope on computers was expanded to include the military industrial complex in academic world.

The computer has changed the number and quality of daily experiences and tasks. Virtual reality is a space simulated by computers with three dimensional video and sound. Here we can safely practice what could be potentially dangerous if done in the real world, for instance medical surgery treatments. High school students can make use of this kind of simulation software to understand abstract theories in near real-life experiences.

How should we assess the effect of the computer in the different spheres described above? Has it caused any problems? I have attempted to show that with the use of computers, high schools students can access infinite amounts of data. Though this provides students with a wide variety of materials and the most up-to-date information, it may also have some negative effects.



## VOCABULARY

1. Find words that can substitute the underlined ones in the text without changing their meaning.
2. Write down words that are related to computers.

## COMPREHENSION

Answer the questions about the text.

1. According to the text what can be considered illiteracy nowadays?
2. How different is computer illiteracy from other kinds of illiteracy?
3. Who used the first computer ever built?
4. What was the function of computers during the 2nd World War?
5. How have computers changed our lives?
6. How can students benefit from the use of computers?
7. What can be the negative aspects of using computers?

## SPEAKING

Many teenagers have computers at home and some even have one for themselves. Discuss the dangers of letting teenagers use computers (or cell phones...) on their own.

## GRAMMAR

Complete the following sentences with the correct verb from the box, making the necessary changes:

do    make    manufacture    produce    invent

1. Many people don't know who \_\_\_\_\_ the cell phone.
2. Textlom does not \_\_\_\_\_ this kind of textile because it is very expensive.
3. Could you please wait for a minute? I need to \_\_\_\_\_ a call to my mother in Quelimane.
4. Liza \_\_\_\_\_ all her exercises yesterday.
5. The old car was \_\_\_\_\_ in India.
6. The doctor told me I have to \_\_\_\_\_ exercise regularly.
7. Could you please \_\_\_\_\_ me a cup of tea?
8. Who \_\_\_\_\_ the electric car?
9. Mozal \_\_\_\_\_ large amounts of aluminium a day.

## REMEMBER

The verbs *to do* and *to make* have different meanings.

Teachers *make* the homework, but students *do* the homework.

→ "Make" means to "create" or cause something to happen or produce a result.

You can *make* a cake, *make* a noise or even *make* friends.

→ "Do", on the other hand, usually signifies simply performing an action without alluding to the results.

You *do* exercises, *do* business or *do* your job.

## WRITING

Imagine you are a scientist. Write a composition about a recent invention of yours. Explain how this invention will help people in your community and point out its disadvantages.

**PRE-READING**

Discuss the impact of social networks on social relations.

**READING**

Read the text and then do the vocabulary and comprehension exercises that follow.

## A techno-geek seeks for help

Lídia Nhantumbo 17, a tenth grade student at Josina Machel secondary school in Maputo, has astonished many youngsters in her community. She has gone to different well-known doctors and witchcrafts seeking advice and help on how she can become 'normal' again. Lídia is well-known and respected by many technocrats. She has been to different national and international technological competitions. She boasts of her techno appliances and success. She was nicknamed a techno-geek by her mother and science teacher and nobody objected as the name fitted her. However, success is causing

great problems in her social relations and day-to-day life style. She once complained to her best friend that she was becoming abnormal and wanted to be 'normal' like other girls. Her friend thought she was just joking and tapped on her shoulder. When a local radio station interviewed her last month, she claimed to be losing her hearing and sight due to over use of her iPod, mobile and laptop. She also confessed that she was not talking to her mother face to face: 'we either text, Skype, chat on facebook or e-mail each other, though we live in the same house'. She started her search for normality, as she puts it, when she lost her boyfriend because she paid more attention to her techno appliances than she did to him. 'I was broken hearted and could not stand it, I thought he was being macho but later on I found out he was right. I can't have him back but I should change and be normal as a way of thanking him.' she cried.



**VOCABULARY**

Write the synonyms of the words below:

1. astonished \_\_\_\_\_
2. boast \_\_\_\_\_
3. objected \_\_\_\_\_
4. abnormal \_\_\_\_\_
5. text \_\_\_\_\_

**IMPORTANT VOCABULARY**

technocrat – *tecnocrata*  
(*individuo de formação técnica que ocupa uma posição de poder*)  
techno-geek – *fanático da tecnologia*  
macho – *machão*  
(*comportamento*)

## COMPREHENSION

UNIT 5  
LESSON 6

Answer the questions about the text.

1. How old is Lídia?
2. Why did she seek help from doctors and witchcrafts?
3. What's the meaning of the commas in the word *normal*, used in the text?
4. Why was she nicknamed techno-geek?
5. How did her friend view her idea of wanting to be normal again?
6. Mention the social networks that she uses.
7. What has cost her being a techno-geek?

## SPEAKING

Imagine you are one of the doctors Lídia visited. Explain what you would advise her to do in order to help her.

## GRAMMAR

1. Transform the following adjectives into adverbs of manner and vice-versa.

Adjective	Adverb
wise	
	costly
warm	
slow	
smart	
	strongly



2. Write sentences using three adjectives and three adverbs.

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## WRITING

Write a composition about the importance of technology in our country.

**PRE-READING**

1. What do you understand by the term Facebook?
2. Explain how it is used.

**READING**

Read the text and then do the vocabulary and comprehension exercises that follow.

**What is facebook?**

Facebook is a social networking website launched in February 2004. It is operated and privately owned by Facebook, Inc. Users can add people as friends and send them messages and update their personal profiles to notify friends about themselves. Additionally, users can join workplace, school or college's networks. The website's name stems from the colloquial name of books given to students at the start of the academic year by US's university administrations, with the intention of helping students to get to know each other better. Today anyone over the age of 13 can become a Facebook user.



Facebook was founded by Mark Zuckerberg with his college roommates and fellow computer science students Eduardo Saverin, Dustin Moskovitz and Chris Hughes. The website's membership was initially limited by the founders to Harvard students, but was expanded to other colleges in the Boston area, the Ivy League and Stanford University. It later expanded further to include (potentially) any university student, then high school students and, finally, to anyone aged 13 and above. The original concept for Facebook was borrowed from a product produced by Zuckerberg's prep school colleague from Phillips Exeter Academy which for decades published and distributed a printed manual of all students and faculty, unofficially called the "facebook". The website currently has more than 400 million active users worldwide.

*http://en.wikipedia.org (adapted)*

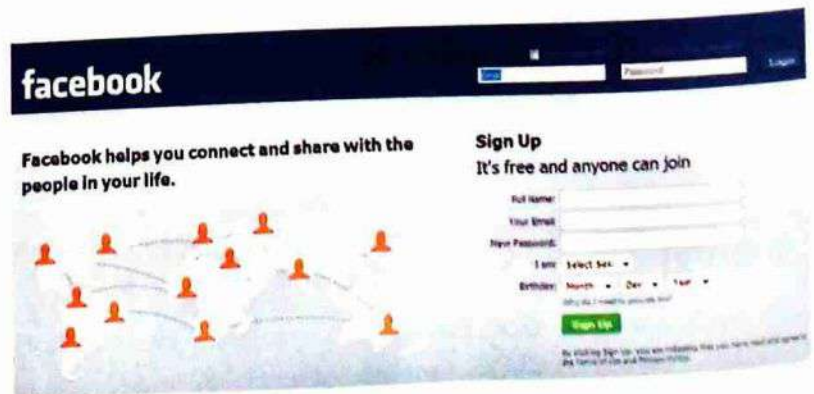


**IMPORTANT VOCABULARY**  
 Inc. – abreviatura para 'Incorporated' (o mesmo que Limitada)  
 stem – deriva  
 colloquial – coloquial  
 prep – abreviatura para "Preparatory" (o mesmo que Preparatória)

**VOCABULARY**

Explain the meaning of the following words:

1. network
2. update
3. roommate



## COMPREHENSION

Say whether the following statements are true (T) or false (F).

1. Facebook is a well-known photographer's book. \_\_\_\_\_
2. Facebook is a social networking website. \_\_\_\_\_
3. Mark Zuckerberg, Eduardo Saverin and Dustin Moskovitz are Facebook's owners. \_\_\_\_\_
4. If you have a Facebook account, you can add friends to it and send them messages. \_\_\_\_\_
5. At first it was used only by university students. \_\_\_\_\_
6. Only teenagers can be members of this social networking website. \_\_\_\_\_
7. Nowadays Facebook has only 400 active users worldwide. \_\_\_\_\_

## SPEAKING

These are different technological advances.  
Discuss how they have changed the  
lives of people in your community.



## GRAMMAR

1. Rewrite the following sentences using direct speech.

- Yesterday I met Carla and she told me a lot of things. Here are some of the things she told me:
1. She was getting fat and that she should start going to the gym.
  2. She has bought a new laptop with a built-in digital camera.
  3. Her sister was studying accounting in Zambia.
  4. She was looking for a new job.
  5. Her father was now living with her mother.

2. Write sentences with the following verbs.

1. do \_\_\_\_\_
2. make \_\_\_\_\_
3. invent \_\_\_\_\_
4. produce \_\_\_\_\_
5. manufacture \_\_\_\_\_

...room and find out how many students use any kind  
...their lives.

## PRE-READING

1. What was the first African country to host the World Cup?
2. What instrument became famous after the 2010 World Cup?

## READING

Read the text and then do the following comprehension exercise.

### South Africa hosted the first FIFA's World Cup in Africa

*Vuvuzelas are South Africa's trademark*

Those who have never been to South Africa before the World Cup could think that the so called vuvuzelas just came out with the tournament. Antelope's and Kudos horns have been used since remote times in human history. It is said to be one of the instruments used to call up and gather people for any event or meeting in those days.

So vuvuzelas are part of African tradition and that of South Africa in particular. Although many people have criticized its powerful noise, one thing should be clear: for most Africans noise is part of celebrations and the opposite of noisy in joy would be silence in grief or mourning. The World Cup tournament is a time for celebration and vuvuzelas in the World Cup showed clearly that most African countries are still linked to their traditions, one way or another. So, this is the right time to loudly blow vuvuzelas, because football, despite its competitive aspect, is, above all, a time to be happy, enjoy oneself and celebrate. Apart from vuvuzelas, you can also find in South Africa 'the Macarapes', a sort of helmet, which differs from common ones, because of its decorations and ventilation



entries. Both the vuvuzelas and macarapes have been remarkably used to stress the uniqueness of South Africa and to show the entire world that Africa is a place of joy and harmony. Certainly the World Cup has proved that its main aim is to bring people together and fight against all types of racism and discrimination in the football pitches. South Africa prepared a number of surprises and some of them will remain in people's memories for their whole lives, especially for those who had a negative or mediocre idea or thoughts about Africa. Those now see Africa for its positive aspects, not only for the negative ones. Congratulations, South Africa, for giving that present to the world. Blow vuvuzelas very loudly to awake those who are still governed by the darkness and ignorance in their minds. Let vuvuzelas be blown as a call for peace and cultural identity.

FIFA.com, Friday 4 June 2010

#### IMPORTANT VOCABULARY

horn – corno  
grief – dor  
mourning – luto  
pitch – campo (de futebol)

## COMPREHENSION

Answer the questions about the text.

1. What was the use of horns in the past?
2. What does noise symbolize for Africans?
3. Why are *vuvuzelas* criticized?
4. Besides *vuvuzelas*, what else is commonly used by soccer fans in South Africa?
5. What does the World Cup fight against? Explain how this is done.
6. What has South Africa prepared for those who had a negative idea about Africa?

## SPEAKING

Discuss with a friend how the government and the population in general can help preserve some traditional instruments that are about to be extinct.

## GRAMMAR

### Modal verbs

*Must* is commonly used to express obligation or necessity.

*The teams **must** win a lot of games to reach the big final.*

*I **must** take my medicine every two hours.*

*Should* is normally used to make recommendations or give advice.

*If you're not feeling well, you **should** go to the doctor.*

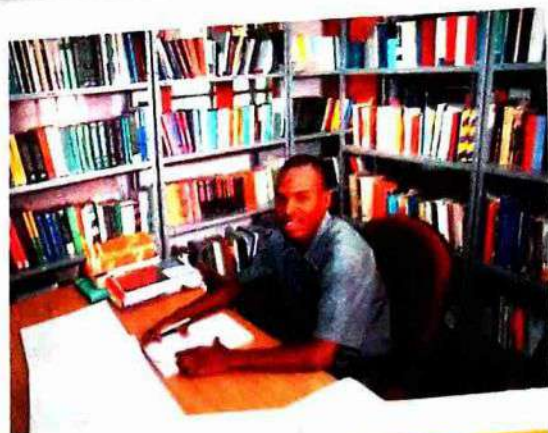
*When you go to South Africa, you **should** visit Addo Elephant Park.*

### REMEMBER

Modals are followed by an infinitive without 'to'.

Complete the sentences with the correct modal verb: **must** or **should**.

1. He \_\_\_\_\_ be so tired. He worked all night.
2. Where is Maria? She \_\_\_\_\_ be here by now.
3. You \_\_\_\_\_ call your mother right now.
4. \_\_\_\_\_ I stay or leave?
5. He \_\_\_\_\_ have called me when he had the opportunity.
6. That \_\_\_\_\_ be our new teacher. He's new in school.



## WRITING

Write a composition about the importance of preserving traditions in our culture.

### PRE-READING

Many people, especially the youth, look down upon *capulana*. Discuss what can be done to change this phenomenon.

### READING

Read the text and then do the vocabulary and comprehension exercises that follow.

## Capulana and its magic

From the north to the south of Mozambique there's no woman who doesn't wear a *capulana*. They wear it as an everyday cloth, to clean and wrap around children, to bind them to their back or as a towel and a curtain; when changing house and traveling they use it to wrap their belongings. But not only countrywomen use them, as one might imagine. Urban women too, who usually dress in a more western style, invariably wear it when they are around their home or at certain family ceremonies. Other women in Africa use the same kind of rectangular cotton cloth, which more recently comes in a blend of synthetic fibres, with large printed motifs (including the faces of presidents) and in bold colours. Women and girls covered with these coloured fabrics bring life and colour to the country roads that criss-cross the monotonous savannah landscape or the streets and markets of the noisy, chaotic African towns.

These cloths have other names in different countries. In Kenya they are called *kanga*. In West Africa, in Congo and Senegal, they are called *pagne*. Many Mozambican languages have vernacular names for them. But *capulana* is the most common name, used from north to south, and east to west in Mozambique.

One of the first explanations we came across was that it comes from *ka polana*, which means "place of chief polana", that today is part of the city of Maputo. But everything suggests that the use of the *capulana* came from north to south; it is highly unlikely that it would have originated in the south. Certain people trace back its origins to Portuguese merchants, who brought it to Mombassa from the Orient; so, one way or another this might have influenced the northern provinces of Mozambique first, before the southern part of the country.

in Indico, January 2007

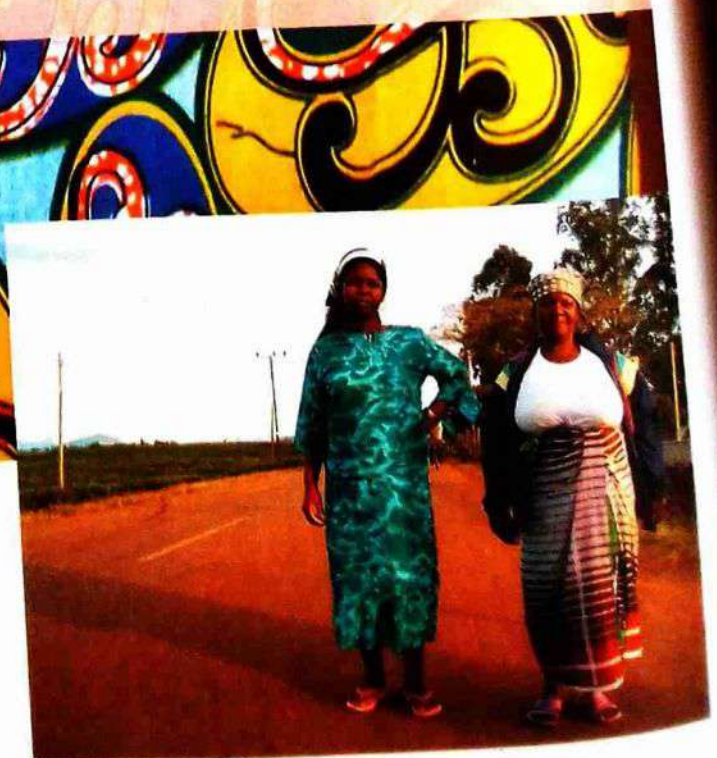
#### IMPORTANT VOCABULARY

merchant – comerciante  
chaotic – caótico  
motif – motivo (para  
decoração de tecido por  
exemplo)  
synthetic – sintético

### VOCABULARY

Explain the meaning of the following words:

1. wrap
2. bind
3. trace





**PRE-READING**

1. There are many traditional celebrations in the world. Mention some common celebrations in your community and country and explain their meaning and traditional value.
2. Discuss how understanding the diversity of traditional celebrations can contribute to the maintenance of peace in the world.

**READING**

Read the text and then do the vocabulary and comprehension exercises that follow.

## The Day of the Dead

It is the end of October and Mexico is preparing to celebrate the Day of the Dead on 1<sup>st</sup> November. In cities throughout the country, several weeks before the festival begins, street markets and shops are filled with symbols of death.

It's the highlight of the year for all Mexicans: the day when dead spirits return to the land of living. But there's nothing sad about this festival. It simply reflects the Indian belief that death is a natural part of life.

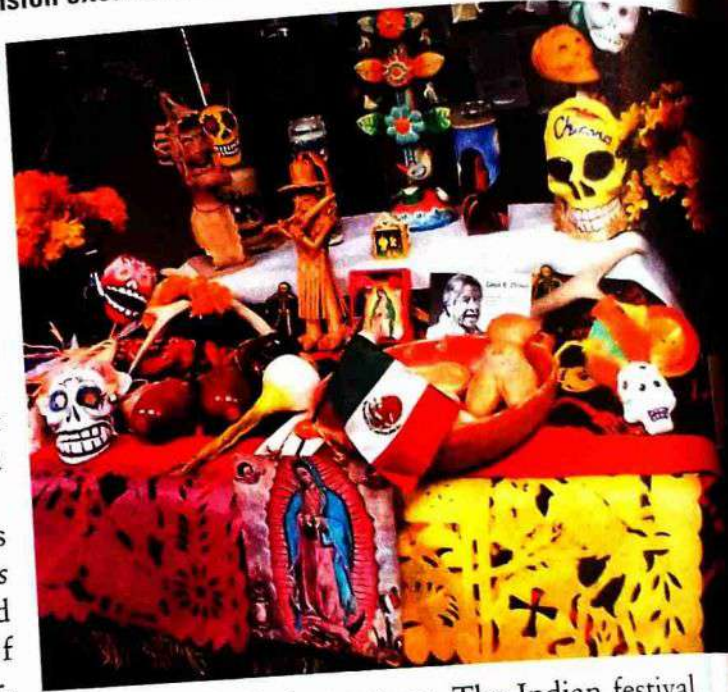
November 1<sup>st</sup> is known as the feast of All Saints and All Souls. The Day of the Dead is called *todos los santos* or *dia de muertos* by the Mexicans and the festival usually involves two days of celebrations: 31<sup>st</sup> October and 1<sup>st</sup> November.

Mexicans believe that on the Day of the Dead the souls of dead relatives return. The Indian festival became a catholic one when the Spanish brought their religion to Mexico. A feast is prepared for the dead with their favourite food and drink, cigarettes, sweets and fruit.

A special kind of bread, known as *pan de muerto* ('bread of the dead'), is baked, traditionally by men – either the head of the family or the closest relative to the dead person. Today, however, the *pan de muerto* is often bought in markets. A bowl of water and a cloth is put on the table so that the spirits can wash their hands, and sometimes a favourite possession of the dead person is left there.

Mexicans say that the dead person is not seen, but his/her spirit is felt by the family. After the festival, the food is given to the community, and the gifts are arranged around a wooden frame, which is decorated with coloured papers, flowers and fruit.

<http://en.wikipedia.org> (adapted)



**VOCABULARY**

Choose a word that means the same as the underlined ones in the text. One has been done for you.

1. gala \_\_\_\_\_
2. commemoration \_\_\_\_\_
3. all over \_\_\_\_\_
4. starts – *begins* \_\_\_\_\_
5. basin \_\_\_\_\_



Answer the questions about the text.

1. When is the Day of the Dead celebrated?
2. What happens to the spirits of the dead on this day?
3. How long do the celebrations last?
4. Where do the spirits wash their hands?
5. What do people eat on this day?
6. What are the origins of this festival?
7. What happens to the food after the festival?

**SPEAKING**

Think of an important ritual or festival that is celebrated in your community or region. Tell your classmates about what you eat, what you celebrate, how people dress and how it's called.

**GRAMMAR**

**Present Perfect**

*Use:* we use the Present Perfect to refer to an action that happened at an unspecified time before the present moment.

*Form:* have/has (auxiliary verb) + past participle (main verb)

e.g. *She has made a promise to me. I haven't accepted.*

With the Present Perfect we normally use adverbs and/or adverbial expressions such as: *just, recently, lately, already, this morning, until...*

Fill in the gaps with the correct form of the verbs in the Present Perfect.

1. Mugabe \_\_\_\_\_ (rule) Zimbabwe for more than ten years.
2. Ronaldo \_\_\_\_\_ never \_\_\_\_\_ (to be) to Inhambane.
3. Bento is not in here. I think he \_\_\_\_\_ (go) out again.
4. She told me that she \_\_\_\_\_ (pay) the bill for us.
5. Ghana \_\_\_\_\_ (win) the title of African stars.
6. The students \_\_\_\_\_ (clean) the school yard.
7. I \_\_\_\_\_ just \_\_\_\_\_ (send) a letter to my wife.

**WRITING**

Write an essay about a common festival that is celebrated in your community. Do not forget to mention its name and when and why it is celebrated.

**PRE-READING**

1. Name the continents that you know.
2. In which continent do you live?
3. What are the problems that affect your continent?

**READING**

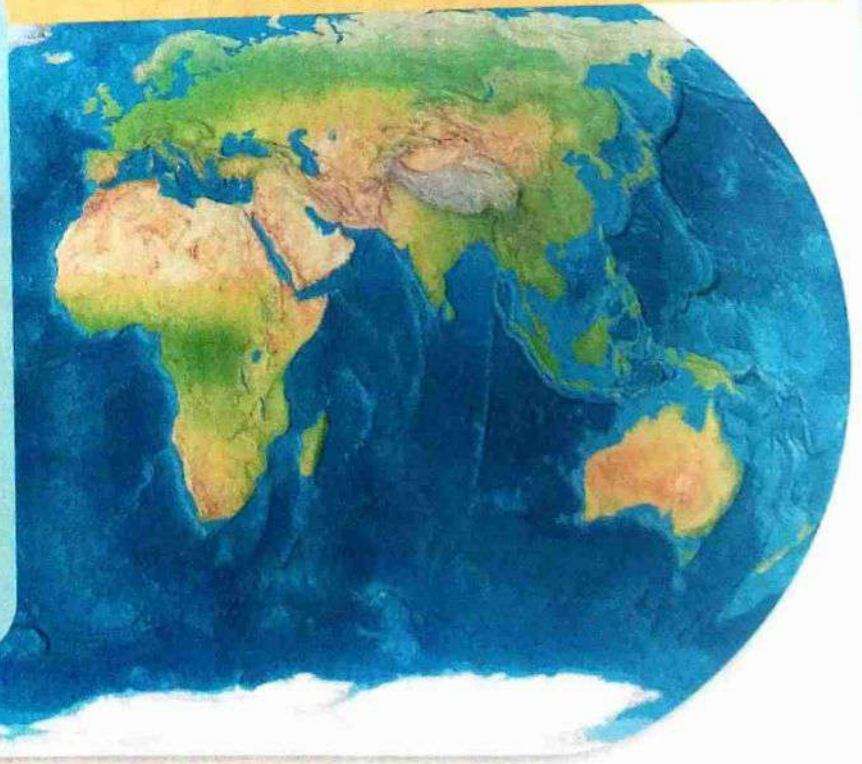
Read the text and then do the vocabulary and comprehension exercises that follow.

## Our home Africa

The culture of Africa encompasses and includes all cultures that were ever present in the continent. The main split is between North Africa and Sub-Saharan Africa, which is in turn divided into a great number of ethnic and tribal cultures. The main ethno-linguistic divisions are between Afro-Asiatic (North Africa, Chad, Horn of Africa), Niger, Congo (mostly Bantu), in most of Sub-Saharan Africa, Nilo-Saharan, in parts of the Sahara and the Sahel, parts of Eastern Africa, Khoisan (indigenous minorities of Southern Africa), including parts of Oceania and India.

The notion of a "Pan-African" culture was seriously discussed in the 1960's and 1970's in the context of the negritude movement, but has fallen out of fashion in African studies. The wide distribution of Bantu peoples across Sub-Saharan Africa, encompassing parts of Western, Eastern Central as well as Southern Africa is a result of the Bantu expansions of the 1st millennium AD. The wide use of Swahili as a *Lingua Franca* further establishes the Bantu peoples as a major "Pan-African" cultural influence.

<http://en.wikipedia.org>



**VOCABULARY**

Find in the text the words that mean the same as ones in the box below:

surrounding    division    include    racial

Based on the text say whether the following statements are true (T), false (F) or not mentioned (NM).

1. Africa is a very large country. \_\_\_\_\_
2. There are many races and cultures in Africa. \_\_\_\_\_
3. Afro-Asians are found in the central part of Africa. \_\_\_\_\_
4. The Khoisans are located in the Southern part of Africa. \_\_\_\_\_
5. Pan African's beliefs are still in fashion today. \_\_\_\_\_
6. The Bantu people are found across Sub-Saharan Africa. \_\_\_\_\_

## SPEAKING

1. Many Africans believe that Afro-Asians from the north of Africa look down upon other Africans. Do you think this is true? Discuss this subject with a partner.
2. In your opinion should Africans solve their own problems without asking for help from rich countries?

## GRAMMAR

### Past Perfect

Use we use the Past Perfect to express the idea that something occurred before another action in the past. It can also show that something happened before a specific time in the past.

Form: had (auxiliary verb) + past participle (main verb)

eg. He **had been** to Africa before going to Europe.

Build up sentences with the correct word order.  
The verb should go into the Past Perfect.

1. many times before / to arrive / late / he
2. storm / in / there to be / a / the islands
3. job / she / to found / a / in Maputo / new
4. bus / we / to lose / the / school / never / before



## WRITING

Write a composition about one of the following topics:

1. Should the west compensate Africans for the natural resources they took away from our continent?
2. If African countries continue to send their best football players to play in Europe, they will win the World Cup in the future.

### PRE-READING

1. Discuss how religious tolerance can contribute to the maintenance of peace in our country.
2. Some religions are not allowed to express their religious views freely, talk on the importance of respecting their rights to express their views on the matter.

### READING

Read the text and then do the following comprehension exercise.

## Islamic festival of Ramadan

The Islamic religion uses a calendar based on the moon, therefore the exact date of religious festivals changes from year to year. Their calendar begins with the hijra, the year when Mohammed left the city of Mecca to Medina. The New Year is a time for peaceful prayer for most Muslim people. Every year, in the month of Ramadan, the ninth month of the Islamic calendar, all Muslims fast from early morning until evening. They believe that when living without everyday comforts, even for a short period of time, a fasting person better understands the life of poor people who are hungry, and also grows in his or her spiritual life. 'Despite its controversy, many people believe that its meaning and character remain unchangeable'.

**IMPORTANT VOCABULARY**  
fast – jejum

### COMPREHENSION

Answer the following questions about the text.

1. What's the basis of the Muslim calendar?
2. What is the name given to the ninth month of the Muslim calendar?
3. What makes the ninth month so special for Muslims?
4. What happens on the Muslim's New Year?
5. What is the purpose of fasting?
6. In a sentence or two state the general idea of the text.



**SPEAKING**

Talk about other religious festivals that you know. Say how and when they are celebrated and the reasons for those celebrations.

**GRAMMAR**

Fill in the gaps with the correct form of the verbs in the Present Simple or Past Simple.

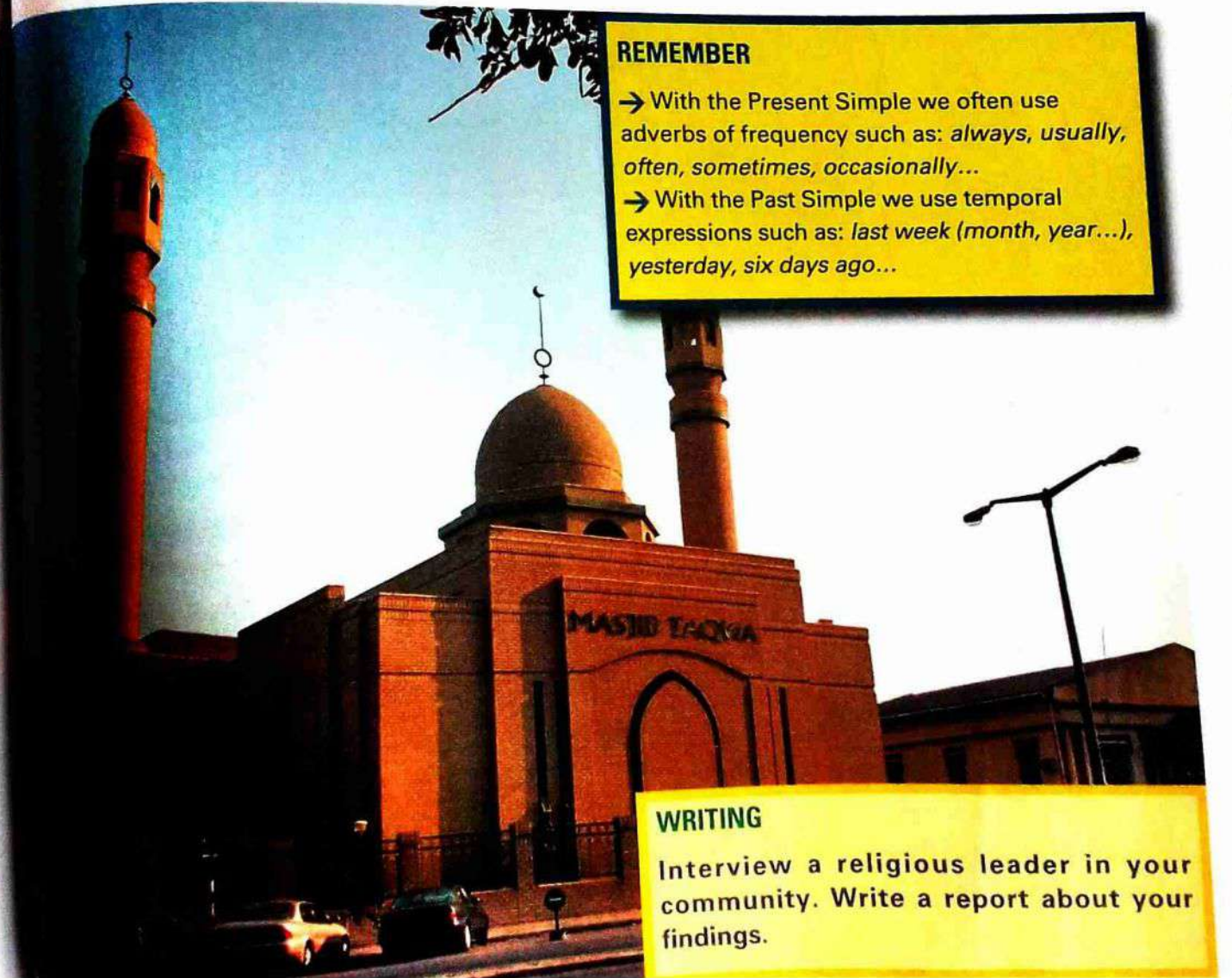
1. I \_\_\_\_\_ (to go) to school every day.
2. Last year, we \_\_\_\_\_ (to go) to Spain on holidays.
3. My mother always \_\_\_\_\_ (to invite) her family over on Sundays.
4. Yesterday, I \_\_\_\_\_ (not / to miss) the school bus.
5. Mrs Rodriguez \_\_\_\_\_ (to live) here many years ago.
6. Four days ago I \_\_\_\_\_ (to go) to Maputo.
7. I often \_\_\_\_\_ (to visit) my grandmother in Nampula.
8. She sometimes \_\_\_\_\_ (to phone) me.

**REMEMBER**

- With the Present Simple we often use adverbs of frequency such as: *always, usually, often, sometimes, occasionally...*
- With the Past Simple we use temporal expressions such as: *last week (month, year...), yesterday, six days ago...*

**WRITING**

Interview a religious leader in your community. Write a report about your findings.



- PRE-READING**
1. In many African countries women suffer discrimination and violence. Do you think the rights of Mozambican women are respected enough?
  2. Which women rights you think are not being respected in your community?

**READING**

Read the text and then do the following comprehension exercise.

## Women in society

All over the world, the life of a woman is different from that of a man. This is because of some biological differences between them. A woman is generally smaller and less muscular than a man. Women are gentle and more emotional than men. This puts them at a physical disadvantage especially during child birth and breast feeding. For centuries this has placed women at home taking care of children while men go to work.

For a long time women have been treated as men's property, as inferiors, with no right to decide on their own. In some

Arab societies, women are kept at home and should cover their whole bodies when they go out. Wives should obey their husbands and unfaithfulness is punished by public flogging or stoning. Above all, they are denied education and employment.

Nowadays things are changing. A lot of women are active in political and social issues, even in areas that were regarded as purely for men. They hold such positions as presidents, the head of parliament and university chancellors. In all these positions, some have proved to be better leaders than men.



### IMPORTANT VOCABULARY

flog – bater com um pau ou chicote  
stone – apredelar

## COMPREHENSION

Answer the following questions about the text.

1. Mention some of women's characteristics.
2. Who usually stays at home and does household chores?
3. Where do men go when women are at home?
4. What happens to women in some Arab countries?
5. What happens, in Arab communities, to a woman who is caught cheating on her husband?
6. What have women proved nowadays?
7. Summarize in a single sentence the general idea of the text.

**SPEAKING**

Express your view on the issue of gender balance in Mozambique. Do you think the government has taken the necessary measures to balance men and women's social and professional status? What should be changed and why?

**GRAMMAR**

Fill in the gaps with the correct form of the verbs in the Present Perfect or Past Perfect.

1. Why \_\_\_\_\_ (not / to finish) their homework in the morning?
2. Pedro \_\_\_\_\_ (just / to arrive) from Maputo.
3. How long \_\_\_\_\_ (you / to sell) your bike?
4. If it \_\_\_\_\_ (not / to rain) last week, the crops would have died.
5. What \_\_\_\_\_ (you / to do) lately?
6. We \_\_\_\_\_ (not / to finish) the book yet.



**WRITING**

Write a composition about the importance of educating girls in our country.

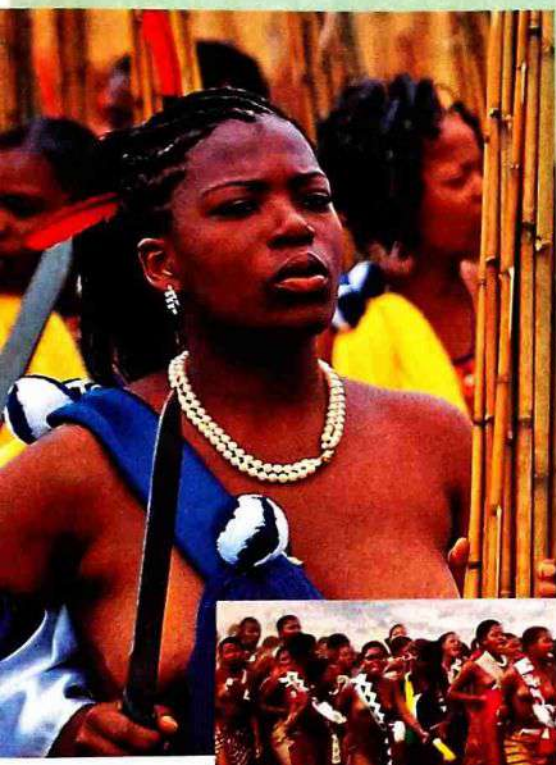
1. Many African nations have their traditional dances and ceremonies. **Identify** the most common traditional dances and ceremonies from your community.
2. Discuss how these traditional dances and ceremonies can contribute to the prevention of HIV/ AIDS.

**LISTENING**

Listen to your teacher reading the text and complete the gaps with words from the box.

ceremony    annual    preserve    umcwasho    Swazi    royal

## Umhlanga – the reed dance



Umhlanga or the reed dance ceremony is an \_\_\_\_\_ Swazi tradition held in August or September. Many unmarried and childless \_\_\_\_\_ girls and women travel from their villages to participate in this ceremony. The ceremony lasts for eight days and it is held at Ludzidzini Royal Village, which is the Queen Mother's \_\_\_\_\_ Village.

The \_\_\_\_\_ starts with the cutting of the reed as the name suggests. The reed is then used to repair holes in the reed windscreen surrounding the royal village. Women carry a bush knife as symbol of their virginity. Today's reed dance developed from the \_\_\_\_\_ custom. In this custom, girls were put in age regiments to ensure their virginity. The official purpose of the dance is to \_\_\_\_\_ women's chastity, provide tribute labour for the Queen Mother and produce solidarity among women through working together.



**IMPORTANT VOCABULARY**

reed – *cana, caniço*  
 windscreen – *abrigo contra o vento*  
 regiment – *regimento, grupo de pessoas*  
 chastity – *castidade*

**COMPREHENSION**

Say if the statements are true (T) or false (F).

1. The reed dance is conducted every month. \_\_\_\_\_
2. Only childless women take part in the ceremony. \_\_\_\_\_
3. Women work for the queen during the ceremony. \_\_\_\_\_
4. The whole ceremony takes place at the Royal Village. \_\_\_\_\_
5. Women carry a bush knife as a symbol of their virginity. \_\_\_\_\_
6. Modern day reed dance is a modification of the *umcwasho* custom. \_\_\_\_\_
7. The main reason for this dance to take place is to show off women's power. \_\_\_\_\_

**SPEAKING**  
For many years, the Swazis have managed to preserve their culture. Express your opinion on how Mozambicans can also preserve their culture.

**GRAMMAR**

1. Complete the sentences with the correct form of the verbs to do or to make:

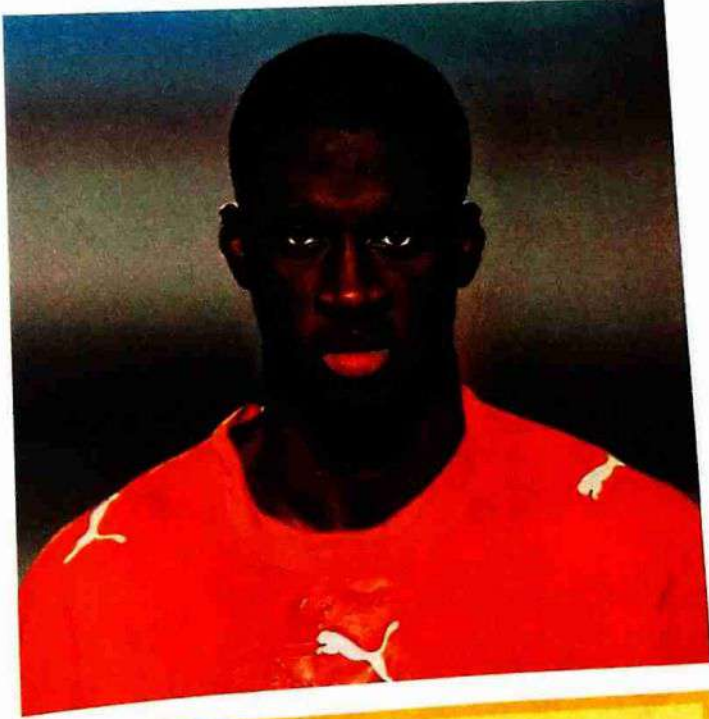
1. I hate \_\_\_\_\_ house work, especially cleaning.
2. Why do you always \_\_\_\_\_ the same thing?
3. Could you \_\_\_\_\_ us a favour, please?
4. Have you \_\_\_\_\_ all your work?
5. I need to see a doctor but I haven't \_\_\_\_\_ an appointment.
6. We \_\_\_\_\_ our best to help the children.
7. How many phone calls did you \_\_\_\_\_ ?

2. Choose the correct verb form to each sentence:

1. How long *do you live / have you lived* with your sister-in-law?
2. Tendai *is / has been* in Maputo recently.
3. Joshua and I are friends. I *know / have known* him for years.
4. Marcos *live / has lived* in Gaza since January.
5. Maria *works / has worked* in a restaurant now.
6. Is that a new car? Yes, *I have just bought it / I buy it*.
7. Lurdes Mutola *is running / has run* for Mozambique for a long time.

3. Rewrite the following statements inserting the adequate modal (**must** or **should**) in the place of the underlined expression and make the necessary changes:

1. Children are forbidden to watch violent movies.
2. Do you think it's my duty to visit him at the hospital?
3. African footballers playing in Europe have surely made a fortune.
4. We are required to follow the instructions.
5. I recommend you to go to the doctor.



**WRITING**

Carry out a research about traditional ceremonies in your country and design a poster explaining them. Don't forget to mention where, why and when they are celebrated.

**PRE-READING**

Before you read the text, discuss the following questions and statements with your partner.

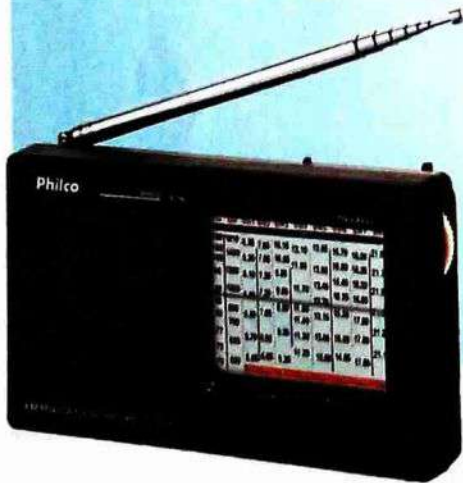
1. What do you understand by 'media'?
2. Media promotes bad behaviour among young people.
3. Government should strictly control the media in order to avoid misinformation.

**READING**

Read the text and then do the vocabulary and comprehension exercises that follow.

**The evolution of media**

Media, from the singular medium, are storage and transmission channels used to store and deliver information or data. It is often referred to as synonymous of mass media or news media, but may refer to a single medium used to communicate any data for any purpose. The beginning of human communication through artificial channels, that is, not through vocalization or gestures, goes back to ancient cave paintings, map drawing and writing. The Persian Empire played an important role in the field of communication. They devised what might be described as the first real mail or postal system, which is said to have been developed by emperor Cyrus, the Great, after his conquest of Media.



Media is divided into the following stages: ideographic writing produced the first civilization; alphabetic writing, the second; printing, the third; electronic recording and broadcasting, the fourth; and computer communication, the fifth. Media affects what people think about themselves and how they perceive people as well. What we think about self image and what others should look like comes from the media.

<http://en.wikipedia.org> (adapted)

**IMPORTANT VOCABULARY**

storage – armazenamento  
devise – inventar

**VOCABULARY**

Replace the underlined words in the text without changing their general meaning.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## COMPREHENSION

Answer the questions about the text.

1. What is 'media'?
2. What other names are used to refer to the media?
3. How did people communicate before the use of artificial channels?
4. Which nation took an important role in modifying modern day media?
5. Who invented the postal system we use today?
6. How is media classified?
7. What is the impact of media on people?

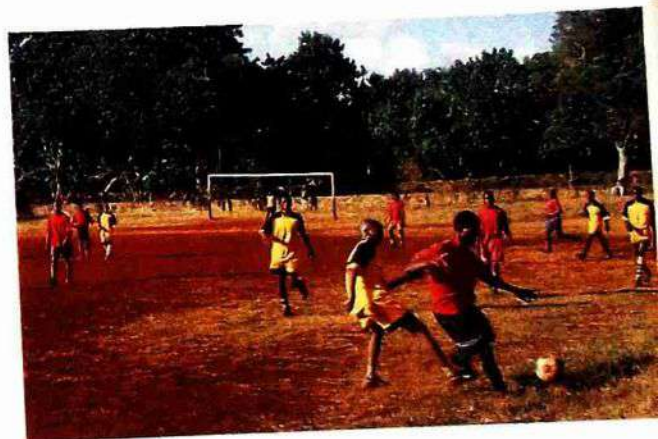
## GRAMMAR

1. Put the verb in the Present Continuous.

1. Lurdes \_\_\_\_\_ (*have*) a bath.
2. My sisters \_\_\_\_\_ (*sit*) in the kitchen.
3. Listen! The birds \_\_\_\_\_ (*sing*).
4. I \_\_\_\_\_ (*learn*) English in school.
5. They \_\_\_\_\_ (*play*) football at the moment.

2. Build up sentences with the correct word order. The verb should go into the Present Continuous.

1. to speak / them / she / with
2. by / the road / he / to wait / mother / for / his?
3. they / a letter / not / president / to write / to the
4. right now / to play / in / Drogba / Europe
5. not / test / to look / he / at / your?



## REMEMBER

### Present Continuous

*Use:* we use the Present Continuous to express the idea that something is happening now, at this very moment.

*Form:* verb "to be" (Present Simple) + *-ing* form (added to the main verb)

e.g. We **are learning** English now.

→ With the Present Continuous we often use time expressions such as: *now*, *at the present* or *at this moment*.

## WRITING

Write a composition about the importance of media in people's education.

**PRE-READING**

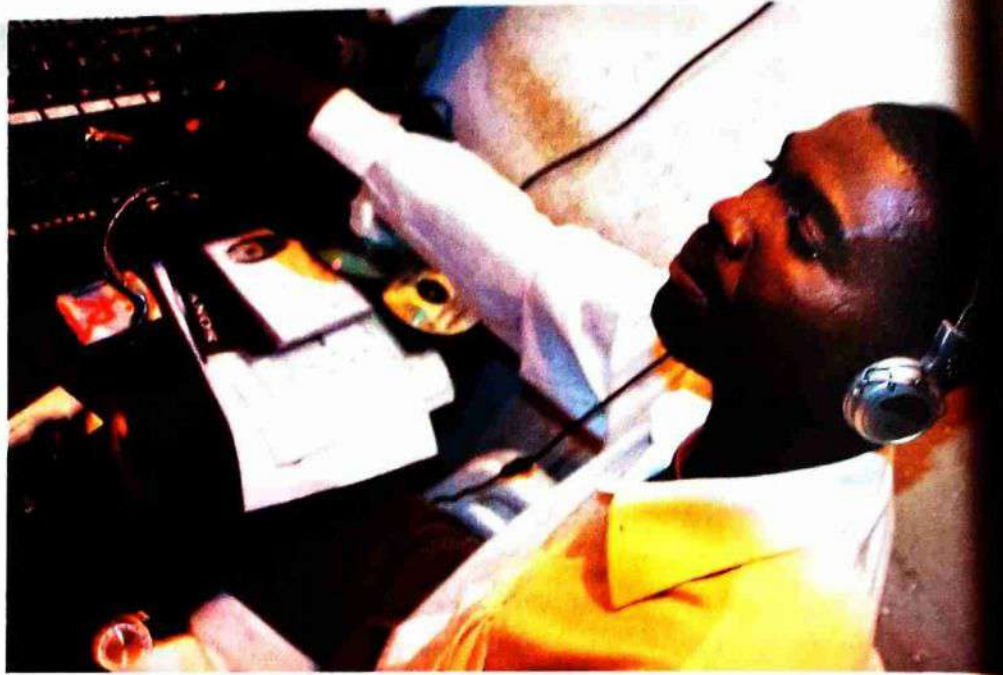
Discuss the important role that radio, especially community radios, can have in terms of educating people. Do you think they are an effective way of educating people?

**READING**

Read the text and then do the following vocabulary and comprehension exercises.

## Community radio station helps educate farmers in Angonia

Illiterate peasant farmers in the district of Angonia are slowly beginning to read and write on their own, thanks to the local community radio program that aims to educate about a million peasants. When it started, many of them were so shy that they never listened to the program. Having noticed this, the radio



director with the help of local authorities established listening clubs. The clubs did not only create room for peasants to listen to the radio program, but also provided space for them to share ideas, exchange experiences about different agricultural matters and encourage one another. One of the peasant emotionally cried, 'I don't know why I have been so stupid and not attended these meetings earlier. I have learnt a lot of things here and I have stopped asking my son to read or sign for me.' The local leader also thanked the radio station and the government for such an educative program.

**IMPORTANT VOCABULARY**

illiterate – *analfabeto*  
peasant farmer – *pequeno agricultor*

**COMPREHENSION**

Say if the following statements are true (T), false (F) or not mentioned (NM):

1. Many peasants in Angonia are not illiterate. \_\_\_\_\_
2. The radio has helped them to have easy markets for their goods. \_\_\_\_\_
3. Many of them were shy to listen to the program. \_\_\_\_\_
4. The program has helped many to learn how to read and write. \_\_\_\_\_
5. Local leaders did not help at all. \_\_\_\_\_
6. The clubs also help peasants to plant new varieties of maize. \_\_\_\_\_

**PRE-READING**

There has been an increase in the number of cable TV subscribers in Mozambique. Talk about the advantages and disadvantages of this phenomenon.

**READING**

Read the text and then do the vocabulary and comprehension exercises that follow.

## Television news and cable news



Television news refers to the dissemination of current events via television. “News bulletins” or “newscasts” are programs lasting from seconds to hours that provide updates on world, national, regional or local news events. Television news are very image-based, showing videos of many of the events that are reported. Television channels may provide news bulletins as part of a regularly scheduled news program. Less often, television shows may be interrupted or replaced by newsflashes to provide new updates on current or sudden events of great importance.

Cable news refers to channels which are devoted to current events 24 hours a day. This format derives from CNN, which originally stood for Cable News Network in reference to the then-new phenomenon of cable television. Many other channels have since then been established such as *BBC*, *Sky News*, *Al Jazeera*, *France 24*, *Fox News* and many more. These are sometimes referred to as network news channels.

<http://en.wikipedia.org> (adapted)

**IMPORTANT VOCABULARY**

newscast – noticiário  
newsflash – notícias de  
última hora

**VOCABULARY**

Replace the underlined words in the text without changing their general meaning.

## COMPREHENSION

UNIT 7  
LESSON 3

Answer the questions about the text.

1. What are television news?
2. How are television news transmitted?
3. What are the main advantages of television news, when compared to the ones transmitted by radio and newspapers?
4. What are cable news?
5. What's the origin of the name cable news?

## SPEAKING

Discuss with your classmates one of the following subjects:

1. News are more educative than soap operas.
2. Television has an important role in the eradication of poverty in Mozambique.

## GRAMMAR

1. Rewrite the following sentences in the passive voice:

1. They are watching the news. \_\_\_\_\_
2. The TV wasn't informing the consumers. \_\_\_\_\_
3. Television channels are providing news bulletins. \_\_\_\_\_
4. The farmers are forming a club. \_\_\_\_\_
5. The directors weren't receiving more money. \_\_\_\_\_
6. Japanese TV is broadcasting a new reality show. \_\_\_\_\_

2. Write the following sentences in the active voice.

1. Music was being played by them. \_\_\_\_\_
2. Food was being prepared by her when I arrived. \_\_\_\_\_
3. The party was being organized by the students. \_\_\_\_\_
4. She was being interviewed by a famous reporter. \_\_\_\_\_
5. The patients were being treated by that doctor. \_\_\_\_\_



## WRITING

Write a composition about the disadvantages of watching too much television.

**PRE-LISTENING**

Parents complain about some of the programmes beamed on TV, they claim they contribute to the increase in moral degradation. Do you agree with this?

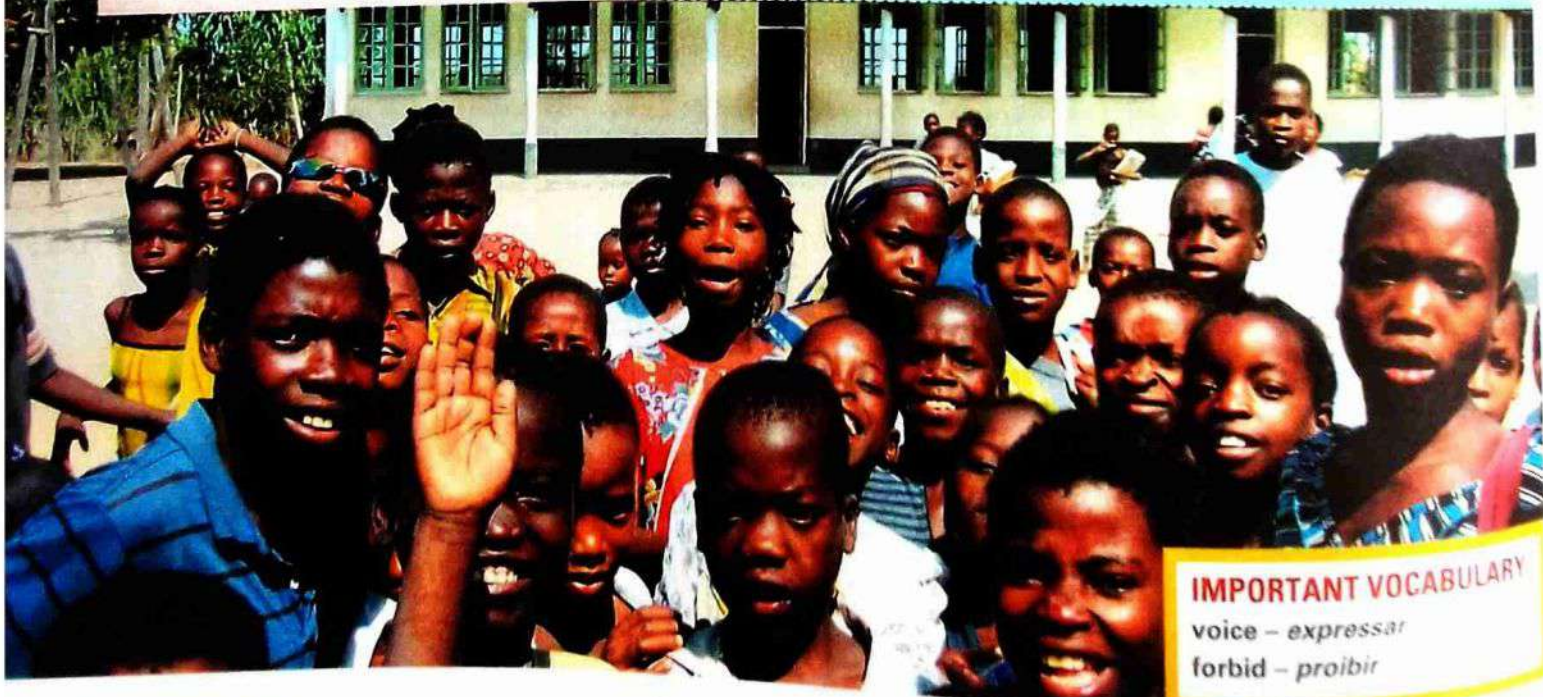
**LISTENING**

Listen to your teacher reading the text and complete the gaps with words from the box.

criticized    criticisms    blamed    representative

## Reality TV programs at the centre of cultural breakdown

*Big Brother*, a South African reality TV program, has once again become the centre of attention, after parents in Maputo \_\_\_\_\_ it for the recent increase in moral degradation. This has come to public barely a month after the church council of the Church of God \_\_\_\_\_ the very same program. The council wanted the program banned from television after it beamed a sex scene involving the roommates, without any censorship. Parents voiced out the recent \_\_\_\_\_ at the end of the term closing ceremony held at Nelson Mandela Secondary School. Parents want the government and the Ministry of Education to forbid television stations from beaming the program. They also expressed their worries concerning the risk the program is posing to very young children as most of them think that what is shown on TV is what is correct. Speaking on the ceremony, the government's \_\_\_\_\_ promised to take a closer look into the matter as complaints are now increasing day after day. However, he begged the parents to continue monitoring what their children watch and advised them to avoid placing TV sets in their children's bedrooms.



**VOCABULARY**

What do the following words mean?

1. beam

2. ban

3. censorship

## COMPREHENSION

Read the text and summarize it by completing the gaps.

Big Brother is a \_\_\_\_\_ that enjoys widespread popularity among the youth. It has been \_\_\_\_\_ for the decrease in moral values by \_\_\_\_\_ and the \_\_\_\_\_. The two groups want the program to be \_\_\_\_\_. They claim it promotes bad behaviour and increases the risk of children learning bad things. The latest criticisms were voiced at \_\_\_\_\_ held at \_\_\_\_\_. The \_\_\_\_\_ advised parents to \_\_\_\_\_ and not to \_\_\_\_\_.

## SPEAKING

Discuss with your classmates the following subjects:

1. How can parents monitor what their children watch on TV?
2. To what extent is TV a bad influence on young people? Should the government ban some TV programs?

## GRAMMAR

### REMEMBER

#### Past Perfect Simple

Form: the past perfect is formed with: **had** + verb in the past participle.

Use: we use the past perfect to talk about a past action that happened before another past action. We often use *when*, *after* and *because* to separate the two actions. Examples:

1. Charles **had eaten** his dinner *when* his friend Bento **arrived**.
2. *Because she had failed* to pay her bill they forced her to do manual work for a week.

Choose a correct option from the ones given:

1. The refugees *decided* / *had decided* to leave the country before the president chased them away.
2. Mother *had already cooked* / *already cooked* dinner when the visitors arrived.
3. He *decide* to buy a new car / *He had decided* to buy a new car before he got a new job.
4. Chris *bought* / *had bought* a new house.
5. The new teacher *had planned* / *planned* to let the students free before lunch break.
6. She *left* / *had left* when the thieves broke into her bedroom.
7. The police *arrested* / *had arrested* him for taking part in the crime.



## WRITING

Write a short paragraph explaining an unlucky experience you had in the past.

**PRE-READING**

Do you have the habit of listening to the radio? And do you have favourite radio stations? Explain why.

**READING**

Read the text and then do the vocabulary and comprehension exercises that follow.

**Media in Mozambique**

The road for the media in Mozambique has been a rocky one. Under Portuguese rule, there were no independent media outlets. Illiteracy was so high among the Africans that indigenous newspapers were not feasible. The first newspaper in Mozambique was the *Lourenço Marques Guardian*, which started publishing in 1905. It was published in the country's capital city, and its target audience was the British community within the city. The Roman Catholic Church acquired the *Guardian* in 1956, changed its name to *Diário*, and began publishing it biweekly in English and Portuguese. After continuing policy conflicts between the archbishop of Lourenço Marques and the more liberal

bishop in Beira, *Notícias da Beira* became the country's second newspaper in 1918. *Notícias da Beira* was a biweekly newspaper, also published in English and Portuguese. Fourteen years later, in 1932, the bishop was supported in the launching of *A Voz Africana*, by local Africans.

In 1950 *Diário de Moçambique* was launched. Another newspaper appeared in 1926, started by a retired Portuguese military officer. It was called *Notícias* and was a Portuguese language publication based in Lourenço Marques. *Notícias* became the country's official Portuguese newspaper. In 1975 the FRELIMO government took over *Notícias*, which became a government-controlled publication. *Notícias da Beira* remained the country's second newspaper, but all other daily newspapers disappeared as the country embarked on its Marxist-Leninist path under Machel. Agência de Informação de Moçambique (AIM) is the country's domestic news agency, a government-run institution charged with collecting and distributing news about Mozambique and cooperating with other news agencies, including the Pan-African News Agency. Reuters, German, Italian, and Portuguese news organizations have also been allowed to operate in Mozambique.

State-controlled Radio Mozambique remains the country's main source of news and information. Private and commercial radio stations are also allowed to operate. An estimated 40 community radio and television stations, supported by UNESCO and the government, exist around the country. Parts of the country also get BBC World Service and RTP, the Portuguese television's African service. The new Constitution protects freedom of the media and has resulted in a number of radio stations, including those linked to the RENAMO opposition group, the Roman Catholic Church, and even one that is youth-oriented: British Broadcasting Corporation.



Barack Obama em discurso durante a cerimónia de posse, agosto de 2008

Adapted from *Country Profile: Mozambique, 2002*

## VOCABULARY

Choose the words that mean the same as the ones given:

1. indigenous

a. local

2. feasible

a. impossible

3. liberal

conservative

b. international

b. possible

b. free to express one's view

c. foreign

c. sure

c. democratic

d. Mozambican

d. not sure

d. FRELIMO

## COMPREHENSION

Whether the following statements are true (T) or false (F).

1. The first Mozambican newspaper was called *Lourenço Marques Post*.

2. *Notícias da Beira* was the second newspaper.

3. *Notícias da Beira* was published only in Portuguese.

4. *Diário de Moçambique* was launched in 1932.

5. FRELIMO took over the control of *Notícias* after the independence of Mozambique.

6. Foreign news agencies are not allowed to operate in Mozambique.

7. Radio Mozambique is the main source of news and information in the country.

## PEAKING

The number of private owned radios, TVs and newspapers has increased recently. Discuss the advantages and possible disadvantages of having many forms of media.

## WRITING

Conduct interviews and write a report about the most popular form of media in your community. Find out why people like it and how do they value it.

## GRAMMAR

Revision: Past Simple passive

Rewrite the following sentences into the Past Simple passive.

e.g. James / eat / the red apple The red apple was eaten by James.

1. Tico-Tico / score / a goal \_\_\_\_\_

2. My classroom / renovate / last week \_\_\_\_\_

3. The new car / manufacture / in Japan \_\_\_\_\_

4. Susan / write / a letter \_\_\_\_\_

5. My school / build / ten years ago \_\_\_\_\_

6. The injured reporter / take / to hospital \_\_\_\_\_

7. The Roman Catholic Church / acquire / The Guardian / in 1956 \_\_\_\_\_

8. *Diário de Moçambique* / launch / in 1950 \_\_\_\_\_

**PRE-READING**

What do you know about HIV/AIDS? Do you think there has been enough media coverage of HIV/AIDS epidemics in Mozambique?

**READING**

Read the text and then do the following comprehension exercise.

## Journalists to ensure children are placed at centre of HIV/AIDS news coverage

In Maputo more than 30 media professionals, including managers, editors and senior journalists from radio, television and print media, committed themselves to make the fight against HIV/AIDS and its impact on children a priority in their editorial policies. The commitment was expressed during a workshop with partners, government institutions, UNICEF and other UN agencies (UNDP, WFP) to debate the role of the media in Mozambique in the campaign "Unite for Children. Unite against AIDS." The workshop took place in Bilene and Xai-Xai, districts of Gaza Province, on 5 and 6 December respectively. The event was jointly organized by UNICEF and the National AIDS Council (CNCS). A wide range of media professionals from public, private and religious radio, television and print media attended the debates which were also stimulated by the active participation of some key partners such as *Save the Children Alliance*, *World Vision*, and representatives from organizations for children ("Continuadores" and "Rede da Criança" and association of people living with HIV/AIDS (*Kuvumbana*), among others.

UNICEF Mozambique



**IMPORTANT VOCABULARY**  
 commitment – compromisso  
 respectively – respectivamente  
 jointly – conjuntamente

**COMPREHENSION**

Answer the following questions about the text.

1. Where was the workshop conducted?
2. Who attended the workshop?
3. Who were the organizers?
4. What was the purpose of the workshop?
5. What did the journalists promise to do?
6. Mention non-media groups or associations that were present at the workshop.

## SPEAKING

**Role-play:** imagine you are one of the journalists who attended the workshop about AIDS in Bilene. Explain how you plan to put into action what you have learnt at the workshop.

## GRAMMAR

1. Rewrite the following sentences into the Past Simple passive.

1. They watched the game on TV.
2. The police confiscated the drugs.
3. Emilia read Mia Couto's new book.
4. Maria cleaned my bedroom.
5. I wrote a letter to my parents in Gaza.
6. We paid her bill.

2. Rewrite the following sentences into the passive voice.

1. Emilia listened to the 8 o'clock news.
2. The radio is broadcasting opera music.
3. Wasn't he watching the news?
4. She plays the piano so well!
5. The journalists are conducting a new research.
6. They don't watch this program.

3. Write the following sentences in the active voice.

1. The goal was scored by player number 10.
2. The festival was organized by the villagers.
3. She was photographed by him.
4. They were treated by that nurse.
5. Tina was promoted by her boss.
6. The cheese was eaten by mice.
7. The burglars were caught by the police.
8. The cake was made by my mother.
9. The cooker was fixed by my father.
10. The newspaper was taken by someone.

## WRITING

Write a composition about how the media can help in the reduction of HIV and AIDS's spread in Mozambique.

**PRE-READING**

Do you know what a soap opera is? In pairs, discuss what you think it might be.

**READING**

Read the text.

**The first TV soap opera**

The first TV soap opera appeared on American television just after the Second World War. It was called *Faraway Hills* and it began on 2<sup>nd</sup> October 1946. A famous Broadway actress, Flora Campbell, played Karen St John, a rich New York woman who went to live with her relatives in the country after her husband died. She soon met a handsome young farmer, and of course the two immediately fell in love. Unfortunately, the farmer was already engaged to Karen's cousin, who knew nothing about the relationship. When she found out, things got very difficult for Karen. The producers of *Faraway Hills* had very little money – each program cost 300 dollars, so they made them as quickly as possible.



Because there was no time for the actors to learn their words each week assistants wrote them on blackboards. Because of this, they often looked into the distance with a strange, romantic expression on their faces as they read their words from the boards on the other side of the studio.

**COMPREHENSION**

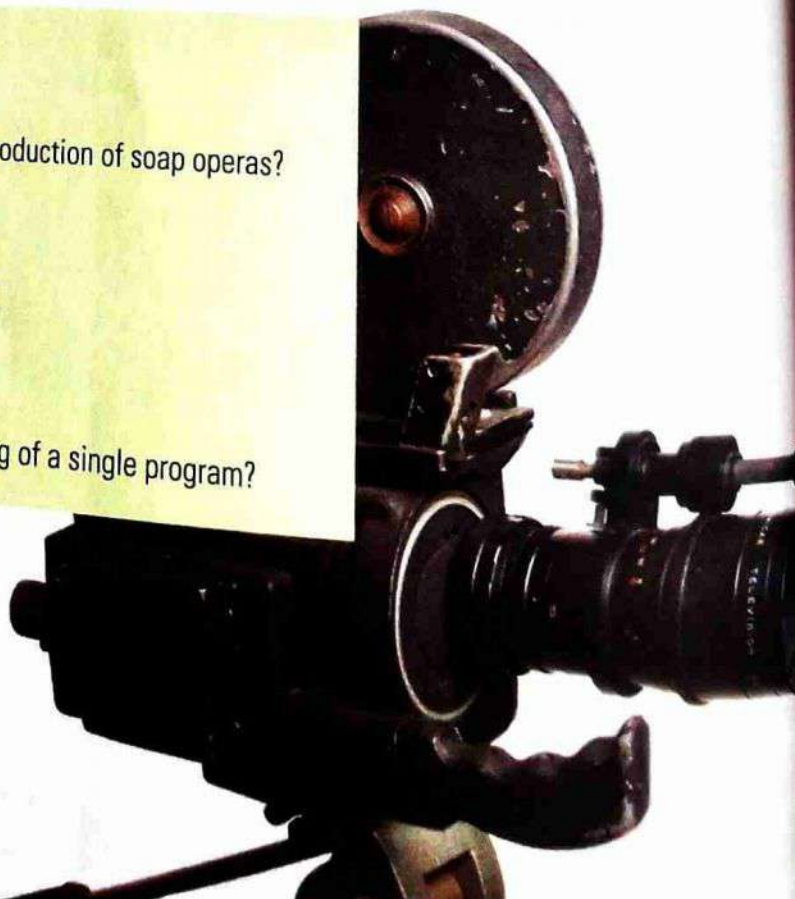
Answer the following questions about the text.

1. Which country could be credited for the first production of soap operas?
2. What was the title of the first soap opera?
3. Who played the leading role in the soap?
4. Why did the protagonist moved to countryside?
5. How would you classify the first soap opera?
6. How did the actors learn their scripts?
7. How much money was required for the recording of a single program?

**VOCABULARY**

What do the following words/expressions mean?

1. soap opera: \_\_\_\_\_
2. played: \_\_\_\_\_
3. engaged: \_\_\_\_\_



**SPEAKING**

Discuss with your colleagues the following topic: soap operas are responsible for poor academic performance and moral degradation.

**GRAMMAR**

**1. Write the verbs in the correct form: Present Perfect or Past Perfect.**

1. Justino \_\_\_\_\_ (visit) his parents in Cuamba.
2. She \_\_\_\_\_ (go) to the cinema when the thieves broke into her house.
3. \_\_\_\_\_ you \_\_\_\_\_ (clean) your car? I may need to use it later today.
4. The new soap opera \_\_\_\_\_ (attract) the attention of people of all ages.
5. Because Anna \_\_\_\_\_ (fail) her exam, her father sold the only TV set that made her fall asleep late.
6. My grandparents \_\_\_\_\_ (get married) when they were very young.
7. My girlfriend \_\_\_\_\_ (arrive). I am so glad.
8. Amos \_\_\_\_\_ (cook) dinner when the visitors arrived.

**2. Rewrite the following sentences into the Past Simple passive.**

- |  |  |
|--|--|
| 1. They watched TV all day.                    | 5. The sad mother kicked her son.                      |
| 2. The Brazilian police confiscated the drugs. | 6. I write letters to my parents in Gaza.              |
| 3. Emilia watched the eight o'clock news.      | 7. We paid her bill.                                   |
| 4. Maria cleaned my bedroom.                   | 8. The head teacher replaced our sick English teacher. |

**3. Complete the text with the correct form of the given verb: Past Simple or Past Perfect.**

When Dr Kambazako, the richest man in Tsangano, \_\_\_\_\_ (die) in 1997 most of his family members \_\_\_\_\_ (come) to mourn him and hear details of his will. Many of them hoped he had \_\_\_\_\_ (remember) them and made them rich. Instead many of them got shocked. Dr Kambazako \_\_\_\_\_ (live) alone for many years, and most of his family \_\_\_\_\_ (not / see) him for ages. His relatives were surprised when they \_\_\_\_\_ (hear) that he \_\_\_\_\_ (left) 200 000 mt to his pet, a dog called Sorte, while family members only received 2 000 mt each.

**4. Rewrite the following sentences in the Past Simple or Past Continuous.**

1. George (to fall) off the ladder while he (to paint) the ceiling. \_\_\_\_\_
2. While I (to sleep), the phone (to ring) loudly. \_\_\_\_\_
3. My dog (to bark) a lot when I (to get) home. \_\_\_\_\_
4. While I (to be) distracted, my father (to take) a photo. \_\_\_\_\_
5. What (you / to do) yesterday at this same time? \_\_\_\_\_
6. I (to see) my cousin at school. She (to wear) a nice pink dress. \_\_\_\_\_

**WRITING**

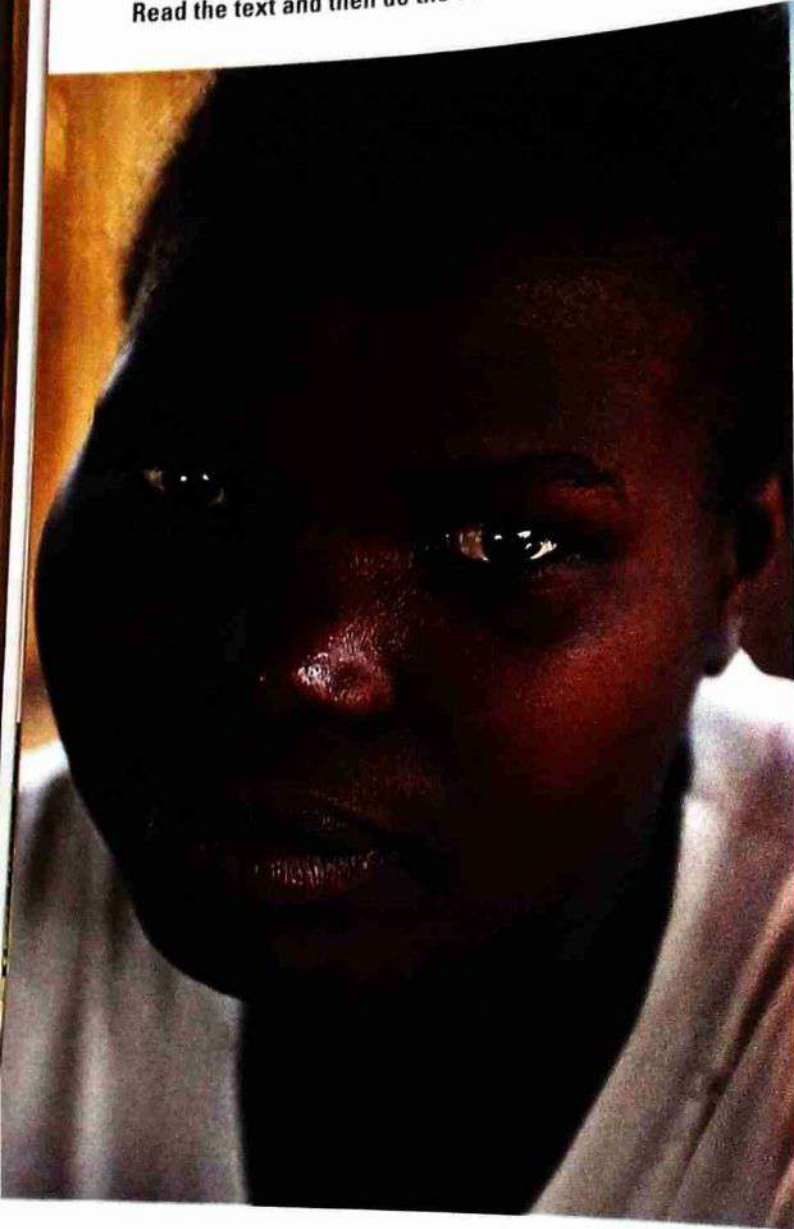
Media is important in many ways, however, if not properly used it may be the trigger of many social conflicts. Write an essay about the importance of media in the eradication of poverty in Mozambique.

**PRE-READING**

Have you already considered your options after finishing secondary school? Will you want to go to college or will you prefer to start looking for a job?

**READING**

Read the text and then do the vocabulary and comprehension exercises that follow.



My name is Minda. I have just finished twelfth grade at Joaquim Chissano Secondary School, in Boane. I am now a school-leaver. I will not worry about getting up early in the morning and scuttle to school. I will not worry about doing my homework any more; I am free, free like a bird in the sky. Above all, I won't wrangle with my mother over pocket money.

Although I am excited about being a school-leaver, I still don't know what I will do next. Nora, my cousin, finished twelfth grade three years ago and she still stays at home with us. She is very good on mathematics, but she doesn't want to major in any mathematical field. She told me that she wants to be a journalist. She has been failing to secure a place at any college, because she graduated from section B in which we study science subjects.

I feel the same thing will happen to me. I chose section A in which we study arts and humanities subjects only, though I want to be an electrical engineer. I hope I will get a part-time job so that I can have some money of my own to pay for my studies, but where will I get a job? There is nothing I can do... How I wish my teachers and parents had helped me.

**VOCABULARY**

Choose the word that has the same meaning as the ones underlined in the text.

1. specialise \_\_\_\_\_
2. rush \_\_\_\_\_
3. quarrel \_\_\_\_\_
4. allowance \_\_\_\_\_

## COMPREHENSION

Answer the questions about the text.

1. Has Minda finished high school?
2. Identify some of the things she won't be doing anymore.
3. What did she use to do with her mother?
4. Why has her cousin not managed to continue with her studies?
5. Mention a profession that Nora should have chosen.
6. Do you think Minda is happy, because she's a school-leaver?

## SPAKING

In your class debate the following subject:

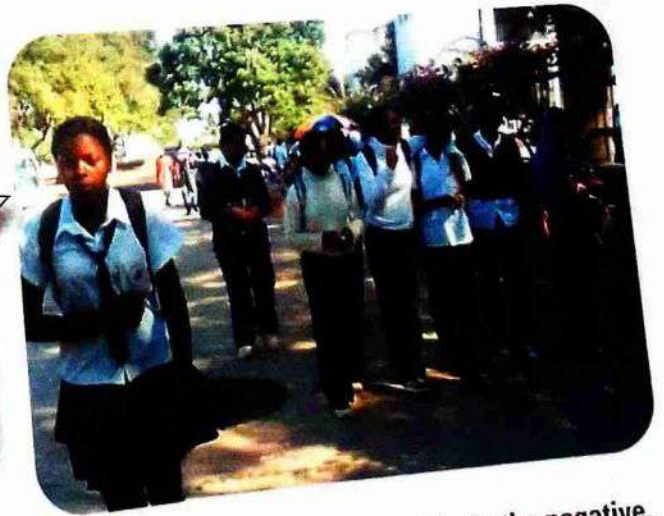
Who should be responsible for deciding the future of children after school: parents or teachers?

## GRAMMAR

Revision: Present Simple (negative)

1. Rewrite the following paragraph in the negative.

My name is Golden. I am 16 years-old. I live with my parents in a small four-bedroom house. My father is a soldier and my mother is a housewife. When I finish school I would like to be an accountant. My uncle told me it is a very good profession; he also told me to work extra hard in mathematics. I make sure that I study very hard, so that one day I can fulfill my dream.



2. Write about yourself using the given information. Remember that the information should be in the negative.

1. watch TV often \_\_\_\_\_
2. read novels \_\_\_\_\_
3. visit my grandparents \_\_\_\_\_
4. go out with friends \_\_\_\_\_
5. travel a lot \_\_\_\_\_
6. play tennis very well \_\_\_\_\_

to do after finishing tenth grade.

**PRE-READING**

If you were interested on getting a job what would you do? Where would you go to? Discuss this with your partner.

**READING**

Read the text and then do the following comprehension exercise.

## Getting a job

Looking for a job is as easier as knocking at a door these days. If you have a computer connected to the internet you can send many applications in a blink of an eye. However the old method of dropping your application is advantageous, not only because you may meet the person hiring, but also because face-to-face contact makes you more memorable if you make a good impression.

Jobs can be found in big chains, that is, fast-food chains, retail chains and department stores. These often have their pre-printed applications to fill in. Many other companies just provide you with vacancies, which describe in brief the kind of person they are looking for and qualifications required for the job. These applications are published in newspapers and some are posted on the internet. It is wise to read the applications carefully before applying.

If you don't get one, do not give up; keep trying. You may also, if you can manage, take part in activities that help enrich your CV. These activities include volunteering. When you volunteer, it will be like putting your skills on the market for companies or organisations to see them.

studentsolutions.com.au (adapted)

**IMPORTANT VOCABULARY**

chain – cadeia

CV – Curriculum Vitae

**VOCABULARY**

What do the following expressions mean?

1. in a blink of an eye \_\_\_\_\_
2. face-to-face \_\_\_\_\_
3. putting your skills on the market \_\_\_\_\_

## COMPREHENSION

Say whether the following statements are true (T) or false (F).

1. If you are looking for a job you must have a computer connected to the internet.
2. The old method of handing your application in hand puts one in advantage, if you manage to make a good impression.
3. Jobs are only found in department stores.
4. Some companies provide application forms to jobseekers.
5. Applications are spread out orally to job seekers.
6. Part time activities help enriching your CV.
7. Volunteering is a waste of time; never go for it.

## SPEAKING

Discuss what young people can do to reduce unemployment in the country.

## GRAMMAR

1. Underline the gerund in the following sentences.  
Some sentences don't take a gerund.

1. Killing mad dogs requires hiring professional killers.
2. Celso is responsible for setting scenes in the new soap opera.
3. Cooking is my favourite hobby.
4. I was playing football outside with my friends.
5. Playing football with my friends pleases me.
6. Driving in the muddy road was satisfying.
7. Daniel was caught driving a stolen car.
8. The teacher told the students to stop cheating.
9. Cheating is a not a good thing.

2. Write the following verbs in the gerund and then write a sentence for each verb.

e.g. eat – eating / Eating is fundamental for our health.

1. sing \_\_\_\_\_

2. jog \_\_\_\_\_

3. smile \_\_\_\_\_

4. read \_\_\_\_\_

5. dance \_\_\_\_\_

### Gerunds

When we use a verb in the -ing form as subject of a sentence, it is a gerund. Gerunds are, sometimes, called "verbal nouns".

Examples:

- **Fishing** is fun.
- **Travelling** may help you overcome the shock.
- **Studying** is good for us.
- One of her duties is **hunting** mad dogs.



## WRITING

Write a composition discussing things one can do to enrich a CV. Don't forget to mention each activity you present.

## PRE-LISTENING

In your opinion are applications letters still an adequate way to apply for a job? Explain your position.

## LISTENING

Listen to your teacher reading the text.

Av. de Namaacha  
House n.º 482  
Boane  
Maputo  
19th June 2010

Peacecorps Mozambique  
Caixa postal 4398  
Maputo  
Mozambique

Application for a job as driver

Dear Sir / Madam,

I am writing to apply for the above mentioned job advertised in the *Notícias* newspaper on 4<sup>th</sup> June. I am 28 years-old, single and I finished 10th grade at Nelson Mandela Secondary School. I am a hard-working and an easy-going man. I enjoy working in teams and learn from others. I am presently doing part-time truck driving for local businessmen. I have enclosed my CV and a copy of my certificate. I look forward to hearing from you soon for a possible interview.

Yours faithfully,

Marcos Hector Chitedze

### IMPORTANT VOCABULARY

apply – *candidatar-se*  
enclose – *re meter junto*

## VOCABULARY

Underline the adjectives in the text.

## COMPREHENSION

Read the text and answer the following questions about it.

1. Do you think he will make a good impression on the employer?
2. How did Marcos know about the advertisement?
3. What's the job he's applying for?
4. Of the two addresses at the top of the page, which one is Marcos's?

## JOB APPLICATION FORM

Please complete this accurately, giving as many details as possible in your application. Shortlisting will be based on the information gathered in your application. You will be advised of the outcome of your application.

Please attach the finished form to your application. It will be returned as requested. Please do not staple or use any other fasteners. Please use a blue ballpoint pen. Please do not use a pen that has run out of ink. Please do not use a pen that has run out of ink.

**PERSONAL DETAILS**  
Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
City: \_\_\_\_\_  
Country: \_\_\_\_\_  
Telephone: \_\_\_\_\_  
E-mail: \_\_\_\_\_

## SPEAKING

Discuss with your colleagues jobs/professions you would like to have and what you must do in order to achieve your dream.

Adjectives describing personal characteristics

Personality adjectives can be of great use when developing a CV or preparing for a job interview. Here are some adjectives you can use when applying for a job.

*determined, punctual, adaptable, friendly, ambitious, calm, confident, helpful, cooperative, organized, responsible...*

e.g. I am a very **determined** and **responsible** young man. Also, I am very **adaptable** to new jobs and tasks

Read the following text very carefully and fill in the gaps with the words from the box.

**determined    punctual    ambitious    calm    organized    responsible**

Dear Mr. James,

I believe I'm the right candidate for the post you have advertised in the newspaper, because I am very \_\_\_\_\_ in every task I put myself up to. Also, I am \_\_\_\_\_ (I have been living alone for two years) and \_\_\_\_\_ like the British. I think that the fact that I'm a \_\_\_\_\_ person will help me dealing with children; on the other hand, as I'm so \_\_\_\_\_ there won't be any mistakes with the medication I'll be in charge of. I feel this would be a good opportunity to improve my skills and acquire new ones. As you may have noticed I am very \_\_\_\_\_ about the future.

WRITING

Write an application letter for the following job advertisement.

Guidelines on how to write an application letter

1. Use a formal layout and style.
2. Have a separate paragraph for each topic.
3. Be brief.
4. Make a good impression on the employer.
5. Read the advertisement very carefully and provide any information it asks for.
6. Think of what qualities the job requires and try to show that you possess them. Do not tell lies.
7. Enclose your CV.

**Castigo Castro offices: personal secretary vacancy**

Requirements:

- Two years of experience as a secretary.
- Typing skills (at least 100 words per minute).
- Up to 27 years-old.
- Ability to communicate in English and prepared to work in a multilingual environment.
- Priority will be given to single female candidates.

If you're interested, please send your application letter to Castigo Castro, caixa postal 415 Matola / 700, Maputo.

### PRE-READING

Have you ever heard the word 'entrepreneur'? What do you imagine an entrepreneur might be? Share your thoughts with your partner before reading the text.

### READING

Read the text and then do the comprehension exercise that follows.

## What's an entrepreneur?

Entrepreneurship is the act of being an entrepreneur, which is a French word meaning "one who undertakes innovations, finance and business acumen in an effort to transform them into economic goods". This may result in new organizations or may be part of revitalizing mature organizations in response to a perceived opportunity. The most obvious form of entrepreneurship is that of starting new businesses; however, in recent years, the word has been extended to include social and political forms of entrepreneurial activity. When entrepreneurship is describing activities within a firm or large organization it is referred to as intrapreneurship.

Entrepreneurial activities are largely different depending on the type of organization that is being started. Entrepreneurship ranges in scale from solo projects (involving the entrepreneur only on a part-time basis) to major undertakings creating many job opportunities. In more recent times, the term *entrepreneurship* has been extended to include elements not necessarily related to business formation activity, such as conceptualizations of entrepreneurship as a specific mindset, resulting in entrepreneurial initiatives, e.g. in the form of social entrepreneurship, political entrepreneur, or knowledge entrepreneurship have emerged.

In the 20th century, the understanding of entrepreneurship owes much to the work of the economist Joseph Schumpeter in the 1930s and other Austrian economists such as Carl Menger, Ludwig von Mises and Friedrich von Hayek. In Schumpeter, an entrepreneur is a person who is willing and able to convert a new idea or invention into a successful innovation.

<http://en.wikipedia.org> (adapted)



#### IMPORTANT VOCABULARY

entrepreneur – empresário  
acumen – perspicácia  
revitalizing – revitalizar  
undertaking – projecto,  
empreendimento  
mindset – mentalidade

### COMPREHENSION

Answer the questions about the text.

1. What is an entrepreneur?
2. What's the origin of the word?
3. What is the most common type of entrepreneur?
4. What differences can we observe within entrepreneurial activities?
5. What other terms not related to business have become part of the concept of entrepreneur?
6. Who are the people to be credited for a better understanding of this concept?
7. How did Schumpeter define entrepreneur?

### DISCUSSING

Discuss the subjects below.

1. Types of entrepreneurship in your community.
2. Being an entrepreneur is better than being an employee.

### GRAMMAR

Write the following sentences in the Present Continuous to express future events.

e.g. *the minister / open a new school / next week* – *The minister is opening a new school next week.*

1. Telma / start / sell / second-hand clothes / next month
2. We / travel / Beira / the coming holidays
3. Daniel / import / a new car / next year
4. Regina / write / final exam / next year
5. Jorge / join / the army / next season
6. Who / clean / the room / tomorrow?
7. Clessia / register / her company / next month
8. Are / drive / tomorrow?

### REMEMBER

**Present Continuous to express future events**

*Use:* We use the Present Continuous to express things that have already been planned and will take place in the future.

*Form:* Verb "to be" (Simple Present) + -ing form (added to the main verb)

e.g. *I'm meeting Jim at the airport.*  
*What are we doing tomorrow night?*



### WRITING

Conduct a research and write a report about the advantages of being an entrepreneur rather than being an employee.

## PRE-READING

Do you picture yourself having your own business? What kind of business would it be?

## READING

Read the text and then do the vocabulary and comprehension exercises that follow.

# Starting a business

Starting a business involves making key financial decisions and completing a series of legal activities. This guide provides information to help you plan, prepare, and manage your business.

### Research and plan your business

Use all the tools and resources you can to help you prepare your business plan and become a successful business owner.

### Get business assistance and training

Take advantage of free training and counselling services, from preparing a business plan to getting financing and help expanding and relocating a business.

### Choose a business location

Get advice about choosing a customer-friendly location and complying with zoning laws.

### Finance your business

Find government backed loans, venture capital and research grants to help you get started.

### Determine the legal structure of your business

Decide whether you are going to form a sole proprietorship, partnership, non-profit or cooperative.

### Register a business name

Register your business name with your state government.

### Get a tax identification number

Learn which tax identification number you'll need to obtain from the Ministry of Commerce.

### Register for state and local taxes

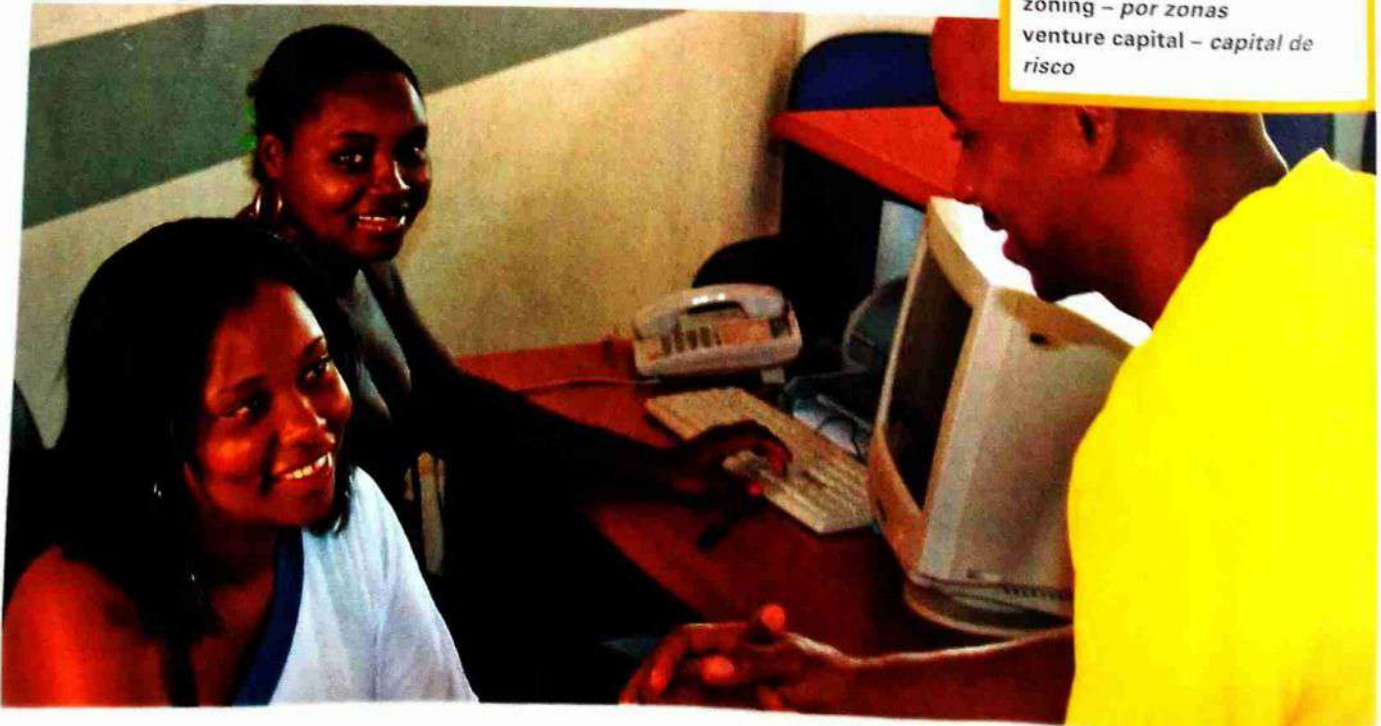
Register with your state to obtain a tax identification number, workers' compensation, unemployment and disability insurance.

### Obtain business licenses and permits

Get a list of federal, state and local licenses and permits required for your business.

### IMPORTANT VOCABULARY

zoning – *por zonas*  
venture capital – *capital de riesgo*



**VOCABULARY**

Explain the meaning of the following words:

1. loan \_\_\_\_\_

2. capital \_\_\_\_\_

3. grants \_\_\_\_\_

4. permits \_\_\_\_\_

**COMPREHENSION**

Complete the table below.

Step	Activity
	Register your business name with your state government.
Choose a business location	Choose a customer-friendly location for your business.
Finance your business	Register your business with the local government authorities.
Obtain business licenses and permits	

**SPEAKING**

Talk about local businesses in your community. Discuss if people you know followed the steps above or not.

**GRAMMAR**

- Write a paragraph about your last weekend.
- Rewrite the following sentences in the Past Simple.
  - I play football with my friends.
  - The teacher is very friendly to his students.
  - She lives with her aunt in Belavista.
  - Susan Ashton sings very good gospel music.
  - We are an independent company.
  - I go to the cinema every weekend.

**WRITING**

Many youngsters quit school to start a business. Write an essay about the importance of education in the business world.

## PRE-READING

Unemployment and economic crisis are two of nowadays' major social problems. There are more and more people around the world with the need of living on less money than a few years ago. What tips do you think could be real money savers?

## READING

Read the text and then do the vocabulary and comprehension exercises that follow.

## Saving money tips

Every year unemployment numbers go up. The recent world economic crisis has led to the closing of a good number of companies, leaving thousands jobless. These people who lost their jobs are forced to change their life styles. If you have lost your job or you are still looking for one, try the following tips on how to live with little income.

**Shop wisely:** it is wise to look for stores that provide discount coupons or those that provide two items for the price of one. Plan the weekly menu around what is on sale; this may require that you move around town searching for goods on sale. Buy in bulk, but be careful not to overstock items that will spoil. Reduce the number of times you go shopping. Shop in stores known to provide low prices.

**Make a shopping list:** make a list of things you need to buy and avoid buying things that are not planned. It is wise to know the prices of the things you plan to buy before you do your shopping.

**Evaluate your needs:** get into the habit of asking yourself if you really need a new item. Avoid buying things for the sake of having a new one.

**Be practical:** instead of depending on buying vegetables, plant your own. Take off your good clothes when you get home; this will make them look new even after many times of usage.

Awake, July 2010 (adapted and abridged)



## IMPORTANT VOCABULARY

tip – dica, sugestão  
 discount coupon – cupão de desconto  
 on sale – em saldo, a preço reduzido  
 spoil – estragar

## VOCABULARY

Match the words to the correct meaning.

- |                |                                       |
|----------------|---------------------------------------|
| 1. jobless     | a. what one receives for his/her work |
| 2. income      | b. keep goods in excessive amount     |
| 3. buy in bulk | b. without a job                      |
| 4. overstock   | c. buy in large quantities            |

## COMPREHENSION

Complete the table below.

Tip	What to do
Be practical	Reduce your shopping frequency
Make a shopping list	

## SPEAKING

Think of other ways that may be useful when living with less and share them with a friend.

## GRAMMAR

Use the following verbs to write sentences in the Present Perfect.

1. arrive \_\_\_\_\_
2. break \_\_\_\_\_
3. fall \_\_\_\_\_
4. grow \_\_\_\_\_
5. improve \_\_\_\_\_
6. play \_\_\_\_\_



## WRITING

Write a composition about how the government can reduce the unemployment rate in the country.

**PRE-READING**

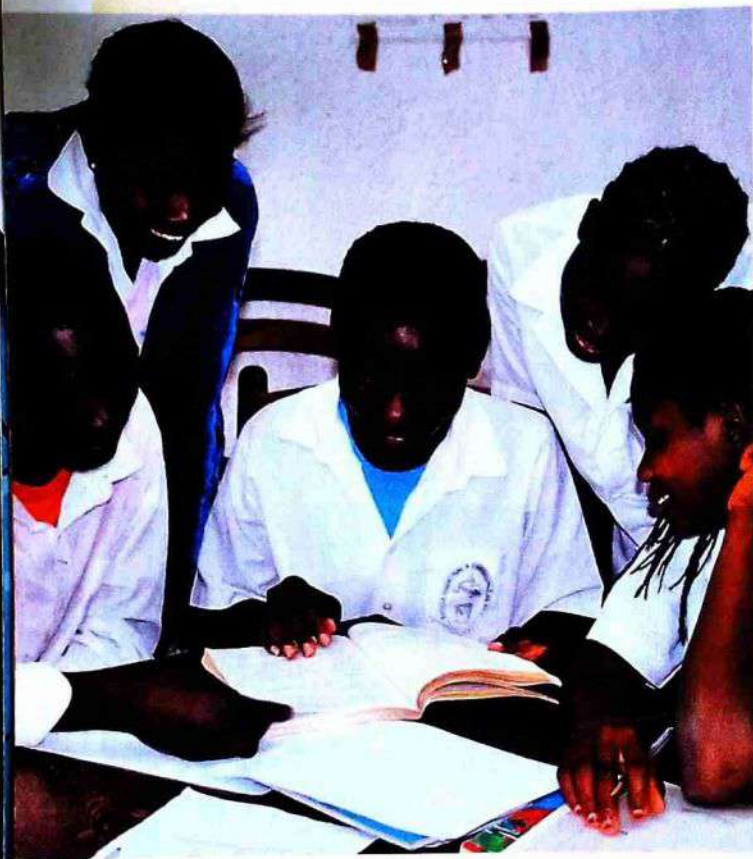
Before you read the text discuss the following with your partner:

- Parents should have a word to say when it comes to decide their sons' career options.
- Once finishing High School, teenagers should have the right to make their own choices in terms of their career

**READING**

Read the text and then do the vocabulary and comprehension exercises that follow.

## Too young to make life choices



Conflicts between parents and children do occur when it is time to choose future careers for their children. In most cases, parents are the ones who choose the courses for their children based on the fact that they are too young to decide on their own. Sometimes this is done without taking into consideration their skills, abilities or hobbies. There are a number of cases of children who are not successful or happy with their professions; parents are always blamed and children live the rest of their life frustrated.

On the other hand, there are those who are given the freedom to choose their own careers and make plans for their own lives. Again parents are blamed when their future career proves to be a failure. Some even blame parents for being a dropout from a promising course. Important decisions should be taken by both parents and children, discussing the good and bad things about them. Parents know what is good for their children, but mustn't force them to accept their decisions. Teenagers should think for themselves.

Other problems may rise when children take a course just to gratify parents. This is always bad for those who think that they have made the right choices for their children, only to find out that they chose unhappiness for them. This becomes an ever-fixed mark and, consequently, confrontation between parents and children leads to constant and endless accusations.

Unfortunately, in Mozambique we don't have career consultants or job advisers. The courses offered by technical schools or high schools do not always give the whole scope on the course, leaving some gaps between the course attended and the skills needed for jobs. Therefore, many school leavers end up taking whatever comes, before they can find an advice.

**VOCABULARY**

Write down words that can substitute the underlined ones without changing the meaning of the text.

## COMPREHENSION

Answer the following questions about the text.

1. Why do conflicts between parents and their children happen?
2. Find a synonym for the word "happy" used in the first paragraph of the text.
3. What does the word 'those' in the second paragraph refers to?
4. Who should be responsible for choosing a future career?
5. What does the expression "to gratify" in paragraph 3 mean?
6. Why is choosing a course or a future career difficult in Mozambique?

## SPEAKING

When a baby is born many parents express what they want the baby to achieve; some are their unfulfilled dreams, some are just wishes. Discuss the dangers of pre-deciding what a child should do in the future.

## GRAMMAR

1. Write sentences using each of the following modal verbs:

1. will \_\_\_\_\_

2. must \_\_\_\_\_

3. should \_\_\_\_\_

4. can \_\_\_\_\_

2. Write a paragraph about what you did last weekend. Use the following verbs:

sleep, play, visit, dance, cook, go, travel and stay

3. Describe your best friend. Use the adjectives below:

kind, smart, tall, beautiful/handsome, clever, talkative, jolly, generous and intelligent

4. Use the Past Continuous to complete the sentences below with a possible correct ending.

1. Carlos called us when we \_\_\_\_\_

2. The phone rang while I \_\_\_\_\_

3. The price of petrol went up when we \_\_\_\_\_

4. Patricia cut herself when \_\_\_\_\_

5. The radio was playing, but nobody was \_\_\_\_\_

6. I met my wife Helen when \_\_\_\_\_

## WRITING

How should parents help their children decide what they want to do in the future? Write a composition expressing your views on this matter.

**IRREGULAR VERBS**

Infinitive	Past Simple	Past Participle	Tradução
be	was/were	been	ser / estar
beat	beat	beaten	bater
become	became	become	tornar-se
begin	began	begun	começar / iniciar
bite	bit	bitten	morder / trincar
bleed	bled	bled	sangrar
blow	blew	blown	soprar / rebentar
break	broke	broken	partir
bring	brought	brought	trazer
build	built	built	construir
buy	bought	bought	comprar
burn	burned / burnt	burnt	queimar
can	could	-----	poder
catch	caught	caught	apanhar
choose	chose	chosen	escolher
come	came	come	vir
cost	cost	cost	custar
cut	cut	cut	cortar
deal	dealt	dealt	lidar com
dig	dug	dug	cavar
do	did	done	fazer
draw	drew	drawn	desenhar
dream	dreamt	dreamt	sonhar
drink	drank	drunk	beber
drive	drove	driven	conduzir
eat	ate	eaten	comer
fall	fell	fallen	cair
feed	fed	fed	alimentar
feel	felt	felt	sentir
fight	fought	fought	lutar
find	found	found	encontrar
fly	flew	flown	voar
forbid	forbade	forbidden	proibir
forget	forgot	forgotten	esquecer
freeze	froze	frozen	congelar
get	got	got	obter / receber
give	gave	given	dar
go	went	gone	ir
grow	grew	grown	crescer
hang	hung	hung	pendurar
have	had	had	ter
hear	heard	heard	ouvir
hide	hid	hidden	esconder
hold	held	held	segurar
keep	kept	kept	manter / conservar
kneel	knelt	knelt	ajoelhar
know	knew	known	saber
lay	laid	laid	deitar
lead	led	led	lidar
learn	learnt	learnt	aprender

Infinitive	Past Simple	Past Participle	Tradução
leave	left	left	deixar / partir
lend	lent	lent	emprestar
lie	lay	lain	mentir
light	lit	lit	acender
lose	lost	lost	perder
make	made	made	fazer
mean	meant	meant	significar
meet	met	met	encontrar
mistake	mistook	mistaken	enganar-se
pay	paid	paid	pagar
put	put	put	pôr
read	read	read	ler
ride	rode	ridden	montar / andar de
ring	rang	rung	tocar
rise	rose	risen	levantar-se
run	ran	run	correr
say	said	said	dizer
see	saw	seen	ver
seek	sought	sought	procurar
sell	sold	sold	vender
send	sent	sent	enviar
sew	sewed	sewn	coser
shake	shook	shaken	abandar
shine	shone	shone	brilhar
shoot	shot	shot	disparar / atirar
show	showed	shown	mostrar
sing	sang	sung	cantar
sit	sat	sat	sentar
sleep	slept	slept	dormir
smell	smelt	smelt	cheirar
speak	spoke	spoken	falar
spend	spent	spent	gastar / passar
spill	spilt	spilt	entornar
spread	spread	spread	espalhar
stand	stood	stood	estar de pé
swear	swore	sworn	jurar
swim	swam	swum	nadar
take	took	taken	levar
teach	taught	taught	ensinar
tear	tore	torn	rasgar
tell	told	told	dizer
think	thought	thought	pensar
throw	threw	thrown	atirar
understand	understood	understood	compreender
wake	woke	woken	acordar
wear	wore	worn	usar / vestir
win	won	won	vencer / ganhar
write	wrote	written	escrever

# Símbolos da República de Moçambique

## BANDEIRA



## EMBLEMA



## HINO NACIONAL

Pátria Amada

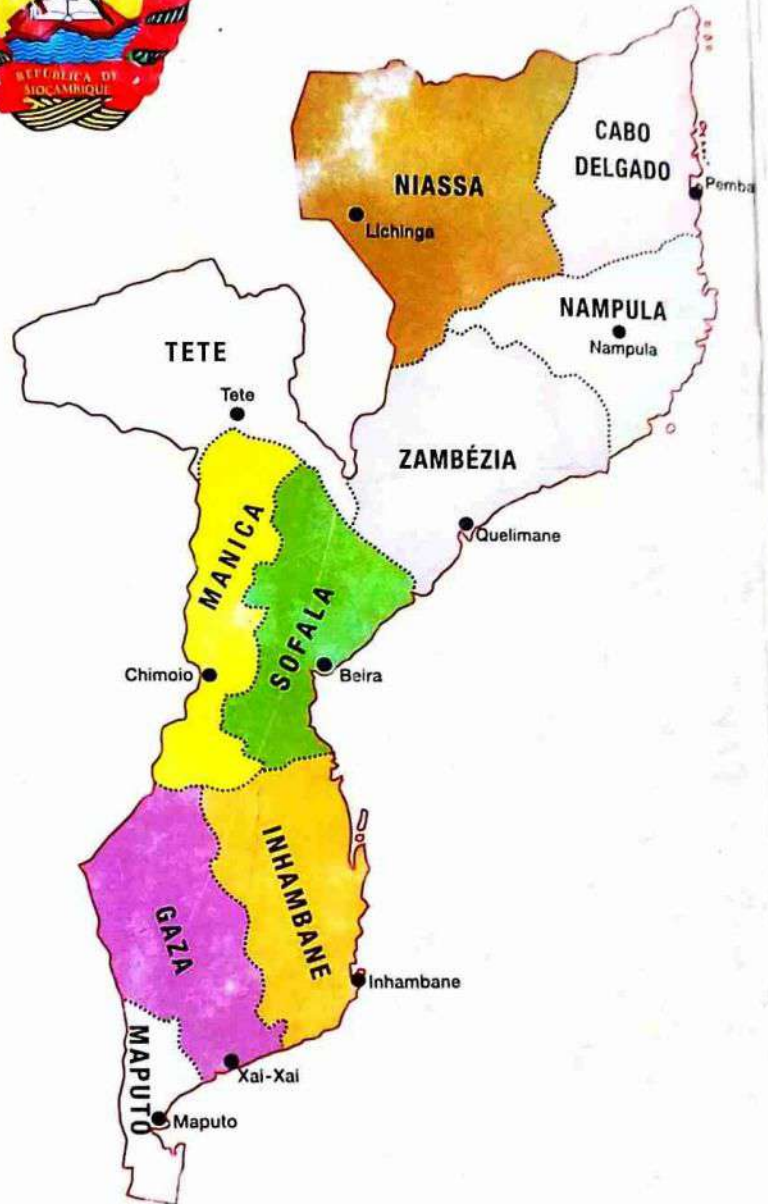
Na memória de África e do Mundo,  
Pátria bela dos que ousaram lutar  
Moçambique o teu nome é liberdade  
O sol de Junho para sempre brilhará

Coro

Moçambique nossa terra gloriosa  
pedra a pedra construindo o novo dia  
milhões de braços, uma só força  
ó pátria amada vamos vencer!

Povo unido do Rovuma ao Maputo  
colhe os frutos do combate pela Paz  
cresce o sonho ondulando na Bandeira  
e vai lavrando na certeza do amanhã

Flores brotando do chão do teu suor  
pelos montes, pelos rios, pelo mar  
nós juramos por ti, ó Moçambique:  
nenhum tirano nos irá escravizar



10.<sup>a</sup> classe

# Inglês

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