

De acordo com os novos programas

Inglês

11ª

classe

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PLURAL
EDITORES

livro aprovado pelo
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da Educação

11^a
classe

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 **PLURAL**
EDITORES
GRUPO PORTO EDITORA

46 pages of text



How this book works

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

All the lessons follow this structure:

Unit →

Lesson →

UNIT 1
MY SCHOOL SUBJECTS AND FUTURE CAREER

1 LESSON
A model student

PRE-READING


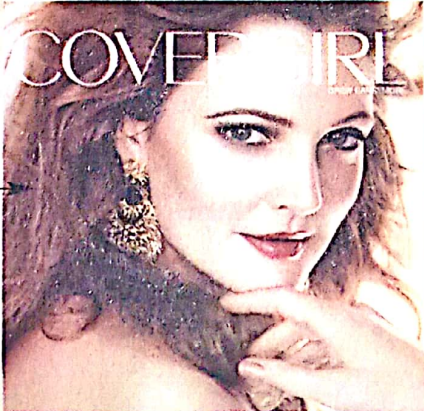
1. Make a list of professions you know.
2. Are school subjects important for future jobs?

READING
Read the text.

Different types of texts throughout the book →

Susana was first discovered at the age of 14. The agent signed her up immediately, but, for the first two years, Susana was too busy working towards her GCSE exams at school to devote much time to her new career. Two days after finishing her first exam paper, however, she was whisked off to Paris for a month to work for the Ford model agency. Her first week in Paris was extremely tiring and confusing. She also met many girls who'd been there for a month and hadn't been given any work at all. After a few days, she was selected to do a Chanel catwalk show, and she was well on the way to becoming a celebrity. An invitation to do a show in New York followed. Working in her half-term break from school in October, she managed to earn £6,500 a day. But that was not all. At the show, she was spotted by scouts from the cosmetics company *Cover Girl*. A *Cover Girl* contract is a coveted step on the route to supermodel status. Previous models who have worked for the company include Helena Christensen, Drew Barrymore and Rachel Hunter.

Pictures that illustrate the texts and themes →



Vocabulary boxes (English/Portuguese) →

IMPORTANT VOCABULARY
to whisk off – *levar rapidamente*
she was whisked off – *foi levada rapidamente*
catwalk – *passarela*
half-term – *curta duração*

COMPREHENSION
Read the statements below and decide whether they are true (T) or false (F).

1. Susana was first discovered at the age of forty.
2. She was not available as she was working towards her GCSE exams at school.
3. Due to her good performance, Susana was whisked off to Paris for months.
4. After a few days, she was selected to do a Chanel catwalk show.
5. Before Susana there were no other celebrities who worked for the company.

Simple reading comprehension tasks →

SPEAKING

Work with your partner.

Ask and answer about the *Mozambique fashion week*. You may find relevant to use the words from the box below:

- Who are the participants?
- How old are they?
- Where are they from?
- What's their school level?
- What are their hobbies, interests, jobs?
- What are their plans for the future?
- Where will the show take place?
- What kind of clothes are they showing?
- What's the objective of the event?

e.g.

A: Who can participate in *Mozambique's fashion week*?

B: All girls and boys aged 16 to 25.

A: Where are the participants from?

B: They are from all over the country.

GRAMMAR

Verb patterns

In English, verbs combine in different ways. Sometimes, in a sentence, one verb follows another. The following pattern is very common:

verb + to + verb

I want to learn English.

- Verbs that use this pattern include: *to want, to hope, to have, to manage, to choose, to decide, to promise, to help, to try...*

Write a sentence about your future career, using each of the following verbs. Be sure to use the pattern **verb + to + verb**. An example has been done for you.

e.g. *promise* → *I promised to help my mother after school.*

1. manage _____
2. choose _____
3. want _____
4. help _____
5. have _____
6. decide _____
7. try _____
8. hope _____

WRITING

Write a composition about the plans you have for the future. Don't forget to mention the following:

1. your dream job; 2. what you have to do to fulfil your dreams; 3. obstacles you may find and ways to overcome them.

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Unit 5
Topic

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	2	Wedding ceremonies	Verb tenses revision	Producing an advert for a music band

PRE-READING

1. Make a list of professions you know.
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READING

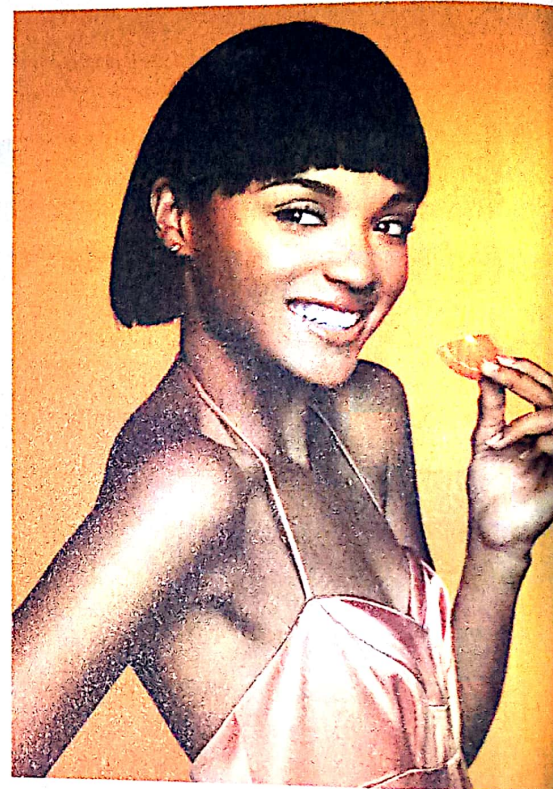
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Two days after finishing her first exam paper, however, she was whisked off to Paris for a month to work for the Ford model agency.

Her first week in Paris was extremely tiring and confusing. She also met many girls who'd been there for a month and hadn't been given any work at all. After a few days, she was selected to do a Chanel catwalk show, and she was well on the way to becoming a celebrity. An invitation to do a show in New York followed.

Working in her half-term break from school in October, she managed to earn £6,500 a day. But that was not all. At the show, she was spotted by scouts from the cosmetics company *Cover Girl*. A *Cover Girl* contract is a coveted step on the route to supermodel status. Previous models who have worked for the company include Helena Christensen, Drew Barrymore and Rachel Hunter.



IMPORTANT VOCABULARY

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COMPREHENSION

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GRAMMAR

Verb patterns

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I want to learn English.

- Verbs that use this pattern include: *to want, to hope, to have, to manage, to choose, to decide, to promise, to help, to try...*

Write a sentence about your future career, using each of the following verbs. Be sure to use the pattern **verb + to + verb**. An example has been done for you.

e.g. promise → *I promised to help my mother after school.*

1. manage _____
2. choose _____
3. want _____
4. help _____
5. have _____
6. decide _____
7. try _____
8. hope _____

WRITING

Write a composition about the plans you have for the future. Don't forget to mention the following:

1. your dream job; 2. what you have to do to fulfil your dreams; 3. obstacles you may find and ways to overcome them.

PRE-READING

Imagine you have the chance to quit school and become a model. What would you do? Justify your answer.

1. Quit school.
2. Stay at school.

READING

Read the text below and do the reading comprehension exercise that follows.

After seeing her in action, *Cover Girl's* talent scouts invited Susana back to the States for a job interview, but she didn't want to take any more time off from school, as she had already started her two-year Advanced Level Course. Susana insisted on staying at school to complete her A-levels in Maths, Physics and Design Technology. Even though most of the modelling works would be in the US and could perfectly be scheduled to take place during school holidays and breaks, she refused the job, because she likes to be up-to-date with all course work and get good results. 'I want to get good qualifications,' she explains, 'I enjoy school and being with my friends. It helps me to feel normal.' Susana realised that if she modelled full-time, every day, she'd be spending a lot of time with people she doesn't know. 'It just isn't for me,' she says. Susana admits that sometimes things can get a bit difficult. There has been times when she's had a pile of homework to get through, and the phone wouldn't stop ringing all day.

She set her sight on a degree in Design but not, as it happens, in fashion. She's keen on following her father's footsteps in the field of Architectural Design and Technical Drawing. So she's continuing to do just enough modelling work to keep that money coming in, without spoiling her chances of getting into university.

IMPORTANT VOCABULARY

be scheduled – *ser agendado*
up-to-date – *actualizado/a*
set her sight – *ter como objetivo*
spoil – *prejudicar*



COMPREHENSION

A. Choose A, B, C or D to complete the following sentences.

1. Susana took part in the _____.
A. photo show B. horse-racing show C. catwalk show D. car racing
2. Susana earned _____.
A. a lot of money B. a lot of friends C. a lot of books D. a lot of drinks
3. Despite the money, Susana never gave up _____.
A. being a celebrity B. school and her friends C. her job D. her company
4. Susana does not find it easy to spend much time with _____.
A. strangers B. friends C. parents D. relatives
5. Susana's future dream is to become _____.
A. a top model B. a fashion designer C. an engineer D. an architect

B. Link the professions to the appropriate school subjects and pictures.



A

1. pilot
2. nurse
3. architect
4. economist
5. lawyer
6. mechanic

B

- a. Drawing / Maths
- b. Maths / History
- c. Maths / Physics / Drawing
- d. Maths / Physics / Geography
- e. Biology / Chemistry
- f. History / Languages / Philosophy



GRAMMAR

Future Continuous

Use: the **Future Continuous** is used to refer to an action in progress at a certain time in the future or to express certainty about a future action or happening.

Form: subject + will + be + main verb + -ing

e.g.

A: When **will** Susan **be travelling** to the USA?

B: She **will be travelling** to the USA during the next school holidays.

Affirmative form	Negative form	Interrogative form
I'll be travelling...	I won't be travelling...	Will I be travelling...?
You'll be travelling...	You won't be travelling...	Will you be travelling...?
He'll be travelling...	He won't be travelling...	Will he be travelling...?
She'll be travelling...	She won't be travelling...	Will she be travelling...?
It'll be travelling...	It won't be travelling...	Will it be travelling...?
We'll be travelling...	We won't be travelling...	Will we be travelling...?
You'll be travelling...	You won't be travelling...	Will you be travelling...?
They'll be travelling...	They won't be travelling...	Will they be travelling...?

Make sentences using the Future Continuous.

e.g. I'm going to watch TV from 9 until 10 o'clock tonight.

So at 9:30 I'll be watching TV.

1. Tomorrow afternoon, I'm going to play tennis from 3 to 4:30. So at 4:00 tomorrow, I _____
2. Susan is going to study from 7:30 until 10:00 this evening. So at 8:30 this evening she _____
3. Joel and I are going to clean the apartment tomorrow. It will take from 8 to 10 o'clock. So at 9 o'clock tomorrow morning _____
4. Dick is travelling to Xai-Xai tonight, from 7 to 11 o'clock. So at 8 pm he _____
5. Sumbe is going to write her final exam next Monday, from 2 to 4 pm. So at 3 pm next Monday she _____

WRITING

Write a composition with three paragraphs about your plans for the next two years. Don't forget to mention the advantages and disadvantages of the subjects you'll be doing at school and your expectations for your future career.

e.g. Hello, my name's Juma. I'm an Art student at Samora Machel secondary school in Beira. I hope to become a lawyer after school. To be a lawyer you need to be good at languages, History and Philosophy. So, to achieve my objectives I'll have to read a lot of books, travel to many places, meet people from different parts of the country. I hope my family and friends will help me...

PRE-READING**Discuss:**

Where do people go when they are ill?

What diseases do you think take most people to the hospital?

READING

Read the text and summarise it.

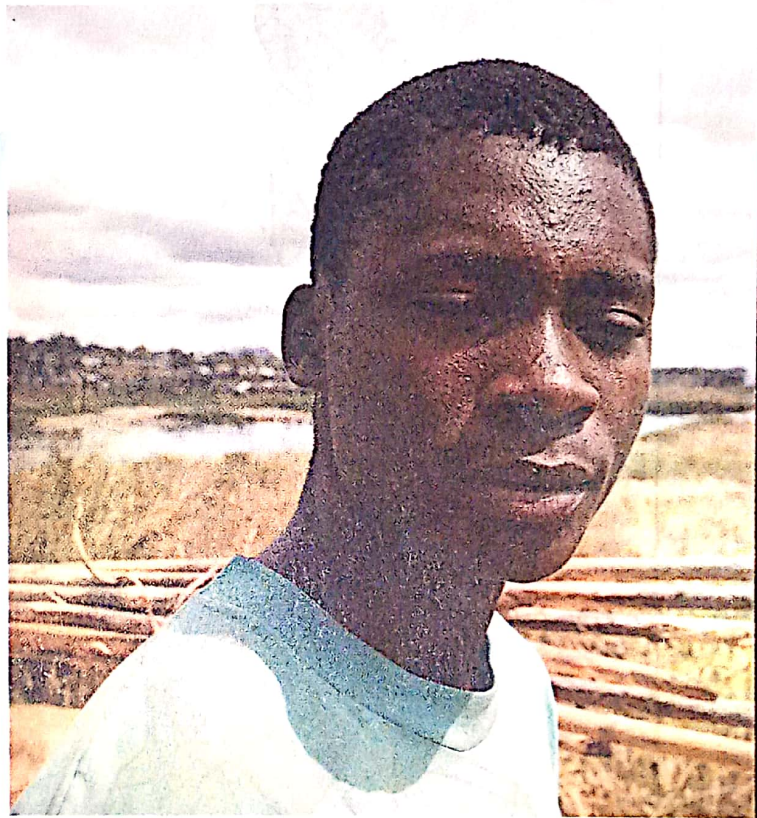
Dino is a 16 year-old Mozambican student. He goes to Josina Machel secondary school, an old school in Maputo. It is a school for boys and girls. Dino's lessons are from 12:30 to 5:35 in the afternoon.

Nowadays the weather is always changing, causing several health problems to many people, especially children. Due to bad weather conditions, Dino can't go to school today because he has got a cold and a temperature.

He often thinks of his classmates. At 10 o'clock, his mother brings him some tea. "They'll have finished their History lesson by half past ten," he says. Dino is not so good at Mathematics. He does not find it easy, but he knows that he will need it.

Dino likes Biology very much. He is reading an interesting book on Mia Couto. He'll have finished it before he can go to school again. At dinner time he says to his mother: "They'll have already seen the film in Biology class by now."

His mother smiles and answers "I don't want to know what your classmates will have done by now. I want to know if you will get better before the weekend, because we want to go on a boat trip on Sunday.

**IMPORTANT VOCABULARY**

temperature – febre

dinner time – hora do jantar

smile – sorriso

trip – viagem

English for you (adapted)

COMPREHENSION

Summarise the text by completing the following story:

Dino is a _____ schoolboy. He goes to Josina Machel secondary school, an old school in Maputo. It _____ for boys and girls. Dino's lessons are from 12:30 to 5:35 in the afternoon. _____ is always _____, causing several health problems to many people, especially children. Due to bad weather conditions, Dino didn't go to school because he _____. He often thought of his _____. Dino's favourite subject is _____. Dino's mother is not worried about _____. She is more concerned about a _____ on Sunday.

SPEAKING

Role-play. Student A mimes a disease from the picture describing it with as many gestures as possible. Student B tries to identify it by asking questions.

e.g.

A: (gestures)

B: Have you got malaria?

A: No ... (gestures)

B: Is it a stomachache?

A: Yes, it is.



GRAMMAR

Future Perfect

Use: we use the **Future Perfect** to say that something will already have happened before a certain time in the future.

Form: subject + will + have + Past participle (main verb)

*e.g. Susana is working hard to finish her school subjects. So she **will have finished** her school subjects by September.*

Affirmative form	Negative form	Interrogative form
I'll have finished...	I won't have finished...	Will I have finished...?
You'll have finished...	You won't have finished...	Will you have finished...?
He'll have finished...	He won't have finished...	Will he have finished...?
She'll have finished...	She won't have finished...	Will she have finished...?
It'll have finished...	It won't have finished...	Will it have finished...?
We'll have finished...	We won't have finished...	Will we have finished...?
You'll have finished...	You won't have finished...	Will you have finished...?
They'll have finished...	They won't have finished...	Will they have finished...?

A. Re-read the text and identify four examples of the Future Perfect.

*e.g. Dino's classmates **will have finished** their History lesson by half past ten.*

1. _____
2. _____
3. _____
4. _____

B. Choose the right option for the Future Perfect.

1. Malawian population *will have increased* / *will increase* by 25% in ten years time.
2. Mozambique *will have doubled* / *will be doubling* its rice production by 2015.
3. Russian astronauts *will be finishing* / *will have finished* the investigation about life in the space.
4. Mr Zimila is forty years old now. In twenty years time, he *will have retired* / *will be retiring*.
5. Maria is on her way home. In thirty minutes time, she *will be arriving* / *will have arrived*.

WRITING

The world is being affected by some dangerous diseases. Choose one of the following diseases and write a composition (80 to 100 words) about it. Remember to indicate its causes, symptoms and consequences.

- A) Malaria B) TB C) HIV/AIDS D) Cholera

PRE-READING

Which is the smallest part of a society?

Choose from the words in the box the most appropriate answer.

person	society	people
community	family	

SPEAKING

1. In your society, how do you define *family*?
2. Do you think people from other countries (the USA, England, Japan, etc.) define *family* the same way African people do? Justify your answer.

e.g. In my community, family means father, mother, brothers and sisters.

READING

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

Marcus and Serena were two children your age who lived in Rome about 300 years ago. Neither of them went to school. Marcus's family was too poor to send him to school. Serena's family was wealthy, but in those days only boys went to school. In those days, a million people inhabited Rome; Marcus was just one of those people. There was not enough land for everyone to live in a house, so the Romans started building blocks of flats. They were the first people in history to build flats. On the ground floor of these blocks of flats there were shops. The flats just above the shops were big and comfortable, while the flats right at the top of the building were tiny and dark. Marcus lived with his family on the top floor. They were too poor to afford a bigger flat, lower down in the block. There was nowhere for them to cook in the flat, so they had to cook in the streets or buy hot food from the shops on the ground floor. There was no running water in the flat. If Marcus wanted to go to the toilet or have a bath, he would have to go down the road to the public baths and toilets.

As you can imagine, the streets of Rome were busy, noisy and dirty. But life in the countryside outside the city was very different. That was where Serena lived. Serena's family owned a large country house called a villa. It had many rooms and was built around a central courtyard.



In the courtyard there was a beautiful swimming-pool where Serena swam every day. Inside the house there were bathrooms with toilets and running water. Life in the countryside was very peaceful and quiet.

Serena had very little to do because her family had many slaves. The slaves lived in rooms not far from the villa. Their rooms were even smaller and darker than Marcus's rooms in the city.

IMPORTANT VOCABULARY

neither – *nenhum, nenhuma*
afford – *suportar, aguentar*
courtyard – *pátio*
slaves – *escravos*

COMPREHENSION

Answer the questions about the text.

1. Why didn't Serena and Marcus go to school?
2. How many people lived in Rome?
3. Why did the Romans start building blocks of flats?
4. Where did Marcus's family cook?
5. Where do you think Serena's family cooked?
6. What do you think Serena did all day?

VOCABULARY

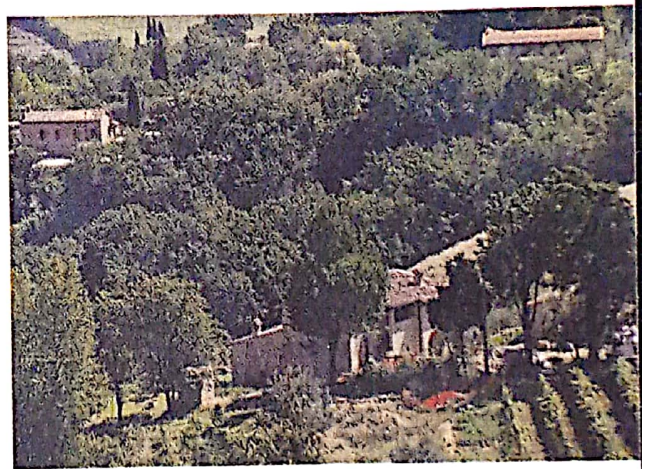
Match the words in A with their corresponding opposites in B.

A.

male
niece
father
grandfather
aunt
daughter

B.

grandmother
mother
nephew
female
son
uncle



SPEAKING

Marcus and Serena are from different families. Which of the two families would you like to belong to? Give reasons to justify your choice.

e.g.

A: *I would prefer Marcus family, because I find cities fantastic.*

B: *I think I'd choose Serena's family. Life in the countryside is cheaper and healthier.*

GRAMMAR

Adverbs of degree

- Adverbs of degree tell us the strength or intensity of something that happened.

*e.g. Marcus's family lived **badly**. → Marcus's family lived **quite badly**.*

(In this sentence **quite** shows us how badly Marcus's family lived.)

- Position: adverbs of degree are placed after auxiliary verbs and other verbs. An adverb of degree qualifying an adjective or another adverb normally goes before it.

*e.g. My job is **extremely** tiring.* (auxiliary verb + adverb + adjective)

*Those cakes were **really** sweet.* (verb + adverb + adjective)

- Adverbs of degree include: *extremely, greatly, hugely, strongly, totally, very, really, quite, pretty...*

Write sentences, using the adverbs in the box below:

really greatly very pretty

*e.g. pretty → Marcus's family was **pretty** poor.*

Degree of adjectives (revision)

	Adjective	Comparative	Superlative
	old young	older than younger than	the oldest the youngest
	good bad	better than worse than	the best the worst
	beautiful interesting	more beautiful than more interesting than	the most beautiful the most interesting

Note:

- Group 1 are one or two syllable adjectives, which take the suffix **-er** or **-est** to form the **comparative** and the **superlative**.

- Group 2 are *irregular* adjectives. They don't follow any specific rule.
- Group 3 are adjectives with two or more syllables. We use **more** before the adjective and **than** after it to form the **comparative** and **most** before the adjective to form the **superlative**.

- e.g. 1. Marcus's family was so poor to afford a **bigger** flat.
Serena's house was **the biggest** in the village.
2. The flats below Marcus's house were **more comfortable than** his.
Serena's house was **the most comfortable** in the village.

Complete the following sentences, choosing the correct option:

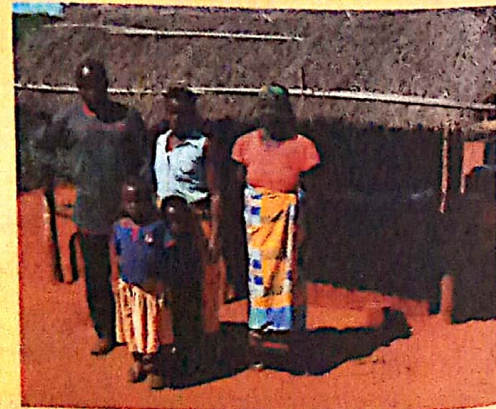
- Serena's family is the _____ in the village.
a. famous b. more famous c. most famous
- Eduardo Mondlane Avenue is _____ than Samora Machel Avenue.
a. widest b. more wide c. wider
- Xipamanine is the _____ market in Mozambique.
a. larger b. largest c. most large
- Marcus's family is _____ than Serena's.
a. the poor b. poorest c. poorer
- Life in the country is _____ than in the city.
a. more interesting b. most interesting c. interesting
- Health and happiness are _____ than money.
a. more important b. important c. most important

WRITING

Traditional and modern family lives are different in many ways. Write a composition (100 to 125 words) about differences and similarities (if any).

Consider the following:

- the number of people in a family;
- the types of houses they live in;
- the quality of life;
- the relationship between members of a community.



READING

Read the text.

Photo album

Ana is a young woman who was born in Tete and lives in Beira now. Her friend Matilde from Manica has just arrived. Both of them are very happy to meet again. Ana is showing her friend a photo album. It's a family and friends' photo album. On the right you can see the photographs.



SPEAKING

Which photograph shows:

- her parents?
- her younger brother?
- her older brother?
- herself?
- her flatmate?
- her grandmother?
- her next door neighbours?
- her husband?
- her brother's girlfriend?

GRAMMAR

Used to (revision)

We use "used to" for something that happened regularly in the past, but no longer happens.

e.g. I used to drive to work, but now I take the bus.

We also use "used to" to refer to something that was true, but no longer is.

e.g. There used to be a cinema here, but now there isn't.

Complete the following sentences with **used to** + a verb from the box below:

1. Matilde _____ with dolls when she was a little girl.
2. My grandmother _____ ballet.
3. Mrs Smith's dog _____ over the fence.
4. My parents _____ their holiday in Portugal.
5. I _____ stamps.

play	collect
spend	jump
	dance

GRAMMAR

The possessive case ('s)

The possessive case is used to demonstrate ownership or association with a person, rather than a thing.

Rule:

- singular and irregular plural nouns that don't end in 's' take 's';
- plural nouns that end in 's' take an apostrophe at the end (').

e.g.

Ana's brother = Ana has got a brother.

Ana and Matilde's friend = Ana and Matilde have got a friend.

My parents' album = My parents have an album.

A. Rewrite the following sentences using the possessive case. One example has been done for you.

e.g. The parents of Ana are nice.

Ana's parents are nice.

1. The school of João is in Maputo.

2. The bedroom of the boys is big.

3. The beds of the girls are comfortable.

4. The book of Maia is interesting.

B. Write sentences.

e.g. It's Paul's bedroom. (bedroom / Paul)

1. _____ . (house / Carla)

2. They're _____ . (chairs / Petro)

3. _____ . (balls / the boys)

4. _____ . (plants / Rui and Carina)

5. They're _____ . (my parents / books)



WRITING

Write a composition about friendship, describing some of your experiences.

Don't forget to mention: your friends, where you met them, when you met them, what you do together, the places you go...



A. This is a short love story. Tell it to your partner. Follow the correct time sequence.

B. Work in pairs to answer the questions.

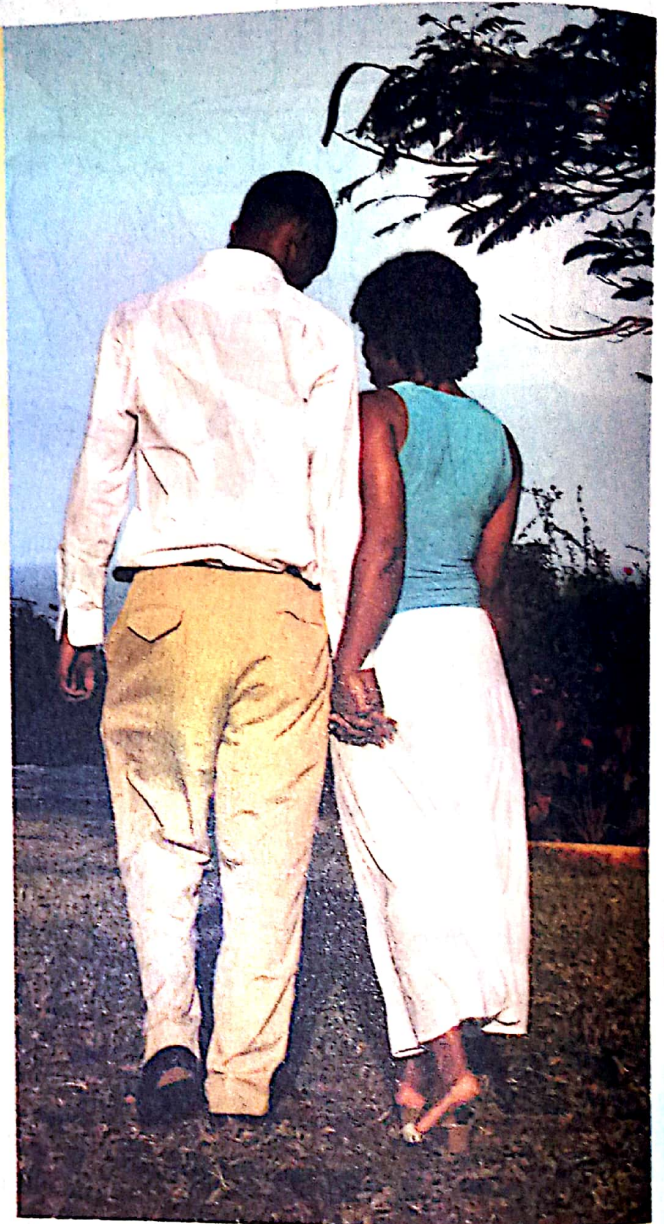
1. Do you think the couple knew each other before?
2. What do you think they said to each other on the first day?
3. For how long do you think they went out together?
4. What was the end of the story?

READING

Read the text below and do the reading comprehension exercise that follows.

Trust your heart

Salma stood at the end of the garden, watching the sun begin to set behind the orchard into the sea beyond. She stood as she had done so many times thinking of that last quarrel two weeks before. She remembered how Daud had at first denied the affair with Tamara, but then when she had forced him to admit it, how he had apologised and begged her for forgiveness. She sobbed a little as she thought of her harsh words, and how Daud, the only man that she had ever really loved, had broken down and cried like a baby when she had refused to see him again. That was two weeks ago and she had heard nothing from him since. She had tried to call him. She wanted to admit that she had been unfair, to tell him that how much she regretted calling him a liar, she wanted to explain that she hadn't meant to hurt him. Suddenly the noise of the garden gate opening startled her. She turned and through the gloom she thought she could make out the familiar figure of Daud. Was it him...? Could it possibly be...? The approaching figure stepped into the last patch of sunlight and the last rays of the setting sun illuminated his long, dark curly hair. He stopped, unsure of himself. 'O Daud,' she called softly. 'Daud, is it really you?' 'Salma,' he murmured, 'My Salma!'



she sighed deeply and ran to greet him. She took his hands tightly in hers, 'My darling,' she whispered, 'Can you ever forgive me?' 'We must never speak of it again,' He replied. 'But Daud I never meant...' He interrupted her, 'It's all right. I know that now. My darling... promise me something?' 'Anything!' She cried. 'Here, this is for you. Please, please accept it, and wear it forever,' he draw a small leather box from his pocket and leaned forward to give it to her. Suddenly the box fell from his grasp. He bent to pick it up and at that moment his glasses slipped from his nose. 'Blast! Now, where have they gone? I can't see a thing without them,' he explained. Salma went to help him. There was a crunch with as his foot crushed the glasses into the gravel path. 'Oh, no, now I've trodden on them!' why can't I do anything right? Why do I always ruin everything?' Her laughter pealed round the garden. 'Oh, Daud, you silly boy, that's why I love you so much.'

Streamline English, Oxford University Press (adapted)

COMPREHENSION

Choose A, B, C or D to complete the following sentences.

- Salma and Daud met _____.
a. in a house b. in a garden c. in a stable d. at school
- Daud had quarrelled with Salma because _____.
a. he had an affair with Tamara b. he had chatted with Stella
c. he had an appointment with Latifa d. he had a meeting with Zuleca
- Salma remembered how Daud had at first _____ the affair with Tamara.
a. deny b. denying c. to deny d. denied
- Salma and Daud are _____.
a. brother and sister b. friends c. relatives d. lovers
- According to the text, the couple met again after _____.
a. a week b. a fortnight c. some days d. a month
- The first indication of Daud's arrival was the _____ of the garden's gate.
a. nose b. nosier c. noisiest d. noise
- Daud's glasses fell down, and Salma went to _____ him.
a. grasp b. lean on c. help d. kiss
- Finally, Salma and Daud managed to _____.
a. discuss more b. stop their friendship c. report to the parents d. understand each other

GRAMMAR

Phrasal verbs

Phrasal verbs in English are verbs followed by an adverb or a preposition (verb + adverb / preposition). Often these phrasal verbs change the meaning of the verb in idiomatic ways.

Fall	apart	<i>break into pieces → The glass fell apart when I picked it up.</i>
	behind	<i>make less progress → I fell behind with my Math's work.</i>
	in	<i>collapse → They fell in love.</i>
	under	<i>become controlled → She fell under his influence.</i>
	for	<i>be attracted to someone → He fell for her immediately.</i>

Fill in the gaps using a phrasal verb with **fall** in the correct form.

- When the tree hit the street lamp, it _____.
- Sara _____ John the minute she laid eyes on him.
- Did they _____ love?
- The police stopped them and they _____ their orders.
- John is _____. He got a C in his test.

WRITING

Do you know any famous love story that took place in your community or in your country? Describe it in as many details as possible.

PRE-READING

In your opinion which drug is the most harmful to the human being: tobacco, alcohol or drugs like cocaine?

READING

Read the text below and do the reading comprehension exercise that follows.

Contemporary society is plagued with the destructive consequences of these three addictive substances: tobacco, alcohol and drugs. There are a few facts we should all know...

Drugs and alcohol

Experimentation with alcohol and drugs during the teen years is common. Some reasons that teens use alcohol are: curiosity, to feel good, to fit in and to feel older. Although many people have a

drink as a "pick me up," alcohol actually depresses the brain. Alcohol lessens your inhibitions, slows speech, decreases muscle control and coordination. Alcohol abuse is the most common cause of liver failure. The drug can cause heart enlargement and cancer of the esophagus, pancreas, and stomach. In addition to its direct health effects, alcohol abuse is related with nearly half of all fatal motor vehicle accidents. The abuse of drugs as cocaine or heroin happens for varied and complicated reasons, but it is clear that our society pays a significant cost. The toll for this abuse can be seen in our hospitals and emergency departments through direct damage to health by substance abuse and its link to physical trauma. Jails are confronted on a daily basis with the strong connection between crime and drug dependence and abuse. Although the use of some drugs such as cocaine has declined, the use of other drugs such as heroin and "club drugs" has increased.

Tobacco

People mention many reasons for using tobacco, including pleasure, improved performance and vigilance, relief of depression, curbing hunger, and weight control. The primary addictive substance in cigarettes is nicotine. But cigarette smoke contains thousands of other chemicals that also damage health. Hazards include heart disease, lung cancer and emphysema, peptic ulcer disease, and stroke. Withdrawal symptoms of smoking include anxiety, hunger, sleep disturbances, and depression. Smoking is responsible for nearly a half million deaths each year.



VOCABULARY

Choose the odd one out.

- | | | | |
|--------------|---------------|--------------|--------------|
| 1. a) drugs | b) alcohol | c) tobacco | d) sleep |
| 2. a) ulcer | b) stroke | c) emphysema | d) esophagus |
| 3. a) damage | b) intoxicate | c) increase | d) injure |

COMPREHENSION

Decide whether the statements below are true (T) or false (F).

1. Withdrawal from alcohol can cause hallucinations.
2. Some teens try drugs to fit in a group.
3. Alcohol abuse is related with car accidents.
4. Alcoholism can lead to several types of cancer.
5. Heroin consumption has decreased.
6. Nicotine is the only toxic chemical in a cigarette.
7. There is not a connection between drug abuse and crime.

SPEAKING

Work with your partner.

You are student A and you work in a health centre as a senior advisor for people infected with HIV. Try to advise student B not to panic because he is infected. Try to convince him or her to start a positive life: stop drinking alcohol, not spending nights outside home, etc.



GRAMMAR

The Passive (revision)

Subject + "to be" + main verb (past participle form)

e.g. Tobacco leaves are often dried out in the sun.

Rewrite the sentences in the passive voice.

1. The Johnson's bought a new house.

2. They followed the teachers' advice.

3. Smoking is responsible for millions of deaths.

4. Paul wrote a report about the health consequences of alcohol abuse.

5. Alcohol abuse damages human organs.

WRITING

Write a story about someone whose life has been affected by the consumption of drugs (tobacco, alcohol or drugs).

PRE-READING

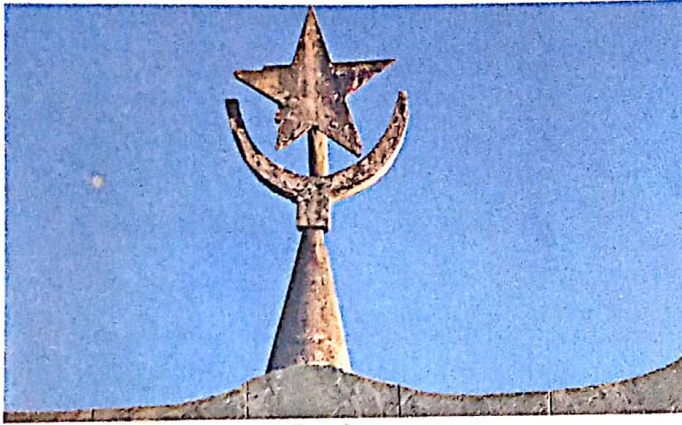
How would you describe Mozambican identity?

READING

Read the text below and answer the questions that follow.

IMPORTANT VOCABULARY

cohesion – *coesão*
pursue – *perseguir*



The question of national identity is always one of major importance, since many African countries have serious problems of national cohesion, given the diversity of its people, culture, religions and national languages. Mozambique is a paradigmatic example of this situation.

Mozambique is a country with a diverse and rich cultural heritage. The cultures and traditions of Islamic, Swahili and Bantu speakers co-exist harmoniously throughout the country. Ethnic groups make up a large percentage

of the population, and include *Shangaan*, *Chokwe*, *Manyoka*, *Sena* and *Makua*. Other cultures include Europeans, Euro-Africans and Indians. Even though the country boasts a variety of languages, social relationships, artistic traditions, Mozambicans share a common culture in their love for music, poetry, dynamic dance and performance. Music and dance are forms of entertainment, but also of artistic expression, being part of traditional and/or religious events. There are many different forms of dancing, each with its different instruments and rhythms, but also with its different purposes. There are many forms of dancing, but the most famous are: the *Xigubo* (the dance of war), the *Semba* (the dance of love), the *Xigogoro* (from the Chope ethnic group and performed with the *timbila*), the *Makwaya* (the dance of joy, performed mostly at weddings). However, these traditional dances are not actually danced when you go out at night; in this scenario you will find dances like the *marrabenta* or *passada*. Being it a slow or fast rhythm, the movement is always powerful, truly a form of expression that comes from the populations' roots, history, ancestry and is present in daily life. Mozambique is also justifiably famous in Africa for its cuisine. With its long coastline and rich fishing grounds, many of its famous dishes revolve around fresh seafood. In the field of art, it's also worth mentioning Mozambican's paintings and sculptures. Although inspired by impressionism and abstract movements, Mozambican art has a unique individuality (its culture and history are often the subject matter). Malangatana and Mankew Valente Muhumana are probably two of the most famous painters, having captured international attention. Other names such as Carlos Cardozo, José Craveirinha, Paulina Chiziane, Mia Couto and Nelson Saúte have captured national and international attention. Through their words, fictional or non-fictional, through journalism, poetry they have pursued to uncover the truth, to inspire pride and aspirations.



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

COMPREHENSION

Answer the questions about the text.

1. Is Mozambique a cultural and multi-ethnic country?
2. Why do many Mozambican dishes are seafood dishes?
3. What are the most famous traditional dances?
4. Are they danced on special events or on common nights out?
5. What Mozambican artists became internationally famous?

SPEAKING

Work in pairs to discuss the following:

Mozambique is a country of multi-ethnic groups. What other features characterize Mozambican culture? Make a list and discuss it with the rest of the class.

GRAMMAR

Clauses of reason

Clauses of reason are introduced by: **as**, **since** (= because), **because**, **for** (= because), **as long as** (= because), **the reason for**, **the reason** (= why).

e.g.

*I did this work, **because** this work is a part of my educational project.*

Underline the correct item in each sentence.

1. *For / As* it's raining, let's take a taxi.
2. *For / Since* the children are staying at their grandmother's, let's go out for the evening.
3. *For / Since* I don't know the Becks very well, I've decided not to go to their party.
4. *As / For* she wanted to practise her spoken English, Carrie regularly took English classes.
5. Mark joined the English Drama Club *because / since* he wanted to improve his intonation.
6. *Since / Because* he was interested in movies, David joined the International Film Society.

WRITING

Write a composition describing the cultural identity of your community.

Consider its stories, traditions, languages and dialects.

PRE-READING

Match the following words/phrases in B with the appropriate picture in A.

A.



B.

- a. African clothes
- b. national currency
- c. mapiko dance
- d. national flag
- e. passport

READING

Read the list of cultural aspects below. Identify where the following belong.

1. National identity

2. An individual's identity

3. A person's character

- a. the national flag
- b. honesty
- c. a mapiko dance
- d. hospitality
- e. an identity card
- f. a passport
- g. common language
- h. common currency
- i. people born in the same land
- j. people holding the same beliefs and habits
- k. people sharing the same history
- l. people wearing the same kind of clothes (European, American, Russian clothes, etc.)
- m. people sharing the same homeland
- n. a political party flag
- o. a marrabenta dance

SPEAKING

With your colleagues, discuss what characterizes Mozambican people. Do you identify yourself with what you have discussed?



GRAMMAR

Gerund (revision)

We call *gerund* to all verbs ending in **-ing** that function as a noun. The gerund is normally formed with verbs that express action or state of being, but that occupy some positions in a sentence that a noun ordinarily would, for example: *subject, direct object, subject complement...*

Common verbs followed by a gerund include: *enjoy, avoid, like, regret...*

e.g. She avoids listening to rock music. → verb + gerund

Build up sentences using the structure above and the verbs in the box below.

avoid	like	regret	enjoy
mind	keep	hate	go

WRITING

Globalisation is a phenomenon which can influence both positive and negatively a country's culture. Write down your ideas about this topic and justify them.

READING

Guidion and Issufo are two good friends who like music. Very often they have different opinions about Marrabenta music top stars. Today they are talking about Mingas, a famous Mozambican singer. Read their conversation and summarise it.

IMPORTANT VOCABULARY
amusing – empolgante/emocionante
outrageous – ultrajante/escandaloso

Guidion: Mingas is the biggest star in the history of Mozambican music.

Issufo: I entirely agree. She's so full of life; she has such an amusing personality... just like Rebecca Malope in South Africa.

Guidion: I agree with you about her personality, but I don't go along with the idea that you can compare her with Rebecca Malope. She's popular because she is in touch with young people in townships.

Issufo: Exactly. She knows how they feel and she can express their feelings for them. She's such a success, because she's so provocative, so outrageous.

Guidion: That's what I think, too. She's somebody special.

Issufo: Absolutely. But she doesn't do enough for young people. She's only interested in making a new album.

Guidion: I'm afraid I can't agree with you on that. She gives people hope. When they are suffering, she tells them to stand up and fight for their rights. That's a positive thing to do.

Issufo: I take a different view. She should encourage them to do something that would keep them off the streets, out of trouble.

Guidion: In my opinion that's someone else's job. After all, she's a singer.

Issufo: I disagree. She has so much influence and popularity and she could really use her position to teach young people how to be responsible.

COMPREHENSION

Summarise the dialogue above.

Guidion and Issufo agree that Mingas is _____ but they disagree in her _____.

Guidion thinks that Mingas is _____.

But Issufo says that she is _____ new album.

Guidion disagrees and suggests that Mingas _____.

SPEAKING

Role-play the following situation: student A is a journalist and can ask as many questions as he/she can to student B, who is an artist, about national culture.

Use the information in the box:

food	dance	fashion	music	sports
magazines	hobbies	art	drink	
newspapers	language	dreams	paintings	

e.g. A: What's your full name?

B: My full name is...

A: How old are you?

B: I'm...

GRAMMAR

Complete the sentences with the appropriate phrasal verb from the box in the correct form.

break down ✓	clear up	grow up
speak up	show off	fall off ✓
turn up	take off	move in
	close down	

REMEMBER
Phrasal verbs (verb + preposition)
agree + with = agree with
stand + up = stand up

1. Be careful! Don't **fall off** that horse!
2. Sorry I'm late. The car **broke down** on the way here.
3. What time did the plane finally _____?
4. There used to be a very good store at the corner, but it _____ a year ago.
5. 'We've just bought a new house.' 'Oh, have you? When are you _____?'
6. Munira is eight years-old. When she _____ she wants to be a pilot.
7. I arranged to meet Magaia at the club last night, but he didn't _____.
8. The weather is horrible, isn't it? I hope it _____ later.
9. We all know how wonderful you are. There's no need to _____.
10. I can't hear you very well. Can you _____ a bit?

WRITING

Work in pairs. Write a dialogue using the structures below:

1. How to ask for an opinion

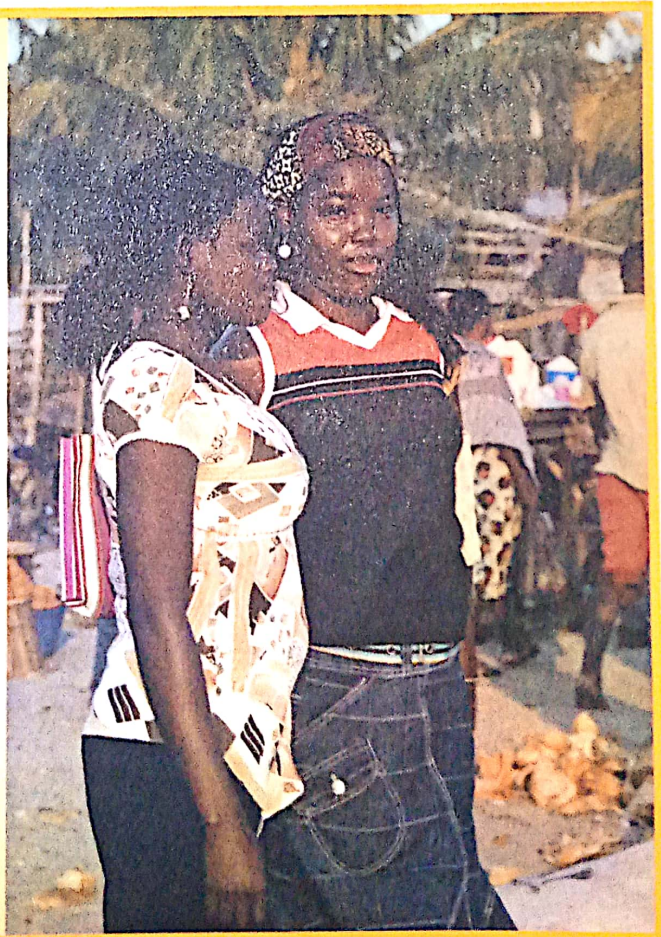
What do you think of/about...? What is your opinion of...?
How do you find...? Tell me your standpoint on...

2. How to agree with an opinion

Yes, that's how I feel.
That's how I see it.
That is my point of view, too.

3. How to disagree with an opinion

I'm not so sure. Do you really think so?
Well, I don't know.
That's wrong, I'm afraid.
No, I really can't agree with you.
I don't think so.



PRE-READING

Make a list of traditional dances in your community.

READING

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



Makonde's *mapiko* dance is one of the best-known ritual dances in northern Mozambique. Although it has lost much of its original significance, it originally portrays the male attempts to limit women's power in the Makonde society, and to define the traditional relationship between sexes. The *mapiko* dancer – always a man – wears a special wooden mask, which generally has exaggerated features and is usually painted and decorated with hair and drawings. These masks cannot be seen by women or uncircumcised boys unless they are being worn by the dancer. They are covered and kept in a special place in the forest, where only men are allowed to go. Before *mapiko* begins, the dancer's body is covered completely with five large pieces of cloth wrapped around the legs, arms and body in such a way that nothing can be seen other than the fingers and toes. All evidence that there is a person inside is supposed to remain hidden. The idea is that the dancer represents the spirit of a dead person who has come to harm women and children, and only the men of the village can protect them. According to the tradition, young boys are told the secret of the dance during their initiation rites, while women are never supposed to learn it, and remain afraid of the *mapiko*.

VOCABULARY

Match the words in column A with their synonyms in B.

A

1. male
2. traditional
3. women
4. features
5. wrapped
6. hidden

B

- a. covered
- b. characteristics
- c. customary
- d. man
- e. concealed
- f. female



COMPREHENSION

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

1. Makonde's *mapiko* dance is a unique ritual dance in northern Mozambique.
2. The *mapiko* dancer wears a special wooden mask.
3. These masks are seen by either women or uncircumcised boys.
4. The dancer's body can be seen by everyone.
5. The dancer represents the spirit of a dead person.
6. Young boys learn the secret of the dance during their initiation rites.

SPEAKING

Circumcision is a traditional practice in some communities. Do you agree with this practice? What are your comments in favour or against it?

GRAMMAR

Passive voice (revision)

subject + verb "to be" + main verb (past participle form)

e.g. *Mapiko* dance **is known** in northern Mozambique.

A. Turn sentences 2, 5 and 6 in the comprehension exercise above into the passive voice.

B. Read the text again and identify more examples of the passive.

WRITING

Select one of the following topics and write about it.

- Traditional dances in Mozambique.
- The role of women in traditional communities.



PRE-READING

How would you define alcoholism? Do you consider it a disease? Justify your position.

READING

Read the text below and answer the questions that follow.



Alcoholism is a broad term for problems with alcohol, and is generally used to mean compulsive and uncontrolled consumption of alcoholic beverages, usually to the detriment of the drinker's health, personal relationships, and social standing. It is medically considered a disease, specifically a neurological disorder, and in medicine several other terms are used, specifically "alcohol abuse" and "alcohol dependence," which have more specific definitions. In 1979 the World Health Organization

committee discouraged the use of 'alcoholism' in medicine, preferring the category of 'alcohol dependence syndrome'. People suffering from alcoholism are often called 'alcoholics'. The World Health Organization estimates that there are 140 million people suffering from alcoholism worldwide.

Alcoholism is called a "dual disease" since it includes both mental and physical components. The biological mechanisms that cause alcoholism are not well understood. Social environment, stress, mental health, family history, age, ethnic group and gender, all of them may influence the risk for the condition. Significant alcohol intake produces changes in the brain's structure and chemistry. These changes dictate the compulsive inability to stop drinking and result in alcohol withdrawal syndrome if the person stops. Alcohol damages almost every organ in the body, including the brain. The cumulative toxic effects of chronic alcohol abuse can cause both medical and psychiatric problems. Identifying alcoholism conditions can be difficult since many people suffering from the condition tend to avoid diagnosis and treatment because of social stigma and for fear of shame or social consequences.

Treatment of alcoholism takes several steps. Because of the medical problems that can be caused by withdrawal, alcohol detoxification must be carefully controlled and involve medications such as benzodiazepines such as diazepam (Valium). After detoxification, there are important forms of support such as group therapy or self-help groups that can and should be used in order to help the person remain sober.

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

IMPORTANT VOCABULARY

broad term – *significado amplo*
alcohol intake – *consumo de álcool*
inability – *incapacidade*
shame – *vergonha*

COMPREHENSION

Answer the questions about the text.

1. According to the text, what does the word alcoholism stand for?
2. What is the estimated number of people suffering from alcoholism?
3. Why is alcoholism considered a dual disease?
4. State, at least, two consequences of the cumulative toxic effects of chronic alcohol abuse.
5. What does the treatment for alcoholism consist of?

SPEAKING

Work in pairs.

Discuss the measures that should be taken to stop alcoholism in your community, especially among young people. Make a list and report back to the class.

GRAMMAR

REMEMBER

- **Used to** – it is used to express past habits, regularly repeated actions in the past or past states (*Maria **used to** tell me stories.*).
- **Would** – it is used to express regularly repeated actions and routines in the past. It isn't used for states (*Mum **would** always make me a big breakfast.*).
- **Be used to** – it means 'be accustomed to', 'be in the habit of' (*He **isn't used to** living in tropical climates.*). (= he isn't accustomed to living...)
- **Was going to** – it is used to express actions one intended to do, but that didn't take place (*Michael **was going to** move to London, but then he decided to stay in York.*).

Look at the notes below, and write sentences as in the example.

e.g. He used to be fat but he is thin now.

- | | |
|-------------------------|-----------------------|
| 1. Ten years ago | Now. |
| _____ | _____ |
| 2. He was fat | He is thin |
| _____ | _____ |
| 3. Didn't drink alcohol | He drinks a lot |
| _____ | _____ |
| 4. He was not dependent | He is |
| _____ | _____ |
| 5. He had long hair | He has got short hair |
| _____ | _____ |

WRITING

Many young people drink alcohol regardless its bad effects. What advice would you give

PRE-READING

What important patrimonial places do you know in Mozambique?

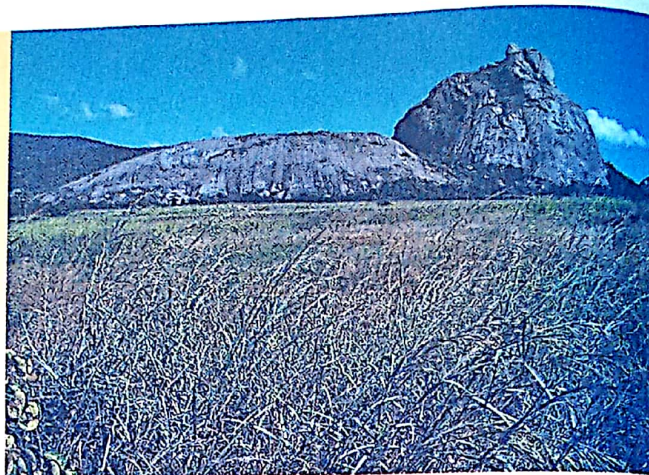
READING

Read the text below and answer the questions that follow.

According to the UNESCO, *patrimonial heritage places* are special cultural important places like historical buildings, monuments, deserts, mountains, lakes, cities and others of the same kind, which are held to preserve the nature and the changes that the human operated through the time.

There are many patrimonial places in Mozambique. In the northern province of Cabo Delgado, for example, there is the Ibo Island and the Uimbe Beach, which are very important touristic and economic places to visit. In fact, when tourists or visitors come to these places, they don't only get fascinated by the beauty of the nature, but they can also enjoy a variety of sport and leisure activities like surfing, swimming, or fishing. Other patrimonial places can be found in the central region of Mozambique. In Manica province, there is the amazing Binga mountain which is the highest in the country. The famous 'Cabeça do Velho', a mysterious and interesting mountain which looks like a head of an old man, is also in this province. Bazaruto Island, Tofo Beach in Inhambane province, Banhine's National Park, Xai-Xai Beach, Limpopo Park in Gaza and also many precious monuments like those of Eduardo Mondlane and Samora Machel in the south are other examples of places of historical symbolism.

The Niassa lake, is also an important touristic point worth mentioning as it offers not only the beauty of its landscape, but also a privileged spot of communication between the two sides of both Mozambique and Malawi. Niassa Lake in Mozambique is now a protected area, being the first protected freshwater lake in Mozambique. There is also the Island of Mozambique, which used to be the first capital and the most historical and interesting place of the country... It has a magical mix of old portuguese and old muslim architecture and it is basically divided into two halves: the old stone town in the north and the reed town in the south. The museum is in the old *Palacio*, a big red building up in stone town. Also well worth a visit is the fort at the northern tip of the island which contains the Church of Nossa Senhora Baluarte, almost certainly the oldest surviving European building in the southern hemisphere dating back to 1522.



COMPREHENSION

Answer the following questions about the text.

1. What are patrimonial places?
2. What important places can be found in the northern province of Cabo Delgado?
3. Apart from the natural beauty that the island and the beach offer, what makes these places so attractive to visitors?
4. Why is the mountain in Manica named 'Cabeça do Velho'?
5. Why are monuments in Maputo of historical symbolism?

SPEAKING

In pairs talk about other patrimonial places you know and why they are important and should be preserved.

GRAMMAR

Adjectives (used to describe feelings)

Many '-ing' adjectives are used to describe the effect that something has on you.

e.g. 'That was a surprising number' (you mean that the number surprises you)

Many '-ed' adjectives are used to describe your feelings. They have the same form as the past participle of a transitive verb and have a passive meaning.

e.g. 'I am very frightened.' (you have been frightened by something)

A. Arrange the adjectives in the right columns (based on what feelings they describe).

interesting	exciting	disgusting	boring	worrying	satisfying	depressing
frightening	horrifying	shocking	amazing	fascinating	embarrassing	amusing

Positive	Negative
<i>interesting</i>	
	<i>shocking</i>

B. Choose the right adjective.

e.g. I was disappointed / ~~disappointing~~ with the film. It was not very good.

- We were *shocking* / *shocked* to hear about the accident.
- It is *embarrassing* / *embarrassed* to ask people for money.
- Are you *interested* / *interesting* in volleyball?
- I enjoyed that Kung Fu film. It was *exciting* / *excited*.
- The kitchen hasn't been cleaned for a long time. It is *disgusted* / *disgusting*.
- I was *amazed* / *amazing* when I found out that I had passed the examination.

WRITING

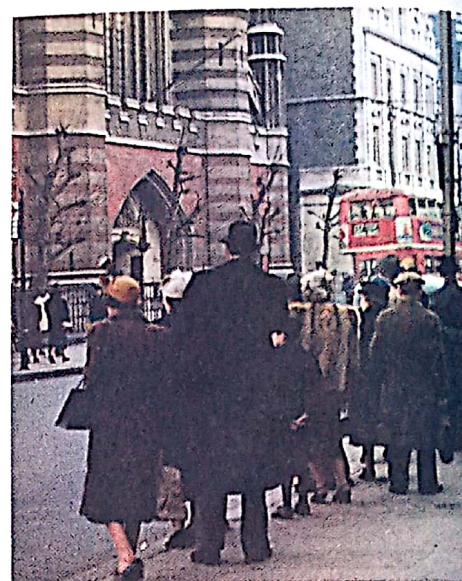
Based on what you have read write a composition stating the reasons why patrimonial places must be preserved.

READING

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

This is what a Mozambican trade representative in London told his listeners, in a school club in his hometown, when talking about his experiences with British people.

- Generally speaking, the British do not shake hands as often as we do. An anecdote illustrating this runs as follows: Mozambican people expecting a British delegation at Mavalane International Airport had been told that the British are not accustomed to shaking hands. What they did not know was that the leader of the British guests had briefed his men about our habits, too. Having passed the customs check, the British approached our people with outstretched hands while these hid theirs somewhere in their pockets or behind their backs.
- They drive on the left in Britain, as you know. Sitting in one of London's red double-decker buses you will have a good chance of sightseeing the town. The black taxis look very old-fashioned, but they are very comfortable to ride in.
- The British generally are very polite and keep apologizing for everything with the sentence 'I'm very sorry'. They prefer saying 'Would you please open the window?' or 'Would you mind opening the window?' to 'Open the window!'
- Their beloved papers are usually sold by newspaper-sellers in the street or in small shops. Every 'daily' (abbreviation for 'daily newspaper') has at least one sports page per day.
- Weather is always 'safe' to start a conversation with. By the way, one should not forget an umbrella or a waterproof, often called a 'mac' (abbreviation for 'mackintosh'), when going for a walk.
- 'Many or few – it is better to queue!' This is the motto at the bus stop, and one is surprised to see how disciplined the British can be.
- After a walk you can relax in a pub, which is often worth seeing. Most of them are brewery-owned. A good pub offers a great variety of beers, up to twelve different brews or more. Nowadays you can have a simple meal, too. At the beginning of a meal they will not wish you a 'good appetite' or anything like that.
- Not all restaurants are allowed to sell alcoholic drinks, only those labelled 'licensed.' Even these will serve you drinks only during fixed times, for example from 11 am to 2 pm and from 6 pm to 11 pm.
- If the British have time and can afford it, their breakfast is not 'continental' but quite substantial, for instance ham and eggs, some fruit, rolls and tea or coffee.
- Schools and offices never begin work much before nine in the morning. School usually lasts from 9-12 am and in the afternoon up to 4. There is no school on Saturdays.
- The British are said to respect old traditions and they try to keep old houses and old furniture. Often they prefer historic buildings to modern ones. Whoever can afford it spends plenty of money and pays high interest rates just to have a home of their own.
- Sports events and entertainment take place, by tradition, on Saturdays. Besides sports, the British like betting on everything: horses, greyhounds and everyday or political events.



English for you (adapted)

VOCABULARY

Select the right option.

- Expecting** is...
 - staying
 - leaving
 - waiting
 - forsaking
- Sightseeing** means...
 - using your eyes
 - looking at one's eyes
 - wearing glasses
 - visiting places in a town
- Being **polite** implies being...
 - kind
 - dangerous
 - strong
 - clever
- To **queue** is to...
 - respect people
 - follow a line of people
 - greet
 - walk

COMPREHENSION

Explain the British attitudes towards the following:

- shaking hands
- driving
- politeness
- queues
- restaurants
- schools
- old traditions

SPEAKING

Talk about Mozambican customs and traditions compared to British ones. Be sure to use the expressions **used to** and **would**, as in the example below.

e.g.

*Schools and offices **didn't use to** open before 9 am. So, they **would** work and study up to 4 pm.*

GRAMMAR

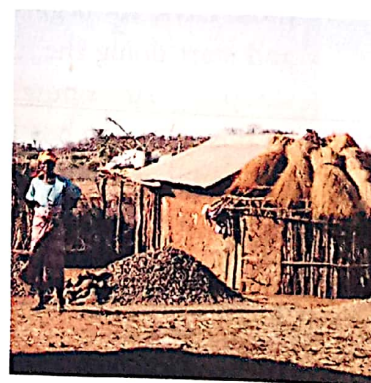
Expressing past habits

Used to and *would* are both used to express past habits. There is, however, a difference between the two. **Would** describes repeated actions, but not states, while **used to** can refer to both repeated actions and states.

e.g. *On Saturdays, the British **would** always play sports. Girls **used to** hate those days.*

Study the forms on this table:

Affirmative	<i>The British would take their 'mac' with them wherever they went. The British used to be much more stiff.</i>
Negative	<i>The British didn't use to wish good appetite before a meal.</i>
Interrogative	<i>Did the British use to respect old traditions and customs?</i>
Negative question	<i>Didn't the British use to be polite?</i>



WRITING

Write a text with 200-250 words about customs and habits in your community.

PRE-READING

Match the traditional practices in A with the people who perform them in B.

A

1. Grazing
2. Hunting and fishing
3. Working in the farm

B

- a. men
- b. women
- c. boys

READING

How old are the boys when they start doing the activities above? Read the text about circumcision in Tsonga community and find out.

Circumcision in Tsonga Community

Tsonga community is mainly located in the southern region of Mozambique.

The people whose roots are linked to Tsonga are: Bitonga, Matswa, Chohe in Inhambane province, Changana in Gaza province and Rhonga in Maputo province.

Circumcision in Tsonga community seems to have existed for centuries. This practice is linked

to initiation rites, which were an instrument aimed at preserving the moral values of the society in those days. All begins when boys reach a certain age; they cease doing the less important activities and start doing the 'most important ones': the young boy who was in charge of a small group of sheep or goats is now taking care of a bigger number of cattle.

At this stage, the boy becomes proud and treats his youngest with ferocity.

In general, it all begins when the boys are at the age of 10 to 16 years old.

A cold winter month is chosen for the ceremony because it is believed to be the appropriate period, which can enable a rapid wound healing. The boys to be circumcised spend one night in a previously indicated centre before they are taken to the desert where the ceremony will take place. Circumcision is an act of courage and sacrifice. After this act the boy must stand the pain and stay for more than 12 weeks away from his parents.

Perhaps these practices motivated the Rhongas to be the first community to abandon the practice of circumcision. This was due to the violence that the operation symbolised and the extended period the boys were obliged to remain in the desert. Because of this, the northern tribes considered the Rhongas as timid people. The circumcision rites tend to take different names from tribe to tribe. Meanwhile, reports point out that there are schools where this tradition is performed. These schools are called *ngoma*. According to the same report, the schools function every four or five years.



IMPORTANT VOCABULARY

- circumcision – *circuncisão*
- roots – *raízes*
- initiation rites – *ritos de iniciação*
- cease – *cessar, parar*
- wound healing – *cura da ferida*



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COMPREHENSION

Read the text again and say if the following statements are true (T) or false (F).

1. Tsonga community is in the southern region of Mozambique.
2. Only four tribes make part of Tsonga community.
3. Circumcision in Tsonga community is known to exist for more than a hundred years.
4. Circumcision isn't important for personal hygiene.
5. Initiation rites were a way of maintaining the moral values of society.
6. Soon after the circumcision, the boys are taken back home.
7. The northern tribes described the *Rhongas* as courageous people.

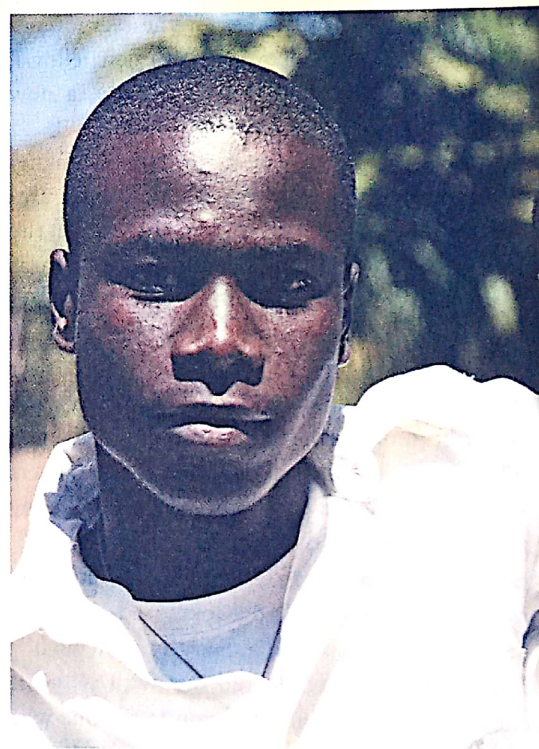
SPEAKING

In pairs, choose a topic and discuss it.

- A) wedding ceremony
- B) 'lobolo' ceremony
- C) 'kupalha'

Talk about:

- when the ceremony takes place;
- where it takes place;
- the people involved;
- the duration of the ceremony;
- its importance;
- its advantages and disadvantages.



GRAMMAR

Sequence markers (revision)

first	then	after that
next	finally	before

e.g. **Before** the boys are taken to the circumcision centre, they are psychologically prepared.

First, they see a psychologist, **then** they...

Before, **first** and **then** are sequence markers. They indicate the order of the events.

Write the sequence of the events you have chosen to talk about in the previous speaking activity.

WRITING

Write an advert about a famous initiation rite in your community.

Consider the following aspects:

- the place and time;
- the participants;
- the duration;
- the aim;
- the importance of the event to the community.

READING

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

When many young people finish their pre-university level, the so-called twelfth grade, their dream is to apply for a place at university for further training. After their application, they enrol for the entry exam in two, three or four subjects according to the course they wish to take. Those who succeed in these exams will have to enrol themselves for the courses they have chosen. Many things for these graduates will change because they will meet new fellows, face a new life style and, obviously, a new academic life.

Meanwhile, it has been a practice for many Mozambican universities to hold special ceremonies to welcome newcomers in the opening day. These ceremonies are known as 'newcomers' party' or 'the newcomers baptism' which is held after the opening session by each university rector or other officially indicated entity. The ceremony starts with the university rector's speech welcoming all the students in general and the newcomers in particular. It is a very short speech illustrating the way the institution functions. Usually, there are no lessons in the opening session. The university organises its event where some newcomers eat and drink, play music and the others play games, tell jokes and sing songs. The most extroverted ones prefer to have their face or head decorated especially with highlighted colours, such as green and yellow and blue. Others are powdered out with white flour over their head and face. The ceremony is chosen in order to call attention to anyone who may see them. It's really a memorable event that will be remembered by everyone involved!



VOCABULARY

Cross out [X] the word which does not belong to the group.

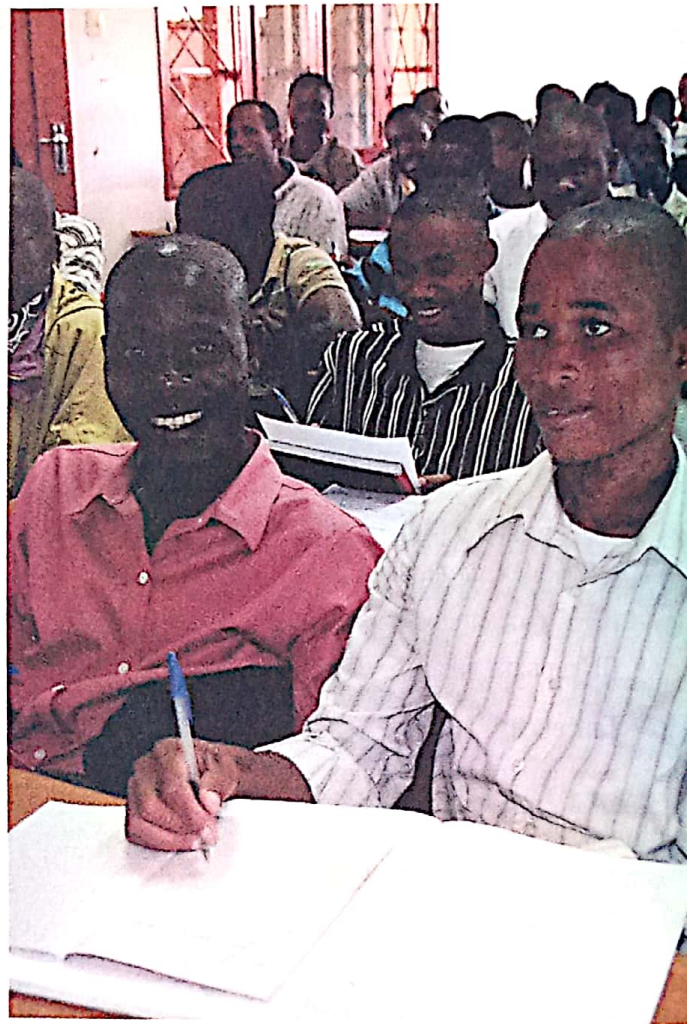
- | | | | |
|------------------------|----------------|-------------------|------------------|
| <i>e.g.</i> pre-school | pre-university | pre-selection [X] | pre-kindergarten |
| 1. graduate | undergraduate | postgraduate | grated |
| 2. session | section | meeting | appointment |
| 3. enterprise | person | institution | entity |
| 4. clever | extroverted | talkative | chv |

READING

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

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VOCABULARY

Cross out [X] the word which does not belong to the group.

- | | | | |
|-----------------|----------------|-------------------|------------------|
| e.g. pre-school | pre-university | pre-selection [X] | pre-kindergarten |
| 1. graduate | undergraduate | postgraduate | grated |
| 2. session | section | meeting | appointment |
| 3. enterprise | person | institution | entity |
| 4. clever | extroverted | talkative | shy |

COMPREHENSION

Put the following events in the right order according to the text.

e.g. 1 – D. When many young people finish their pre-university level...

- A. It has been a practice for many Mozambican universities to hold special ceremonies.
- B. Usually, there are no lessons in the opening day, only the party.
- C. It's really a memorable day which will remain in everyone's mind forever!
- D. When many young people finish their pre-university level, they apply for university.
- E. The colours are chosen in order to call attention.
- F. Each university organises its event.
- G. They enrol for the entry exam in two, three or four subjects according to the course they wish to attend.

SPEAKING

Work in pairs. Ask and answer about your school background.

Use the words/expressions in the box to help you:

when	where	how	how long	who	what
which	first	then	after that	next	finally

e.g.

A: When did you go to primary school for the first time?

B: I first went to primary school when I was six.

A: When was that?

B: It was in 2000.



GRAMMAR

Adjectives and adverbs (revision)

Adjectives are words that describe nouns; **adverbs** normally describe verbs, adjectives, other adverbs or whole sentences.

e.g. When many **young** people finish their pre-university level... [young = adjective]
... they will meet new fellows, face a new life style and **obviously** a new academic life.
[obviously = adverb]

Fill in the chart with adjectives and adverbs from the text on the previous page.

Examples of adjectives	Examples of adverbs

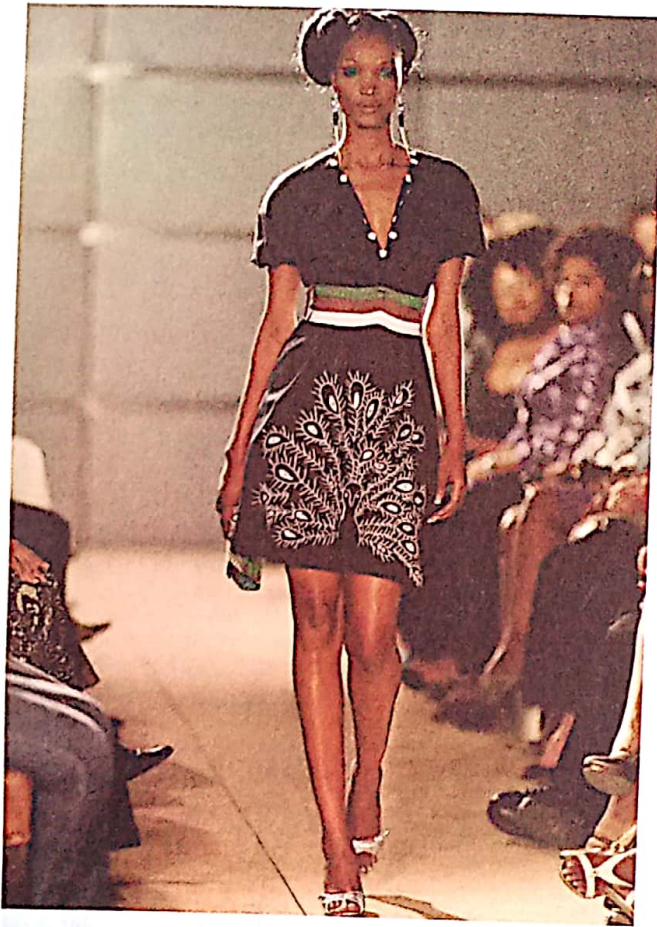
WRITING

Suppose that you have taken part in a university opening ceremony. Write a letter to your pen-friend (living in another country) telling him/her all about it.

Remember to write about the people's enthusiasm, the colours, the new fellows, tutors, classrooms, your expectations towards the course...

READING

Read the text below and do the reading comprehension exercise that follows.



The word 'fashion' has always been a synonym of power and beauty in the world. For centuries, individuals or societies have used clothes and other body adornments as a form of non-verbal communication to indicate occupation, rank, gender, sexual availability, locality, class, wealth and group affiliation. Fashion is a form of free speech. It not only embraces clothing, but also accessories, jewellery, hairstyle and body art. What we wear, how and when we wear it, provides others with a quick understanding of our social situation.

Fashion cycles

Fashion is constantly changing. The young have not always been dominant in fashion history. Until the Victorian Era, a fashion look took 10 to 15 years to reach some country areas. Once railways improved mass communication between countries and cities, the cycle of fashion speeded up so fast, that by the Edwardian Era, in 1901, fashion was moving in a yearly cycle. Emancipation of women and the contribution of all classes of women to the 1914-1918 war enabled and encouraged women to adopt more practical clothing and to try out new styles in fashion, hair and beauty.

Today, fashion and beauty can be affordable for everyone. There is always a range of products that provides quality, beauty and make-up and accessory products at prices that many can afford. Fashion is moving so fast that it now moves in a seasonal cycle, making trends hot for a short period of time.

www.fashion-era.com (adapted)

IMPORTANT VOCABULARY

embraces – *envolver*
affordable – *sustentável*
fashion trends – *tendências da moda*

COMPREHENSION

Choose the best alternative (A, B, C or D).

- The word "fashion" means _____.
A. clothes B. wealth C. power D. the three of them
- "Century" means _____.
A. twelve months B. a decade C. a hundred years D. a thousand years
- What we wear and how and when we wear it is _____.
A. what we are B. what we may be
C. what people think we are D. what we would like to be
- It was only until the Victorian Era, that fashion _____.
A. started B. ended C. was published D. became popular
- Railways _____ mass communication between countries and cities.
A. worsened B. improved C. closed D. finished
- Today, fashion and beauty can be afforded by _____.
A. young people B. women C. men D. everyone
- Fashion is moving so fast that it now moves in a _____ cycle.
A. daily B. monthly C. annually D. seasonal

SPEAKING

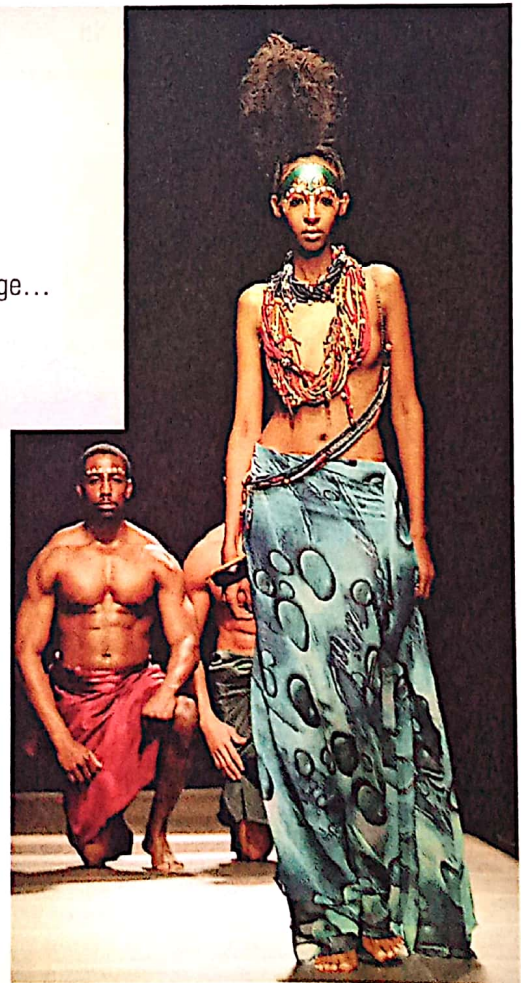
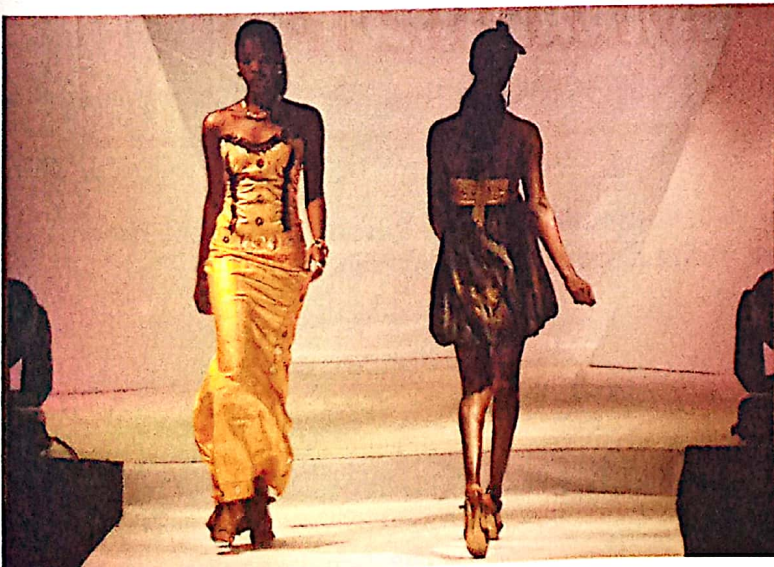
Talk about fashion. Work with your partner.

Student A asks and student B answers about the following topics:

- her/his favourite outfit;
- fashion she/he likes/hates;
- the kind of clothes her/his parents wore when they were her/his age...

e.g. A: What's your favourite outfit?

B: It's jeans and a T-shirt...



Modal verbs

can / could, may / might, shall, should, ought to, must, have to, needn't, will, would

Note: These verbs are followed by the main verb in the Infinitive, without *to* (exceptions: ought to, have to, need to).

e.g. Today fashion and beauty can be afforded by everyone. [correct]

Today fashion and beauty can to be afforded by everyone. [incorrect]

Modal verbs express different meanings. Consider the most relevant ones:

Obligation	Prohibition	No obligation	Advice	Permission/possibility/ability
must	mustn't	don't have to	should / shouldn't	can
have to	—	—	ought to	may / might

e.g. I'd like to buy those shoes. May I try them on? [may = permission]

Complete the sentences, using the appropriate modal verb in the box below. Some can be used more than once.

must mustn't may have to don't have to
 should shouldn't can ought to

- The word fashion _____ be used as a synonym of wealth.
- If you are participating in Mozambique's fashion week, you _____ wear the adequate clothes.
- Jeans _____ make part of wedding fashion.
- Do you think people _____ wear clothes at all?
- My school uniform is wet. _____ you lend me yours, only for today?
- According to the school regulation, students _____ wear hats at school.
- People who travel to France, _____ visit Paris, the capital of fashion.
- You _____ let fashion control you. Fashion isn't just expensive clothes.

WRITING

Imagine you went to a fashion show in your community. Many important people from different social backgrounds were there. Write a report describing the event.

Consider the following points:

- Who was/were the fashion designer/s?
- When and where was the fashion show?
- What is the new look for girls/boys/women and men?
- What are the latest fashionable colours?

PRE-READING

When were jeans and mini-skirts first worn? Where?

READING

Read this poem by Elizabeth Jennings and do the vocabulary and reading comprehension exercises that follow.

My mother keeps telling me
When she was in her teens
She wore quite different clothes from mine
And hadn't heard of jeans,

T-shirts, no hats, and dresses that
Reach far above our knees.
I laughed at first but then I thought
One day my kids will tease

And scoff at what I'm wearing now.
What will their fashions be?
I'd give an awful lot to know,
To look ahead and see.

Girls dressed like girls perhaps once more
And boys no longer half
Resembling us. Oh, what's in store
To make our children laugh?

Elizabeth Jennings

**VOCABULARY**

Choose the right option.

1. "Teens" means...
a. only girls b. adults c. teenagers
2. "Tease" means...
a. to praise b. to make fun of someone playfully c. to applaud
3. "Awful" means...
a. everything b. enjoyable c. terrible

COMPREHENSION

Say whether the statements are true (T) or false (F) according to the text.

1. Elizabeth's mother wore the same clothes as her.
2. Her mother used to hear about jeans.
3. The author found her mother's attitude ridiculous.
4. The author thinks her kids will one day tease her.
5. According to the author, what is in fashion today will be old-fashioned tomorrow.
6. Elizabeth thinks that people should always dress decently.

SPEAKING

Work in pairs and do a guessing game.

Describe someone in the class and ask your partner who he/she is.

e.g.

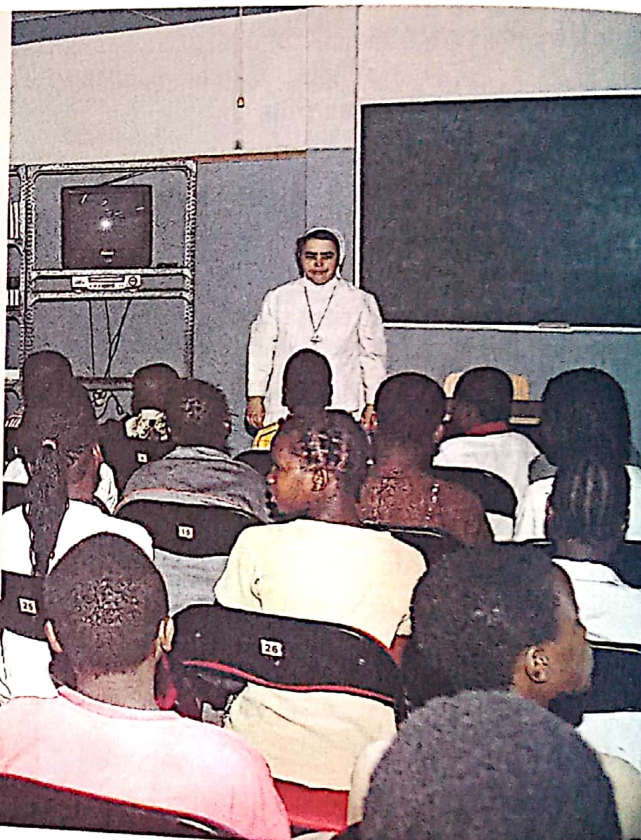
A: He's short and fat, he's got short black hair and brown eyes. Today, he's wearing a white shirt, blue trousers and black shoes. Who is it?

B: Is it Hassan?

A: No, it isn't.

B: Is it Maud?

A: Yes, it is.



GRAMMAR

Adjectives (revision)

Underline the correct words.

When Laura got married she had a ¹ silk / silky dress made by one of the best designers and the ² gold / golden rings she and her fiancé had bought were extremely expensive. The church had beautifully carved ³ wood / wooden statues, and they had the ⁴ stone / stony floors covered in expensive red ⁵ wool / woollen carpet. On the big day, she had her ⁶ silk / silky blond hair styled and she wore a long ⁷ gold / golden cape over her dress.

WRITING

Write a brief summary of poem you have read.

Consider the following ideas:

- the topic;
- the writer;
- the time it was written;
- the characters;
- its main ideas.

PRE-READING

Look at the following agricultural products and list:

1. the ones most produced in Mozambique;
2. the ones least produced in Mozambique;
3. the ones that are not produced in Mozambique at all.

wheat	pears	millet	cassava	tobacco	rice	beans	sisal
sunflowers	cotton	sugar	tomatoes	cane	cashew nuts		groundnuts
pineapples	grapes	paw-paw	oranges	sweet potatoes			barley

READING

Read the text below and answer the questions that follow.

Cassava plant is mainly grown in tropical regions. It develops in the surface and its height can reach two meters or more, depending on the soil. In Mozambique, this plant is grown in almost all provinces. Cassava plant is rich in a considerable number of proteins, which makes it one of the primary chosen consumption products for many families. The food industry has been showing a great interest in promoting and encouraging the cultivation of this plant.

Indeed, one of the cassava plant's proteins can be obtained from its leaves. These leaves have many applications: they are pounded and mixed with peanut powder and cooked for curry and they can also be used as medicine to cure blood-related problems. The cassava leaves are also used as a drug to weaken the power of bee stings before the process of honey extraction. Furthermore, these leaves, when pounded, can be dried and kept so that they can be consumed during dry seasons. New cassava plants are obtained from old cassava stems, which are normally chopped.

Cassava plays a very important role in the subsistence of many families. Freshly harvested cassava can be eaten uncooked and it is very delicious; many families use it as a substitute for bread at breakfast. Dried cassava can be pounded to produce a white-like powder which can later be cooked or baked.

Many countries are interested in growing cassava due to its potential as a raw material for their industries. Mozambique, being a cassava producer, will certainly have interest and gain big profits from its exportation.



IMPORTANT VOCABULARY
 surface – *superfície*
 to pound / pounded – *partir em pedaços*
 raw material – *matéria-prima*

COMPREHENSION

Answer the following questions about the text.

1. Where is the cassava plant grown?
2. Why is cassava so important for many families?
3. Mention two applications of its leaves.
4. How is the cassava plant obtained?
5. Describe at least two applications of cassava which are important for Mozambican families.
6. Write the main ideas of the text using your own words.



SPEAKING

In small groups discuss the importance of the main agricultural products in your community. Use the list below to help you.

wheat	pears	cassava	tobacco	rice	beans	sisal	sunflowers
cotton	sugar	tomatoes	cabbages	cane	cashew nuts		groundnuts
pineapples	maize	paw-paw	oranges	sweet potatoes			mangoes

e.g.

- The most important product produced in Moamba is maize.
- Maize is essential for many Mozambican families. It can be found not only in everyone's farm, but also everyone's table.
- Maize is also good for our health, because it gives us energy and important nutrients.
- The exceeding maize production can be exchanged or sold to increase the family income.
- The plant can be processed and stored to feed animals during dry seasons.

COMPREHENSION

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GRAMMAR

The passive (Present Simple) – revision

Verb "to be" (Present Simple) + Past Participle (main verb)

*e.g. The cassava plant **is** mainly **grown** in tropical regions.
The cassava plant proteins **can be obtained** from the leaves.*

Note: we can use the passive when we don't want to say who or what is responsible for doing something or to shift emphasis to the object of the action.



A. Underline all the examples of the passive voice in the text you have read.

B. Choose the best alternative – active or passive.

1. Germany *exports* / *is exported* Mercedes-Benz cars.
2. Mozambique *produces* / *is produced* cashew nuts.
3. Cassava *is grown* / *grows* in tropical regions.
4. Cassava leaves *use* / *are used* as medicine.
5. Rice *sells* / *is sold* at an expensive price in the country.
6. Honey *can obtain* / *is obtained* from bee hives.
7. Groundnuts *dry* / *are dried* and stored in a barn.

WRITING

Imagine there is an anomalously high production of cabbage in your community. You are in charge of the production and you feel there is a need to sell to other neighbouring communities. Write an article to the local newspaper announcing such sale.

Remember to mention the following:

- the place and time of the selling;
- the name of the product;
- the quantity of the production (in percentage);
- the selling dates;
- the price, if relevant;
- ...

READING

Read the letter below and answer the questions that follow.

Augusto Fanheiro
Distrito de Homoine
P.O. Box 110
Inhambane
June 6th 2010

Millennium Bim
P.O. Box 2657
Maputo

Dear Sir/Madam,

I have been a cassava producer in this district for four years. For the last two years I have been lucky to produce more than necessary for my family, so I have been able to help other communities. The roads to reach these places were destroyed by recent rains; because of it, the only transport that I had is now useless.

I humbly would like to apply for a 800 000,00 Mt loan in order to buy a new truck, so that I can restart my business.

I would also like to state that the refund of the loan will be done in five years time as from July 6th 2010.

Best regards and highest consideration.

Yours faithfully,
Augusto Fanheiro
Augusto Fanheiro

IMPORTANT VOCABULARY

humbly – *humildemente*
apply for – *candidatar-se*
loan – *empréstimo*
refund – *reembolso*

COMPREHENSION

Answer the questions about the text.

1. Who wrote the letter?
2. Who is this letter addressed to?
3. When was the letter written?
4. What is the purpose of the letter?
5. What is the name of the community referred to in the letter?
6. How much money did Mr Fanheiro ask for?
7. What is the purpose of the loan?

SPEAKING

In groups discuss the importance of small loans to Mozambique's farmers.

Consider the following:

- how can loans help farmers;
- what are the advantages/disadvantages of loans;
- what kind of special conditions should be given to farmers;
- who should lend the money.

GRAMMAR

The passive (Past Simple) – revision

Verb "to be" (Past Simple) + Past Participle (main verb)

*e.g. The roads to reach these places **were destroyed** by recent rains.*

*Two weeks later the loan for the truck **was released** to Mr Fanheiro.*

Choose the right form of the verbs: active or passive.

1. Mozambican cashew nut industry *closed / was closed* in the 80's.
2. Many cashew nut trees *cut / were cut* down for firewood after the war.
3. Sisal *exported / was exported* in big quantities before 1975.
4. Cotton production *reduced / was reduced* in Mozambique due to many factors.
5. Many vehicles *broke / were broken* because of bad road conditions in Homoine community.
6. A loan of 800 000,00 Mt *released / was released* to Augusto Fanheiro in order to buy a new truck.
7. Rice for exportation *produced / was produced* in Chóckwe.

WRITING

Imagine you are a boss of a farm in a rural community. You would like to study new techniques to produce cassava. Write a letter to a university located near your community to apply for a course.



READING

Read the texts below and answer the questions that follow.

It's Saturday and there is a food fair in your community. Very important people from the community are there, including reporters from different TV channels. The reporters are asking questions about the event and people have different points of view. These are some of the questions that are being asked:

- What do you think about the event?
- Do you like Mozambican food?
- What is your favourite food?



Amad

These shows are always nice. It is being fun, so my applause to the organization. I am eating *mucapata*, my favourite dish.



Melodia

It is always good to promote events like this... I came here because I wanted to eat *kakana*. I really love this dish.

Stella

My favourite dish is Zambezian chicken. Events like this should happen more often. I find them entertaining; however the music is being played too loud... We can't understand each other properly.

Madala

Oh, I love *tihove*! Nowadays it's not easy to make this dish at home. Our traditional food is being neglected.

Laura

I think that there are some problems to be corrected next time: first, the music is too loud and people can't hear each other... and I can't reach all the places I want. It is so crowded in here that we can't even walk... but it is OK. I managed to meet many old friends.



Muheliua

For me it is very difficult to choose a favourite dish. I think all of them are good, but maybe *karacata*, a vegetable typically eaten in Cabo Delgado.

COMPREHENSION

Answer the questions about the texts.

1. What is the main topic of the conversation?
2. When is the food fair taking place?
3. What food is Amad fond of?
4. Stella complains about the music. Why?
5. What is Madala's opinion about people's attitude towards cooking?
6. Why can't Laura reach all the places she wants to go?
7. What are Laura's complaints about the food exhibition?
8. Where is *karacata* mostly eaten?



SPEAKING

In groups debate why people neglect traditional cuisine: is it because they don't know very much about traditional food or because they don't like to cook? Justify your answer.

GRAMMAR

The passive (Present Continuous)

Verb "to be" (Present Simple) + being + Past Participle (main verb)

- e.g. The music **is being played** too loud.
Our traditional food **is being neglected**.

Choose the correct verb form: Present Simple passive / Past Simple passive / Present Continuous passive.

1. *Mucapata* is a delicious dish that *is cooked* / *was to cooking* / *being cooked* in Cabo Delgado.
2. This *mucapata* *was left* / *is left* / *is being left* by someone from the food show exhibition yesterday.
3. *Kakana* is a traditional Mozambican food. It *is made* / *was made* / *is being made* with a special small bitter vegetable.
4. The Zambesian chicken *is being cooked* / *is cooked* / *was cooked* right now.
5. The peanut curry, when *is prepared* / *is being prepared* / *was prepared* well, can be delicious.

WRITING

Write the recipe of a Mozambican dish you know best.

- Here are some suggestions:
- Zambesian chicken
 - *Mucapata*
 - Peanut curry
 - *Matapa*



COMPREHENSION

Answer the questions about the texts.

1. What is the main topic of the conversation?
2. When is the food fair taking place?
3. What food is Amad fond of?
4. Stella complains about the music. Why?
5. What is Madala's opinion about people's attitude towards cooking?
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8. Where is *karacata* mostly eaten?



SPEAKING

In groups debate why people neglect traditional cuisine: is it because they don't know very much about traditional food or because they don't like to cook? Justify your answer.

GRAMMAR

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Our traditional food **is being neglected**.

Choose the correct verb form: Present Simple passive / Past Simple passive / Present Continuous passive.

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3. *Kakana* is a traditional Mozambican food. It *is made* / *was made* / *is being made* with a special small bitter vegetable.
4. The Zambezian chicken *is being cooked* / *is cooked* / *was cooked* right now.
5. The peanut curry, when *is prepared* / *is being prepared* / *was prepared* well, can be delicious.

WRITING

Write the recipe of a Mozambican dish you know best.

Here are some suggestions:

- Zambezian chicken
- *Mucapata*
- Peanut curry
- *Matapa*



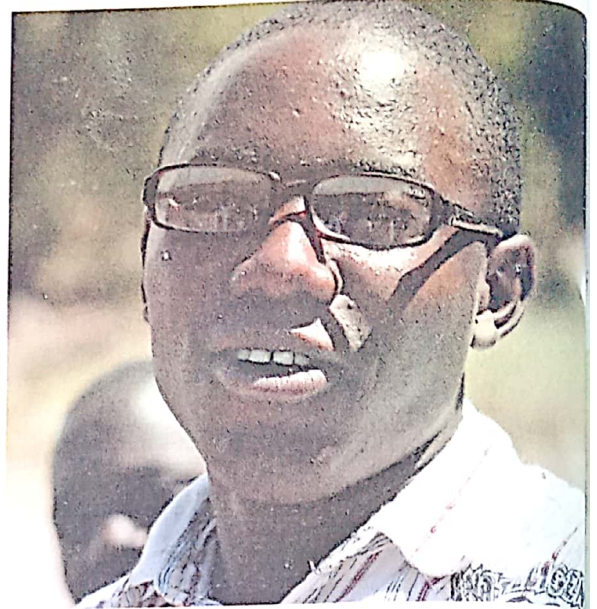
PRE-READING

In groups discuss the following:

- What do people do with their money?
- Where do you think people keep their money?
- Do all people keep their money in the bank?

READING

Read the text below and answer the questions that follow.



Hassan is a twenty-six year-old man and he has just finished his course at the Commercial Institute. When he was in primary school, his dream was to become a bank manager.

Hassan always told his parents about his future plans. “When I finish school, I’m going to be a bank manager”. Hassan’s dream came true, and now he works for Banco Internacional de Moçambique – Millennium BIM in Lichinga city, Niassa province. Hassan works every day, except on Sundays. He always meets many people who seek the bank’s services. It’s a hard job because there are clients who don’t know the importance banks have in people’s lives. Mrs Habiba is a very famous farmer from Metangula. She has a lot of money, which she collected from this season’s harvest. But unfortunately she keeps her money at home regardless of the risk she runs: her home may be broken into, burnt or the money may even be corroded by rats.

One of Hassan’s duties is to meet different communities and persuade people to entrust their money to the bank. Now Habiba has come to BIM, Lichinga, in response to Hassan’s last visit to Metangula community. Habiba was very impressed with the idea of having her money kept in the bank, so she decided to meet the manager.

Habiba: Excuse me, may I speak to the manager, please?

Hassan: Good morning, madam, I’m the bank manager. Please sit down.

Habiba: Thank you very much, sir.

Hassan: Now, what can I do for you?

Habiba: I was very impressed by your speech in Metangula community, where I come from. I’ve been thinking a lot about where I should keep my money. I wonder if I could trust your bank.

Hassan: Sure. Your money is safe here.

Habiba: How can I be sure of that? I mean... what should I do?

Hassan: Bring your community residence declaration, your ID, passport or your driving license. If you don’t have any of these, you can even bring two witnesses to help you open an account.

Habiba: Will I always have my money whenever I wish?

Hassan: Of course. You’ll benefit from many other bank services like leasing and loans at a low interest rate... Your money won’t be exposed to any dangers.

Habiba: Thank you very much sir. I’ll come back as soon as I can.

Hassan: You’re welcome. See you next time.

IMPORTANT VOCABULARY

bank manager – *gestor bancário*
unfortunately – *infelizmente*

VOCABULARY

Choose the odd one out.

- | | | | |
|----------------------|---------------------|-------------------|-----------------------|
| 1. a. nurse | b. cheque book | c. check register | d. traveller's cheque |
| 2. a. deposit slip | b. withdrawal slip | c. credit card | d. postcard |
| 3. a. ATM card | b. teller | c. pineapple | d. bank officer |
| 4. a. security guard | b. loan application | c. money order | d. automatic teller |

COMPREHENSION

Answer the questions about the text.

- According to the text where do most people keep their money?
- Where should they keep it?
- Who is Hassan?
- How old is Hassan?
- When did Hassan become interested in bank management as a career?
- What has Hassan been doing with the communities of Niassa Province?
- Who is Habiba?
- Where is she from?
- What made her want to talk to Hassan, the bank manager?
- What are the dangers of keeping money at home?

SPEAKING

With your partner discuss the following: what can banks offer to the areas of commerce, industry and agriculture, and to the development of your community in particular and your country in general?

GRAMMAR

Be + going to + Infinitive (revision)

Use: we use **be + going to + infinitive** when we want to talk about future plans.

*e.g. Mr Hassan **is going to visit** Metangula's community next week.*

*He **is going to talk** about the importance of keeping money in the bank.*

Complete these sentences with **is going to** or **are going to**.

- Mr Hassan and Habiba _____ talk about keeping money in the bank.
- Mrs Habiba _____ learn safety measures of keeping money.
- A new commercial bank _____ open in Metangula's District.
- Metangula's people _____ benefit from the commercial bank.
- Farmers _____ grow sustainable food for the country.
- Mr Hassan _____ meet other communities from Niassa province.
- Mr Hassan and his colleagues _____ obtain pocket money from their bank when visiting new areas from Niassa communities.

WRITING

Like Habiba, you have attended one of Mr Hassan's meetings at Metangula about the importance of banks. Now, write a short report describing how it all happened.

Consider the following points:

- the date and place of the event;
- the approximate number of participants;
- the objective of the meeting;
- the advantages and disadvantages of the meeting.

PRE-READING

In groups answer the following questions:

- Where are credit cards used?
- Who can use credit cards?
- How long have people been using credit cards?

READING

Read the conversation between Mrs Habiba and the receptionist. Then practise it with your partner.

Mrs Habiba went to the bank in order to open a bank account. There she learnt a lot with Mr Hassan. Mrs Habiba learnt the stages you go through to open a new account and all the benefits of keeping money in the bank. She has just received her first credit card, but she has doubts on how to use it. So, once again she is at the bank trying to understand how to operate with a card.

Receptionist: Good morning, madam. Can I help you?

Mrs Habiba: Good morning, sir. I wonder if I'm in the appropriate place...

Receptionist: I hope so... What seems to be the problem?

Mrs Habiba: It's this card. I've just received it yesterday and I...

Receptionist: You have forgotten your safety code, haven't you?

Mrs Habiba: No, it's not that. I just don't know when and how to use it.

Receptionist: Look! There's a safety code in the envelope. Read the safety code and memorize it. Don't tell it to anyone!

Mrs Habiba: I've done that. But what do I do next? Will I have my money at any time I need just by using this small thing?

Receptionist: Yes, with a credit card you can withdraw money at any time and anywhere you want. You just need an ATM.

Mrs Habiba: Really?! How can that be possible?

Receptionist: It's technology. The bank has services that allow you to transfer your money to other districts in your community, provinces or even to foreign countries.

Mrs Habiba: It's amazing! I can't believe this. So, where is the nearest ATM so that I can perform my first operation?

Receptionist: There are two ATM's outside the bank and there is one at the petrol station near the hotel.

Mrs Habiba: Thank you very much.

Receptionist: Never mind! It was a pleasure. Goodbye.



IMPORTANT VOCABULARY

safety code – código de segurança
amazing – espantoso

VOCABULARY

Which words are related to banks? Tick [✓].

1. moon
2. note
3. coin

- money
not
coin

4. chess
5. cashew
6. ATM

- cheque
cash
ANC

COMPREHENSION

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

1. Mrs Habiba went to the bank to cancel her account.
2. In the bank, Mrs Habiba was told the procedures to open an account.
3. Mrs Habiba masters how to use the credit card.
4. Mrs Habiba's problem is the safety code.
5. The small card Habiba has allows her to withdraw money any time, anywhere.
6. New technology facilitates money transfers at a very high speed.

SPEAKING

Work with your partner. With the information below write a similar dialogue to the one you have just read.

- At the information desk
- At the counter
- At the teller
- At the manager's office
- At the security guard's post

e.g.

Dialogue A

Mrs Habiba: *Excuse me, where is the nearest ATM, please?*

Receptionist: *It's outside the bank.*

Dialogue B

Peasant: *Excuse me, is there a bank near here?*

Ussene: *Yes, there's one next to the Mcel shop opposite the butcher's.*

WRITING

You have read an advertisement in the newspaper announcing a position as bank manager at BCI in your community. You have just finished a course, which you think fulfils the requirements for this position.

Write a letter of application to Mr Cossa, P.O. Box 109, Beira.

GRAMMAR

Prepositions of place and movement (revision)

outside	behind	far	between
in	through	on the right/left	on

e.g. Mrs Habiba: *Excuse me, where is the nearest ATM, please?*

Receptionist: *It's **outside** the bank.*

Complete the sentences with the correct preposition of place or movement.

1. The bank is _____ from Mrs Habiba's community.
2. The manager was _____ his office when Mrs Habiba arrived at the bank.
3. Most banks have got their lamps _____ the ceiling.
4. BIM is _____ the Mcel shop and the shopping centre.
5. The communitarian school is _____ of the Catholic church.
6. The manager's office is _____ teller number 1.
7. The cheque book request will be answered _____ an SMS.

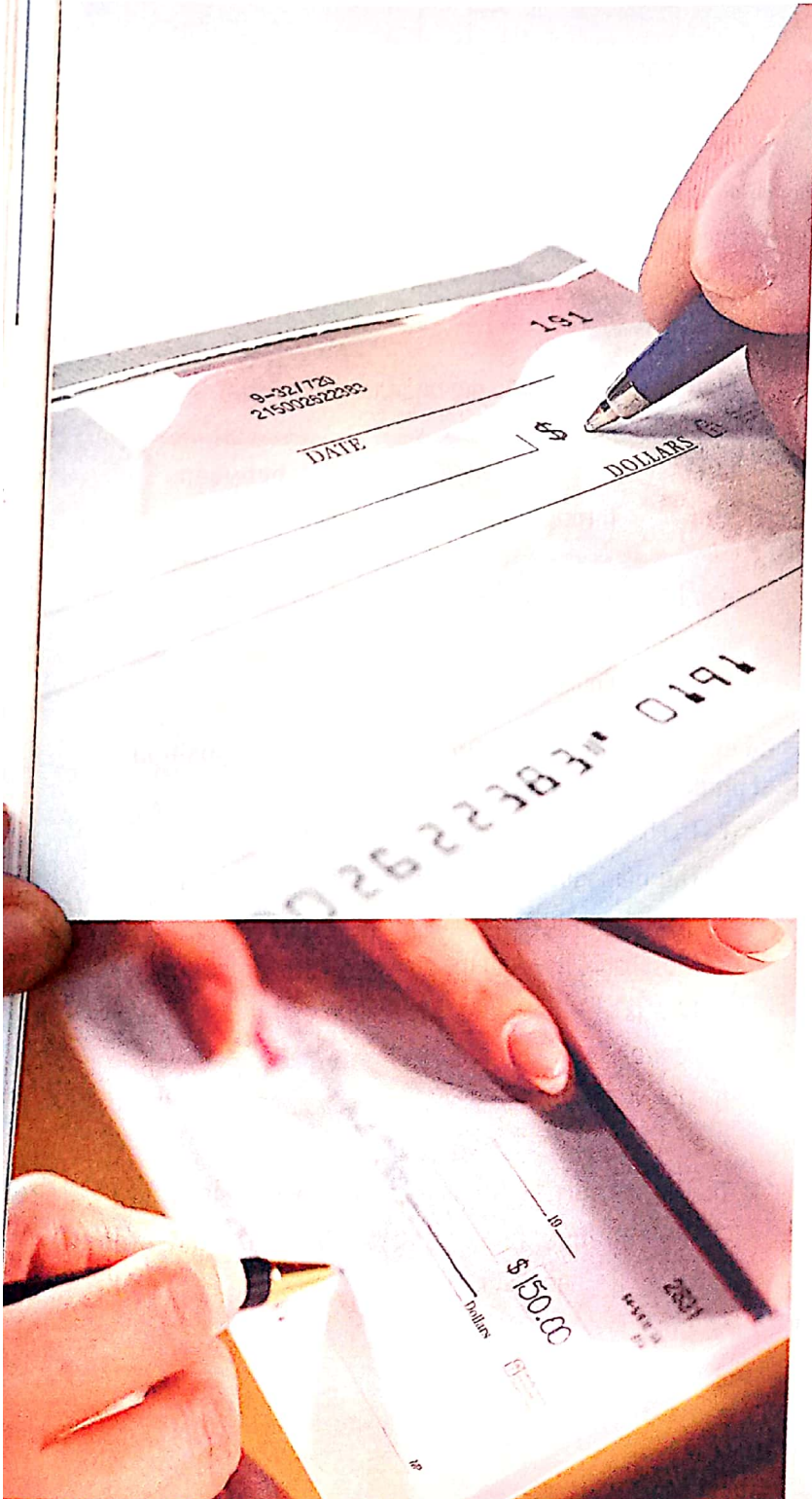
PRE-READING

Discuss:

- What documents do people use to withdraw or/and deposit money in banks?
- Mention different types of cheques.

READING

Read the text and do the reading comprehension exercise that follows.



Cheques are bank documents that are used to withdraw, deposit and transfer monetary values from person to person, person to institution and institution to institution through a bank operation. There are different kinds of cheques: bearer cheques, nominal cheques, crossed cheques, administrative cheques and special cheques.

Bearer cheques can only be issued to the bearer. In a nominal cheque the issuing institution must indicate the beneficiary or the entity to which the payment is to be done. A cheque – either a bearer or a nominal cheque – can be crossed with two diagonal parallel lines in the left corner of the document. In this case, it will only be paid through a deposit in a current account. An administrative cheque is issued by the bank itself. It can be bought by a client at any banking agency. This cheque is issued in favour of the client who will perform the payment. Finally, we have the special cheque, which gives the account bearer a limited credit to sack when he or she possesses no funds of his/her own. This kind of cheque is issued to the client according to a pre-established contract.

<http://www.febraban.org.br> (adapted)

IMPORTANT VOCABULARY

bearer cheque – *cheque ao portador*
entity – *entidade*

COMPREHENSION

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

1. Cheques are the only way of withdrawing money from the bank.
2. The bearer cheque is issued to the owner of the money.
3. In a nominal cheque the name of the beneficiary isn't important.
4. The crossed cheque is characterized by two parallel lines in the back of the document.
5. The administrative cheque is issued to the person who is going to perform the payment.
6. The administrative cheque is issued in favour of institutions only.
7. There is always a pre-established contract in a special cheque.

SPEAKING

Work in pairs.

You are student **A** and you run a business, which involves knowing a lot about different cheques used in different situations. Ask as many questions as you can about the cheques you need to use.

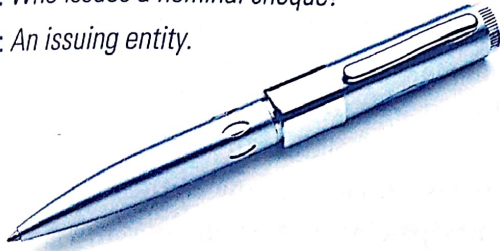
You are student **B** and you should answer your partner's questions according to what you have learned about cheques.

A: What's a nominal cheque?

B: It's the one in which the beneficiary must be indicated.

A: Who issues a nominal cheque?

B: An issuing entity.



GRAMMAR

Relative pronouns (revision)

Use: we use relative pronouns to refer to a noun mentioned before and to add more information about it. Relative pronouns are used to join two or more sentences.

e.g.

That is the woman. She lost her credit card.

That is the woman **who** lost her credit card.

That is the dog. It barks a lot.

That is the dog, **which** barks a lot.

This is the student. His mother is an English teacher.

This is the student **whose** mother is an English teacher.

WRITING

You are an official clerk at Makalane Gazian Coal Company and you have recently received from the bank in your community some cheques, which you filled in incorrectly. For example: you had not crossed the cheques; you had not indicated the beneficiary of the nominal cheques...

Write a formal letter apologizing for the inconveniences you have caused and indicating the corrections that should be done.

Fill in the gaps with **who**, **which** or **whose**. Omit it when possible.

1. That's the girl _____ seats next to me in the classroom.
2. What's the name of the dance _____ they are performing?
3. I saw the girl _____ father sells mangoes in the market.
4. Have you seen the book _____ I was reading?
5. I'm going to visit my aunt _____ is sick.

PRE-READING

In your opinion is it important to maintain a peaceful environment in Mozambique? Why?

READING

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



Mozambique was fustigated by a civil war during sixteen years. This terrible war almost destroyed all the national economy, killed many innocent people and some were forced to move from their native places to look for new shelters in villages or towns in order to save their lives. Some were even forced to go abroad as refugees. Fortunately, the peace agreement signed in Rome brought up good expectations to Mozambique. This peace agreement was signed on 4th October, 1992, by Joaquim Alberto Chissano, the former President of the country, and Afonso Macacho Marceta

Dhlakama, the President of RENAMO, up to the moment. Other important delegations also took part in this process, not only to intermediate the process, but also to witness that solemn day. The Mozambican peace agreement has a historical meaning for all Mozambicans. October 4th is the day all Mozambican people realized they could heal the wounds and forget the scars caused by the terrible civil war. From that day on, people started to believe it was possible to understand each other despite political differences, and that they could always manage to find out solutions to their constraints, and to hold permanent dialogue. One of the most important rights citizens are now entitled to is to form associations or political parties. This enables them to participate actively in the governing system. After so many years of war Mozambicans know how important it is to preserve peace in the country. In order to achieve that every Mozambican citizen must be tolerant and maintain the belief that despite all the differences it is possible to live in harmony.

Mozambique is a member of Southern African Development Community (SADC) and other international organizations namely the UNO, the Commonwealth, the PALOP and others. These friendly relations are a clear sign that the country is not isolated and recognizes the need to live together with others as to ensure cooperation and peace.

VOCABULARY

What do these organisations stand for? Write the full expression as in the example. You can use your dictionary.

SADC	Southern African Development Community
UNO	United Nations Organization
UNICEF	
AU	Africa Union
EU	European Union

COMPREHENSION

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

1. Mozambique was fustigated by civil war during sixty years.
2. The Peace Agreement for Mozambique was signed in Romania, in 1992.
3. Afonso Macacho Marceta Dhlakama also signed the Peace Agreement.
4. October 4th is a public holiday in Mozambique.
5. Freedom of speech is now a constitutional right.
5. Mutual respect and tolerance are vital for the maintenance of peace.

SPEAKING

With your partner talk about the possible arguments used by the peace negotiators with the two belligerents, FRELIMO and RENAMO, to stop the fightings. Use your imagination as well.

GRAMMAR

Past Simple – negative form (revision)

e.g.

The war **destroyed** all the national economy in Mozambique. (Affirmative form)

The war **did not destroy** all the national economy in Mozambique. (Negative form)

Based on the examples above rewrite the following sentences in the negative form.

1. FRELIMO and RENAMO agreed on negotiations in Italy.
2. The Italian Government accepted to host the peace conversations.
3. The foreign delegations went to Rome by plane.
4. The delegations ate their meals in Italian hotels and restaurants.
5. The UN sent troops to help maintain peace in Mozambique.

WRITING

The maintenance of peace is vital for the social and economic development of any country. Produce a suitable banner showing your wish for the maintenance of a peaceful environment in Mozambique.

PEACE FOR EVER

READING

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



Citizenship

Citizenship is the state of being a citizen of a particular social, political or national community. Citizenship status, under social contract theory, carries with it both rights and responsibilities. "Active citizenship" is the philosophy that citizens should work in order to develop their community through economic participation, public intervention, volunteer work and others to improve life for all citizens. Some countries, like Australia, provide citizenship education at schools.

Generally, citizenship is seen as the relationship between an individual and a particular nation. In ancient Greece, for example, the main political entity was the city-state, and citizens were members of particular city-states. In the past five hundred years, with the rise of the nation-state, citizenship is most closely identified with being a member of a particular nation. To some extent, certain entities cross national boundaries such as trade organizations, non-governmental organizations, as well as multi-national corporations and sometimes the term "citizen of the world" is applied in the sense of people having fewer ties to a particular nation and more in a sense of belonging to the world in general. In recent years, some inter-governmental organizations have extended the concept and terminology associated with citizenship to an international level, where it is applied to the totality of the citizens of their constituent countries. Some countries extend "honorary citizenship" to those whom they consider to be especially admirable or worthy of the distinction.

By act of the United States Congress and presidential assent, honorary citizenship has been awarded to seven individuals only. Honorary Canadian citizenship requires the unanimous approval of the Parliament. The only people to ever receive honorary Canadian citizenship are Raoul Wallenberg (posthumously) in 1985, Nelson Mandela in 2001, the 14th Dalai Lama, Tenzin Gyatso, in 2006, Aung San Suu Kyi in 2007 and Prince Karim Aga Khan in 2009. In 2002, South Korea awarded honorary citizenship to Dutch football (soccer) coach Guus Hiddink who successfully and unexpectedly took the Korean national team to the semi-finals of the 2002 FIFA World Cup. Honorary citizenship was also awarded to Hines Ward, a black Korean American football player, in 2006, for his efforts to minimize discrimination in Korea against half-Koreans.

IMPORTANT VOCABULARY

- citizen – *cidadão*
- citizenship – *cidadania*
- ancient Greece – *Grécia antiga*
- honorary citizen – *cidadão honorário*
- to award – *conceder*
- awarded – *concedido*

VOCABULARY

Choose the odd one out.

- | | | | |
|---------------|----------------|------------|----------------|
| 1. a) rights | b) duties. | c) capital | d) citizenship |
| 2. a) ancient | b) modern | c) new | d) Greece, |
| 3. a) prize | b) complaints, | c) award | d) recognition |
| 4. a) notable | b) honorary | c) hour | d) admirable |

COMPREHENSION

Re-order the following statements correctly.

- In ancient Greece, for example, the main political entity was the city-state.
- In recent years, some intergovernmental organizations have extended the concept of citizenship to an international level.
- Honorary citizenship was also awarded to Hines Ward, a black Korean American football player, in 2006.
- Some countries like Australia provide citizenship education at schools.
- In the past five hundred years, with the rise of the nation-state, citizenship is most closely identified with being a member of a particular nation.
- Citizenship is the state of being a citizen of a particular social, political or national community.
- Honorary Canadian citizenship requires the unanimous approval of the Parliament.

PEAKING

Work in groups. What can you associate with rights and responsibilities? Add examples to the table below.

Rights	Responsibilities
e.g. to have a school to have parents	to take care of it to respect them

Just, **have to** or **ought to**? Fill in the blanks.

- All Mozambican citizens _____ obey the Constitution.
- All children _____ go to school.
- If you live in this country illegally, you _____ contact the immigration office as soon as possible.
- In Mozambique, drivers _____ drive on the left.
- Parents _____ look after their children.
- Before you travel abroad you _____ ask for a visa permit.
- Citizenship _____ be taught from primary schools onwards.
- "All sort of racial discrimination _____ be severely penalised," said the President.

GRAMMAR

Modal verbs (revision)

Must, have to and **ought to** are modal verbs that express obligation.

e.g.

*To obtain Mozambican citizenship, a foreigner **must** live for more than five years in the country.*

*People who travel abroad **have to** carry their passports with them.*

*We **ought to** vote in the elections at our community.*

WRITING

You have attended a meeting whose agenda was to talk about basic aspects of the judicial system and the importance of observing the law in your community. Write a short report describing how it all happened.

Refer to:

- the number of participants;
- the president of the meeting;
- the interventions of the participants;
- the duration of the meeting.

PRE-READING

Discuss:

- What do you think can help to develop your community?
- Mention five things you can do in your community.
- Are there any advantages in giving a contribution to your community?

READING

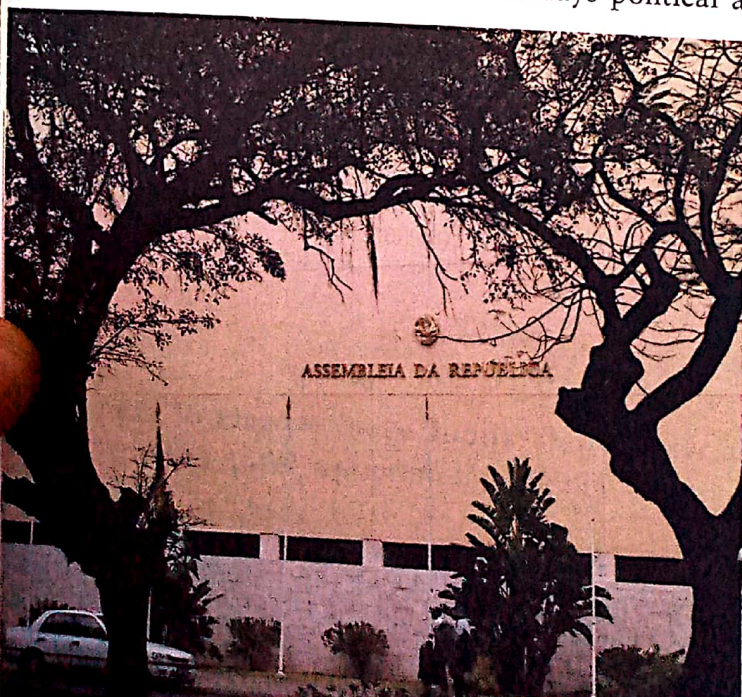
Read the text below and do the vocabulary and reading comprehension exercises that follow.

People born in Mozambique are automatically granted certain rights and freedoms as citizens. These rights and freedoms are guaranteed to you by the Constitution of the Republic of Mozambique.

After the war of independence, there was a need to create a ruling instrument to guide citizens in the country. Such instrument (then called the Constitution of the People's Republic of Mozambique and now known as the Constitution of the Republic of Mozambique) was created by the parliament. The aim of this instrument was to accommodate the ideas, desires and people's interests. So, the Constitution of the Republic reflects duties, rights and obligations, as well as penalties.

Since 1975, after the independence, both Mozambican men and women have been working hard for the good of the nation, to preserve the constitutional way of life and the freedom. These men and women's work made nowadays political and institutional democracy possible. For instance, all citizens are expected to vote for their representation. After the elections, those elected represent the whole country no matter who has voted for them. Citizens are subjected to serve the army, to pay taxes and they should vote to elect their representatives.

So, if you want a voice in your government (of the people, by the people and for the people), you need to fulfil your responsibility as a citizen, communicate with those who are elected and let them know how you feel and what you think about the critical questions that they are called upon to decide every day.



VOCABULARY

Find the odd one out:

- | | | | |
|-----------------|----------------|--------------|-------------------|
| 1. a) citizen | b) citizenship | c) site | d) nationality |
| 2. a) voter | b) vote | c) election | d) electron |
| 3. a) democracy | b) freedom | c) army | d) responsibility |
| 4. a) duties | b) rights | c) penalties | d) desires |

COMPREHENSION

Choose the correct answer (A, B, C or D).

- When you are born in Mozambique, the instrument that grants you rights and freedom is...
 A. the law B. the justice C. the Parliament D. the Constitution
- The Constitution of the Republic of Mozambique was created...
 A. in 1974 B. in Dar-Es-lam C. after the independence D. in Morrupula
- People who work hard to make the Constitution of the Republic of Mozambique better are...
 A. Nigerian B. Portuguese C. Zimbabwean D. Mozambican
- Both Mozambican men and women have been working hard for ... of the nation.
 A. democracy B. voting C. making campaigns D. the good
- As a citizen, voting is important because when you vote you are...
 A. empowering a friend B. showing your complaints ?
 C. identifying the right policy to follow D. showing your friendship
- Not voting shows lack of...
 A. citizenship B. money by the voters C. ideas D. time
- The worse thing about not voting is...
 A. staying at home B. being imposed with other people's ideas ?
 C. being free D. being frustrated

SPEAKING

In groups talk about what you think should be done in order to improve the life of people in your community.

e.g.

- I think the government should build more schools and hospitals in my area.
- In my opinion, the government ought to build new roads. There are many cars in the streets nowadays.



GRAMMAR

Determiners

Some, any, many, much, a lot of, lots of, few, a few, a little are used to talk about unspecified quantities.

e.g.

Some of these men and women's work has now become relevant.

Few people voted in the last elections in Mozambique.

Choose the correct determiner from the box to fill in the blanks.

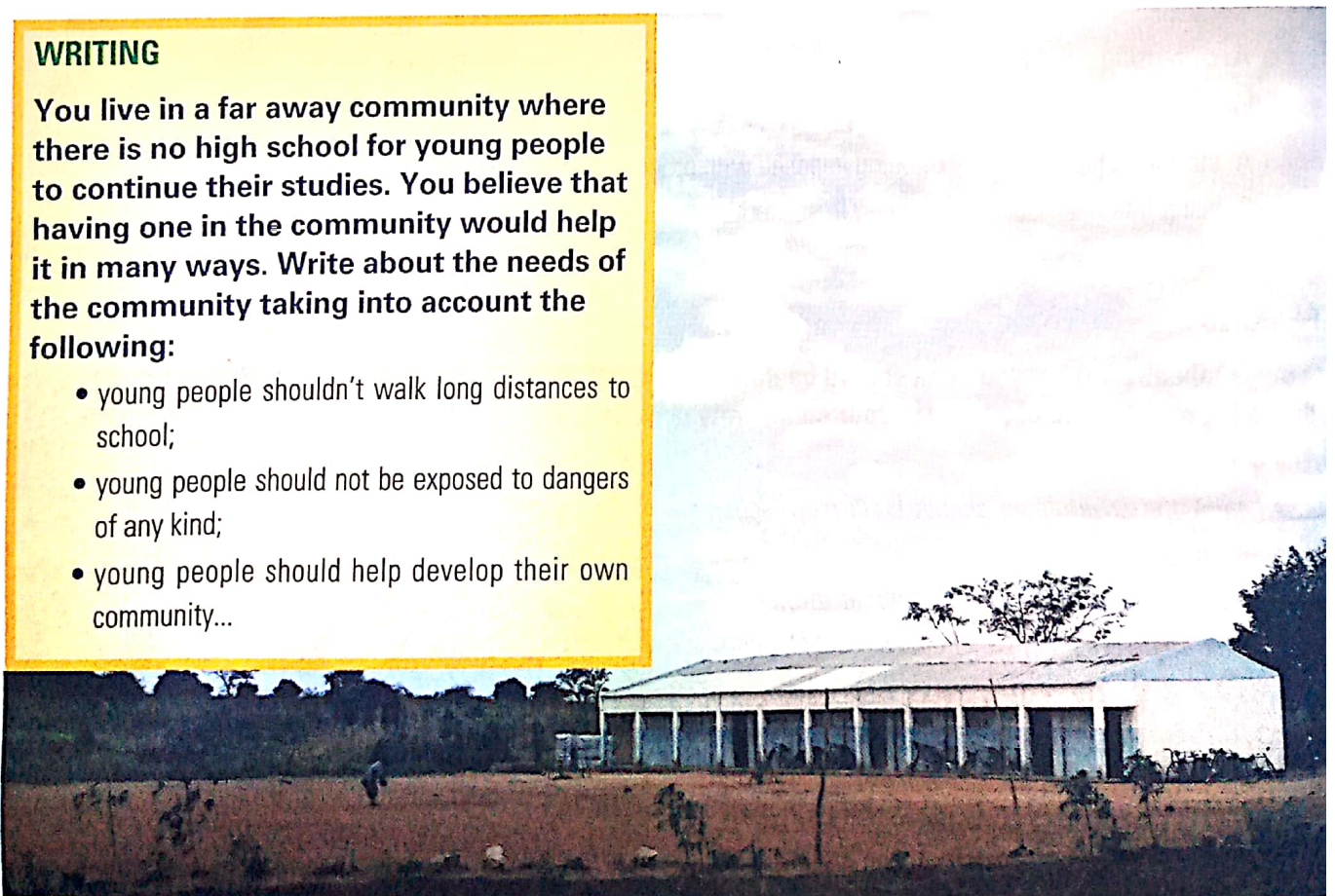
a little many a few some any much a lot of

- _____ of you can join me to form a new political party.
- _____ votes went for the elected president.
- There weren't _____ votes for the Blue Party.
- Only _____ voters were satisfied with the announced result.
- After the counting, there was not _____ to say. The winner was known.
- _____ people in rural areas still don't know their rights.
- Candidates spend only _____ time announcing their campaigns on TV.

WRITING

You live in a far away community where there is no high school for young people to continue their studies. You believe that having one in the community would help it in many ways. Write about the needs of the community taking into account the following:

- young people shouldn't walk long distances to school;
- young people should not be exposed to dangers of any kind;
- young people should help develop their own community...



PRE-READING

What do you think are the most common causes of car accidents?

READING

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

Good, safe and responsible driving is an obligation for everyone on the road.

There are a countless numbers of things which can be done to make driving safe. Let's enumerate a few:

- It is better to get to your destination in one piece than never at all. Going fast only makes a difference of just a few minutes in most cases and yet your chances of getting into an accident increase 17% for every five miles over the speed limit.
- Buckle up your seat belt and make sure that both the front and rear seat passengers buckle up theirs, too.
- If you drink, take a cab or any other public means of transport or have your sober friends drive you back.
- If you are stressed or tired, drive to the hard shoulder or a car park and take a breath or a nap first. Being tired is one of the leading causes of single-vehicle accidents.
- Never play music so loud that you cannot hear the environment around you. Someone may honk at you to warn you about something. Do not wear headphones while driving also!
- Do not overrun red lights. You never know when someone is "timing" the light on the green side.
- Keep an emergency kit comprising a reflective triangle, first aid kit, gloves, jumper cables, tool kit, cloth, water, etc., in your car. The most common reasons for car breakdowns are flat tires and batteries.
- In case of a breakdown, move your car to the side of the road and put up the necessary signage for e.g., the reflective triangle, giving ample notice to any oncoming car. If you intend to change your tire, make sure you are not in the way of oncoming cars.
- A child safety seat is the first choice for the child sitting on the back seat. Make sure you get the right size for your child.



<http://www.guidetosafedriving.com>

VOCABULARY

In column A there is a list of words from the text. Match each word with its corresponding meaning in column B.

A

1. destination
2. overrun
3. buckle up
4. sober
5. honk

B

- a. spread over
- b. fastener
- c. beep
- d. clear-headed
- e. end

COMPREHENSION

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

1. Driving fast increases the chances of having an accident.
2. If you have been drinking, ask a friend who hasn't to drive you home.
3. In case you feel exhausted you should do a break before continuing driving.
4. It is not a good idea to have an emergency kit in your car.
5. A child safety seat is a kind of seat designed to protect children from injury or death during collision.

P
H
V
R
R

SPEAKING

Role-play with your partner. One pretends to be a police officer and the other a driver. Act out a dialogue showing a safety or dangerous driving.

GRAMMAR

Verbs with two objects

When verbs are followed by two objects, the first object (the indirect object) is usually a person or a group of people and the second object (the direct object) is usually a thing.

*e.g. I peeled **her** an orange.*

If we want to reverse the order and place the direct object first, then the indirect object has to be converted into a phrase beginning with either **to** or **for**.

*e.g. I peeled an orange **for her**. / He lent his pen **to me**.*

Note: If the indirect object comes before the direct object, there is no preposition.

*e.g. They gave **Harold** a new car.*

If it comes after, a preposition must be used.

*e.g. They gave a new car **to Harold**.*

If the direct object is a pronoun (it, this...), it comes first and we must use a preposition. Compare the difference in the following examples.

*e.g. I bought **it for** my sister. (Not: I bought my sister it.)*

Reorder the words in order to write correct sentences.

1. promised / I / the parcel / to her / to deliver
2. Have / we / already / shown / to Mr Clark / the project
3. to / John / we / write / will / a letter
4. They've / daughter / their / a / new flat / bought
5. My / mum / cake / for / me / made / a huge

WRITING

The best driver is the most alert driver – the one who is watching traffic, road conditions, other driver's behavior, weather, visibility, the condition of his own vehicle, and is continually assimilating that information. Do you agree with this? Write a text with four paragraphs on this subject.

E-READING

Second section of handout. Grade 11

How many social organisations exist in your community? Mention two of them. Choose one and describe what it does.

READING

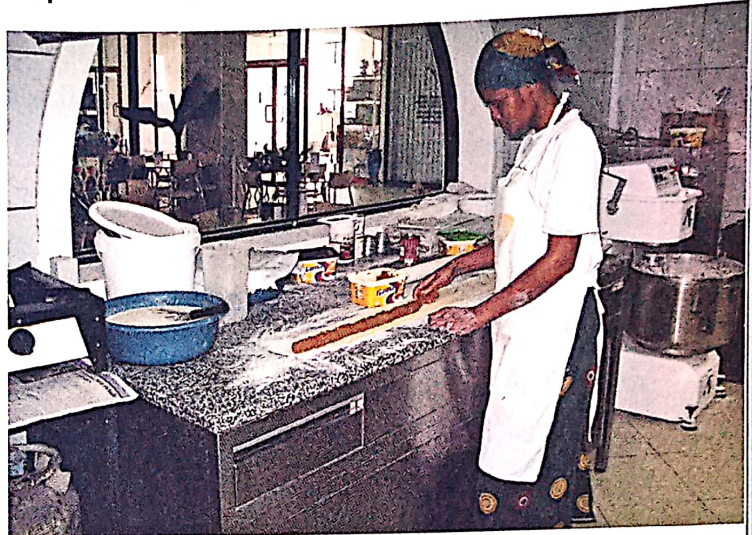
Read the text below and do the vocabulary and reading comprehension exercises that follow.

“Helping All”

“Helping All” is a Mozambican organisation whose aim is to help people in need. This organisation was founded in 2000, in Guiguiseka community. It was initially formed by ten members. Five years later, this organisation had doubled the number of its members. Good quality service, a high level of efficiency and responsibility seems to have contributed to such achievement.

In fact, the first ten members were working in three different training areas: tailoring, carpentry and cookery. Each area integrated three members and one worked as supervisor. The supervisor, apart from working indoors, also made contacts with many institutions, like schools, kindergartens, hospitals, churches and mosques, in order not only to announce and sell the production of the organisation, but also to buy raw materials or recyclable ones such as broken furniture from schools and kindergartens and pieces of other materials from textile industries.

This organisation produces chairs, desks, tables, dusters and wooden rulers for schools and kindergartens. Tailors make small dresses for locally made dolls, the cooks are in charge of producing a variety of easily made food, namely sadgia, sweet potatoes, cassava, chinkwa (a kind of cake made from fresh maize), fresh roasted or boiled maize, boiled or fried eggs and so on. These products are sold at low prices to other institutions or entities. With this work, the organisation became more useful and accepted in many ways: helping schools, kindergartens and hospitals on the one hand and individual entities from the local community on the other hand.



VOCABULARY

Choose the correct answer.

- The person who makes dresses is a _____.
A. carpenter B. nurse C. tailor D. cook
- The person who cooks is a _____.
A. manager B. cook C. cooker D. cookery
- The person who is in charge of the other workers is a _____.
A. supervisor B. supervision C. nurse D. receptionist
- The person who looks after young children is a _____.
A. policeman B. babyguard C. babyboy D. babysitter

COMPREHENSION

Answer the questions about the text.

1. What is "Helping All"?
2. When and where was it funded?
3. What are the main areas of work of this organisation?
4. What is the supervisor's job?
5. Which institutions benefit from "Helping All" services?
6. Explain how "Helping All" assists other entities.
7. Who else benefits from "Helping All" work, apart from official entities?
8. What is the overall idea of the text?

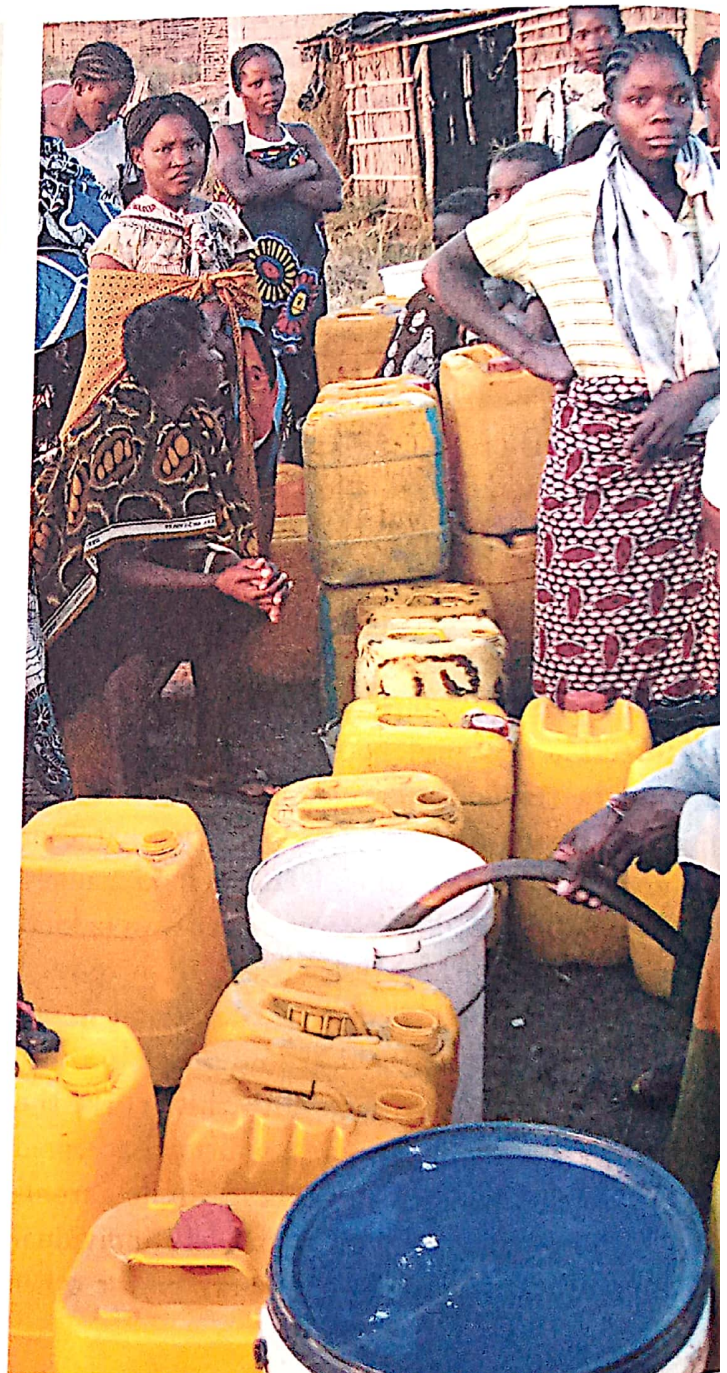
SPEAKING

In groups discuss the importance of social associations in your area or community.

e.g.

A: I think social associations can help by warning the community about natural disasters.

B: In my opinion, social associations are very important because they assist people in need.



GRAMMAR
Determiners – a, an and the

Read and answer 1-8

REMEMBER

Indefinite article: a / an

- Use 'a' with nouns starting with a consonant and/or a consonant sound (a boy; a European).
- Use 'an' with nouns starting with a vowel sound (an apple).

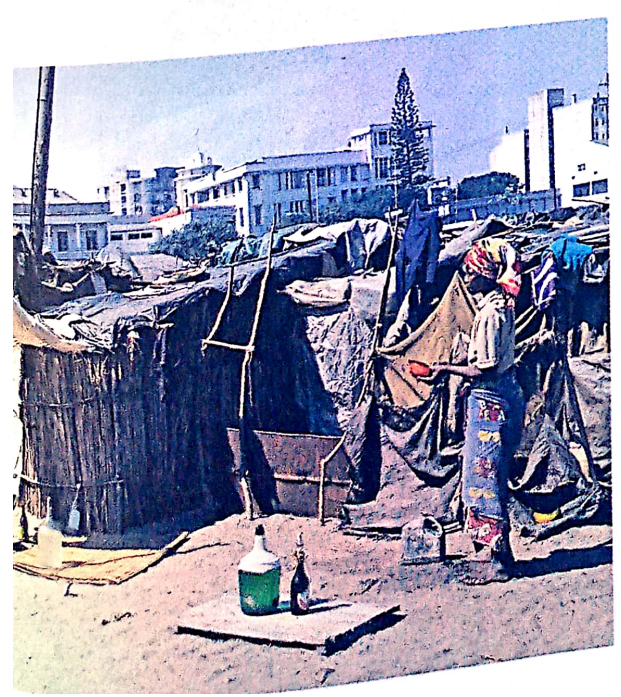
Definite article: the

- Used to refer to something that has already been mentioned.
- Used to identify a particular person or object.
- Used with names of geographical areas or oceans, to refer to objects we regard as unique...

e.g.
 "Helping All" is **a** Mozambican organisation of individuals. **The** organisation was funded in 2000.
 I ate **an** egg for breakfast. **The** egg was good.

Put in a, an or the.

1. Would you like _____ apple?
2. Could you close _____ door, please?
3. We live in _____ small apartment near _____ shopping centre.
4. Have you read _____ book yet?
5. We went out for _____ meal last night. _____ restaurant was excellent.
6. Did _____ police catch _____ burglar who stole your bicycle?
7. This is a nice house. Does it have _____ garden?
8. It was _____ warm and sunny day, so we decided to sit in _____ garden.



WRITING

You are a member of "Helping All" organisation. You are in charge of the marketing department. Write an advertisement announcing the areas of work of your association.

Don't forget to mention: the aim of the organisation, the regions where it works and what it offers.

VOCABULARY

Choose the correct answer.

1. The person who makes dresses is a _____.
A. carpenter B. nurse C. tailor D. cook
2. The person who cooks is a _____.
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GRAMMAR

Determiners – *a, an* and *the*

Read and answer 1-8

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Indefinite article: a / an

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Definite article: the

- Used to refer to something that has already been mentioned.
- Used to identify a particular person or object.
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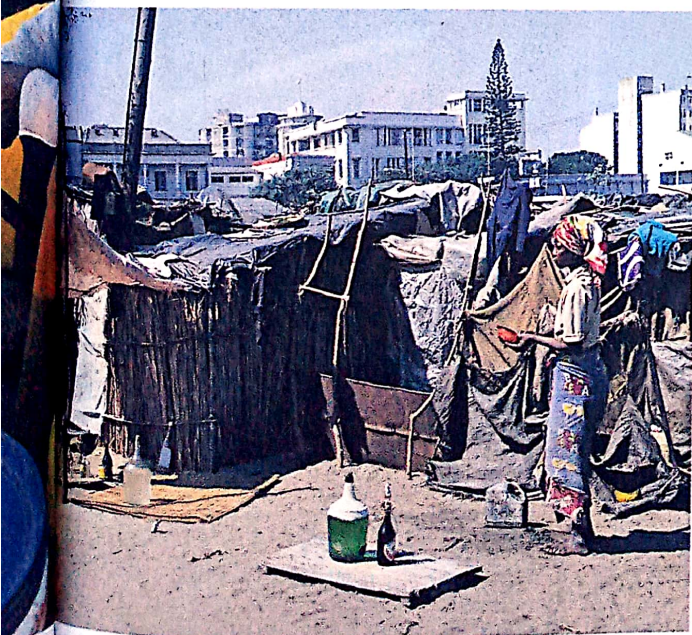
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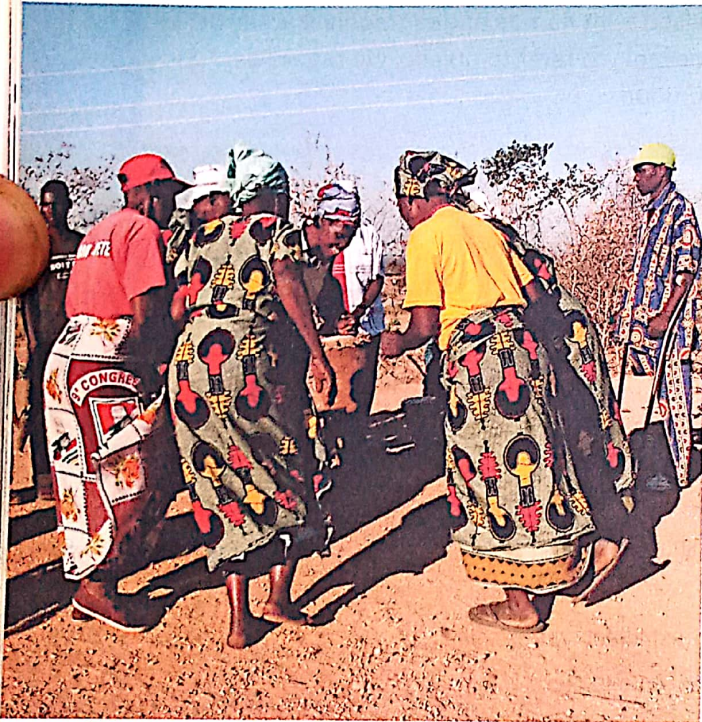


PRE-READING**Discuss:**

- Do you think people in your community are united? And what about Mozambicans in general?
- Can very different people contribute to national unity? Give examples.

READING

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



The political and social climate that prevails in Mozambique emphasises diversity and national unity hoping to promote mutual understanding and repudiate all kinds of splitting behaviour among Mozambicans. The national policy on diversity and national unity appears to have woken up all Mozambican citizens that, despite the differences, have the same roots. The CNCD (*Companhia Nacional de Canto e Dança*) and the CNJ (*Conselho Nacional da Juventude*) are clear examples of diversity and national unity. Their members are from different parts of the country; CNCD dancers, for instance, can perform dances from all provinces of Mozambique, and CNJ's aim is to congregate all young people, regardless of their political background. The existence of several religious

communities in Mozambique can be seen as another example of diversity and national unity. Last but not least, a great example of diversity and national unity are the languages that are spoken in Mozambique. Indeed, there are as many languages as there are ethnic groups. However, all of these groups have Portuguese as their official language.

Finally, it is worth pointing out that apart from being from a different region, speaking a different language or belonging to a different political party (aspects of diversity) people can still be united through a national language, currency, customs, beliefs or flag.



VOCABULARY

Choose the odd one out.

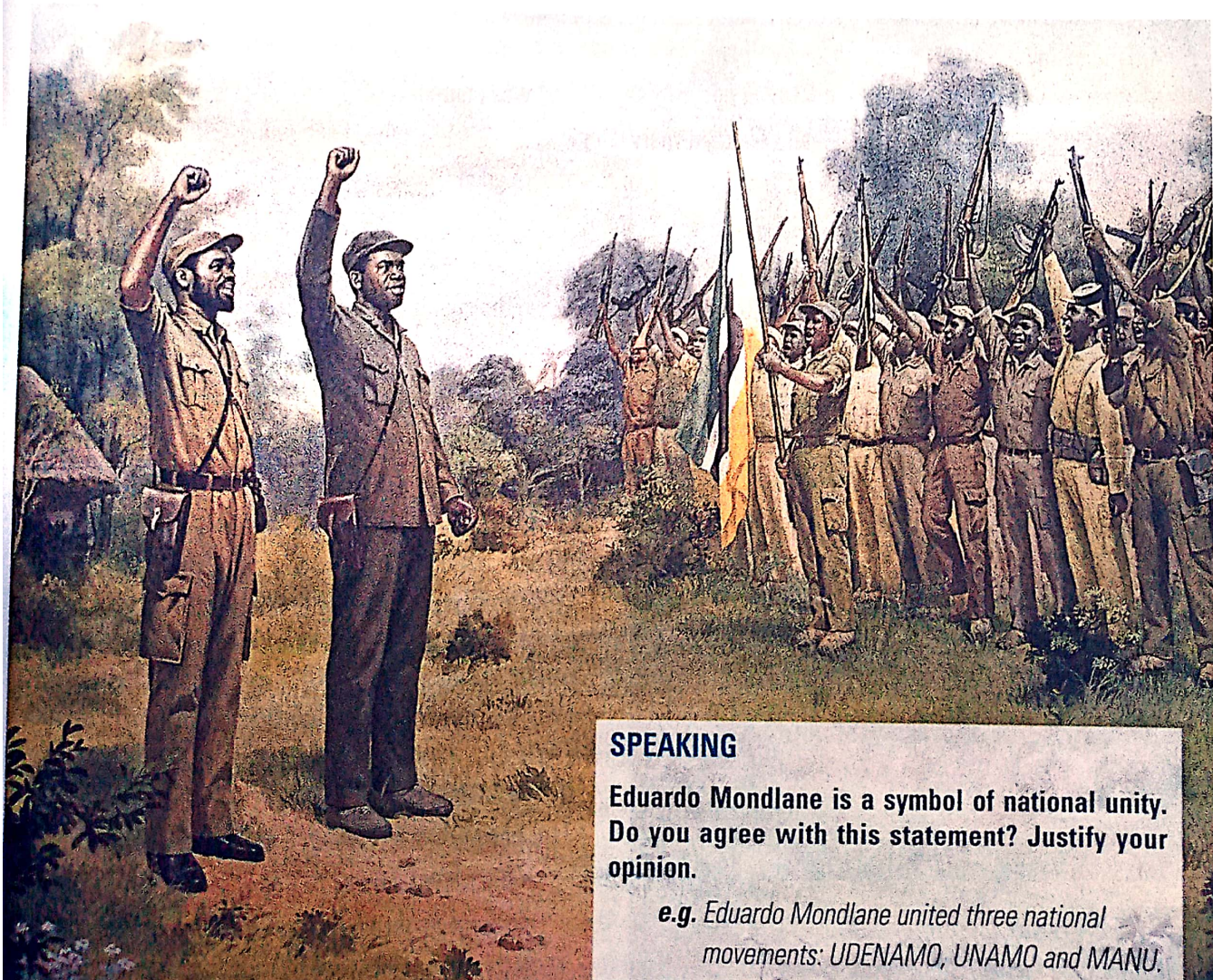
- | | | | |
|---------------|---------------|----------------|-------------|
| 1. A. climate | B. atmosphere | C. environment | D. climax |
| 2. A. roots | B. routes | C. ancestors | D. origins |
| 3. A. tongue | B. speech | C. idiom | D. language |

COMPREHENSION

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

1. The political and social climate in Mozambique emphasises national unity.
2. Many Mozambican citizens are of different origin.
3. Examples of diversity and national unity can be found in some Mozambican organisations.
4. The CNCD aims to represent all Mozambican dances.
5. All CNJ members are from a particular political party.
6. People can still be united despite their ethnic groups.
7. Different Mozambican ethnic groups don't differ linguistically.
8. The national language is the unique symbol of identity.

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SPEAKING

Eduardo Mondlane is a symbol of national unity. Do you agree with this statement? Justify your opinion.

e.g. Eduardo Mondlane united three national movements: UDENAMO, UNAMO and MANU.

VOCABULARY

Choose the odd one out.

- | | | | |
|---------------|---------------|----------------|-------------|
| 1. A. climate | B. atmosphere | C. environment | D. climax |
| 2. A. roots | B. routes | C. ancestors | D. origins |
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SPEAKING
 Eduardo Mondlane is a symbol of national unity. Do you agree with this statement? Justify your opinion.
e.g. Eduardo Mondlane united three national movements: UDENAMO, UNAMO and MANU.

GRAMMAR

Determiners – compounds of *some, any, no* and *every*

Read

REMEMBER

- Compounds of **some**: *somewhere / someone / somebody / something*
- Compounds of **any**: *anywhere / anyone / anybody / anything*
- Compounds of **no**: *nowhere / none / no one / nobody / nothing*
- Compounds of **every**: *everywhere / everyone / everybody / everything*

e.g.

Everyone has **something** to do in "Helping All" organisation.

Nobody can leave the office without the boss's permission.

Complete the following sentences with: **no, none, no one, nobody, nothing, nowhere, anyone, anybody, anything, anywhere, everywhere.**

1. There was _____ to do in "Helping All" today. And there was _____ in the office.
2. 'Where did you go for your holiday?' '_____, I stayed at home.'
3. I couldn't make an omelette because I had _____ eggs.
4. I didn't say _____. Not a word.
5. The accident looked serious, but fortunately _____ was injured.
6. The village was still the same when I returned years later. _____ had changed.
7. We took a few photographs, but _____ of them were good.
8. I can't find my watch. I've looked _____ for it.
9. 'What did you have for breakfast?' '_____, I don't usually have _____ for breakfast.'
10. "Helping All" should have representations _____ in the country.



WRITING

The text you read in lesson 3 shows that broken materials can be transformed to make new things (e.g. chairs, dusters, clothes for dolls...). You can also make other things from broken materials like balls, clay pots, toy cars, toy buildings and so on. Choose one of the mentioned things and describe its process of production.

Consider the following:

- the material used;
- where to get this material;
- the steps of its production.

PRE-READING

Which is the highest authority in your community? And which is the lowest?

READING

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

Central government is the government of the nation. The structure of central governments varies from nation to nation. Many countries have created autonomous regions by delegating powers from the central government to local government. In Mozambique, central government is represented by the President of the Republic who is the highest power of the nation. After the President there is the Prime Minister, who is in charge of the government. The government here refers to all the ministers in charge of different areas. It is a competence of this board of entities to ensure national security and exercise international diplomacy, including the right to sign binding treaties. Another important organ of the central government is the head of the Assembly of the Republic, who can represent both the head of the state or the Prime Minister, in case of his absence or disability.

Basically, the central government has the power to make laws for the whole country. Local government refers collectively to administrative authorities over areas that are smaller than a state; for example, in Mozambique provinces have provincial governors, presidents run municipalities, districts are represented by administrators and localities are run by local chiefs. These local authorities act within powers delegated to them by legislation or directives of the higher level. For example, local governments have the power to raise taxes, though these may be limited by central legislation.



VOCABULARY

Match the words to their definitions.

1. in charge of
2. run by
3. central government
4. local government

- a) community government
- b) central authority
- c) led by
- d) responsible for

COMPREHENSION

Answer the following questions about the text.

1. What is a central government?
2. What is the structure of a central government?
3. Who represents the central government in Mozambique?
4. What is the highest authority in a central government?
5. Who is in charge of national security in a central government?
6. What are the competences of a local government in modern societies?
7. What is the overall idea of the text?

SPEAKING

How is the local government organised in your community? Do you agree with its organisation? Are there any positive/negative points? Express your point of view on this matter.

You may find it important to refer to the following:

- chief of 10 houses;
- police station;
- community's chief;
- etc.

GRAMMAR

Read and answer question 1-8

Determiners – *this / these / that / those*

Demonstrative determiners are used to refer to things that are nearby:

	Near	Far
Singular	<i>This</i>	<i>That</i>
Plural	<i>These</i>	<i>Those</i>

e.g.

This vase is a genuine antique.

These flowers are for you.

That man over there is the president of Mozambique and ***those*** next to him are his ministers.

Fill in with *this, these, that* or *those*.

1. 'Can you see _____ aeroplane in the sky? It's a Boeing.'
2. '_____ are my new shoes. Do you like them?'
3. 'Can you pass me _____ book on the shelf behind you, please?'
4. '_____ people over there must be waiting for the train.'
5. 'Good evening, _____ is the Prime Minister speaking to the nation.'
6. 'I bought _____ socks today.' 'What a lovely shade of green!'
7. '_____ jeans are so tight I can hardly move.' 'Why don't you buy bigger ones?'
8. 'I'm fed up. I had enough of _____ terrible weather.' 'So have I, but it'll soon be summer!'

WRITING

Write a short composition describing the structure of your local government.

Consider the following:

- your community;
- the lowest authority and its structure;
- the highest authority and its structure.

PRE-READING

Have you ever been voted to hold any responsibility in a group or in your community?
What was your job? What were you voted for?

READING

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

An electoral system is a method by which voters make a choice between two or more options, often in an election or referendum.

A voting system contains rules for valid voting, and for how votes are counted and aggregated to yield a final result. Common voting systems are *majority rule*, *proportional representation* and *plurality voting*, with a number of variations and methods such as “first-past-the-post” or preferential voting. The study of formally defined voting systems is called voting theory.

In Mozambique, the first multi-party election was held in 1994, after the 1992 Rome agreement between Frelimo and Renamo. Frelimo, the party in power, had brought independence after ten years of war against colonialism. Renamo was an armed movement that fought against Frelimo and became a political party. The Constitution of the Republic, which had been suffering some changes since 1990, now allowed individual or collective candidates and the formation of new political parties. It was then, on the light of the new constitution of 1990, that the country experienced a multi-party democracy.

Since then Mozambicans have been holding elections to choose both the government and the President of the Republic, every five years. Each candidate comes from a particular party where he was democratically chosen.

The first step each candidate has to take is to look for funds for their electoral campaign as well as to design a project to be discussed and approved by the members of the organisation. The money is used to pay the staff, radio and television broadcasting, travels and hotel bills.

The second step is the electoral campaign. During this period all candidates try to persuade people to vote for them. They use radio and television a lot and most of the time they hold public debates on important issues.

Finally, the voting act itself takes place and it normally lasts for one day. Every adult citizen is called to vote. The number of electors is in proportion to the size of the country's population. The candidate for whom most electors vote becomes the president and the party that scores the majority of votes forms the government.



VOCABULARY

Use the words in the box to fill in the sentences below.

campaign leaders policies political vote voter

Before the elections you register as a ^(a) _____. Then, you get to know the various ^(b) _____ parties. After that you listen to the speeches of the party ^(c) _____ during the election ^(d) _____. Finally, you consider the ^(e) _____ which the party leaders put forward and decide how to ^(f) _____.

COMPREHENSION

Circle the best answer (A, B, C or D) according to the text.

- An electoral system is a method by which voters make _____.
A. a scene B. an alternative C. a choice D. options
- A voting system contains _____.
A. rules B. mistakes C. tricks D. discipline
- The study of formally defined voting systems is called _____.
A. voting system B. gaining system C. voting theory D. winning system
- In Mozambique, the first multi-party election was _____ 1994.
A. before B. after C. in D. on
- The two parties, which fought each other after independence in Mozambique, were _____.
A. Frelimo and Renamo C. Renamo and MDM
B. Frelimo and Udenamo D. MDM and Udenamo
- Mozambicans hold elections to choose their president _____.
A. every century B. every decade C. every five years D. every fortnight
- If you want to stand for president of the country, you _____ the constitutional requirements.
A. must enjoy B. must fulfil C. sympathise with D. adore
- The candidate for whom most electors vote becomes the _____.
A. loser B. most charming C. winner D. dictator

SPEAKING

You are a delegate of one of the political parties mentioned in the text above. You are going to hold a speech in favour of your candidate and his party. Try to convince other members (by showing them the advantages they have in voting in your candidate) to vote for him.

e.g. My candidate is... If you vote for him, you vote for better life conditions. With this candidate, there will be schools everywhere. We'll have water in all communities of our country.

You can also talk about: energy, food, transport, salaries, health care...

GRAMMAR

Past Simple vs Past Continuous (revision)

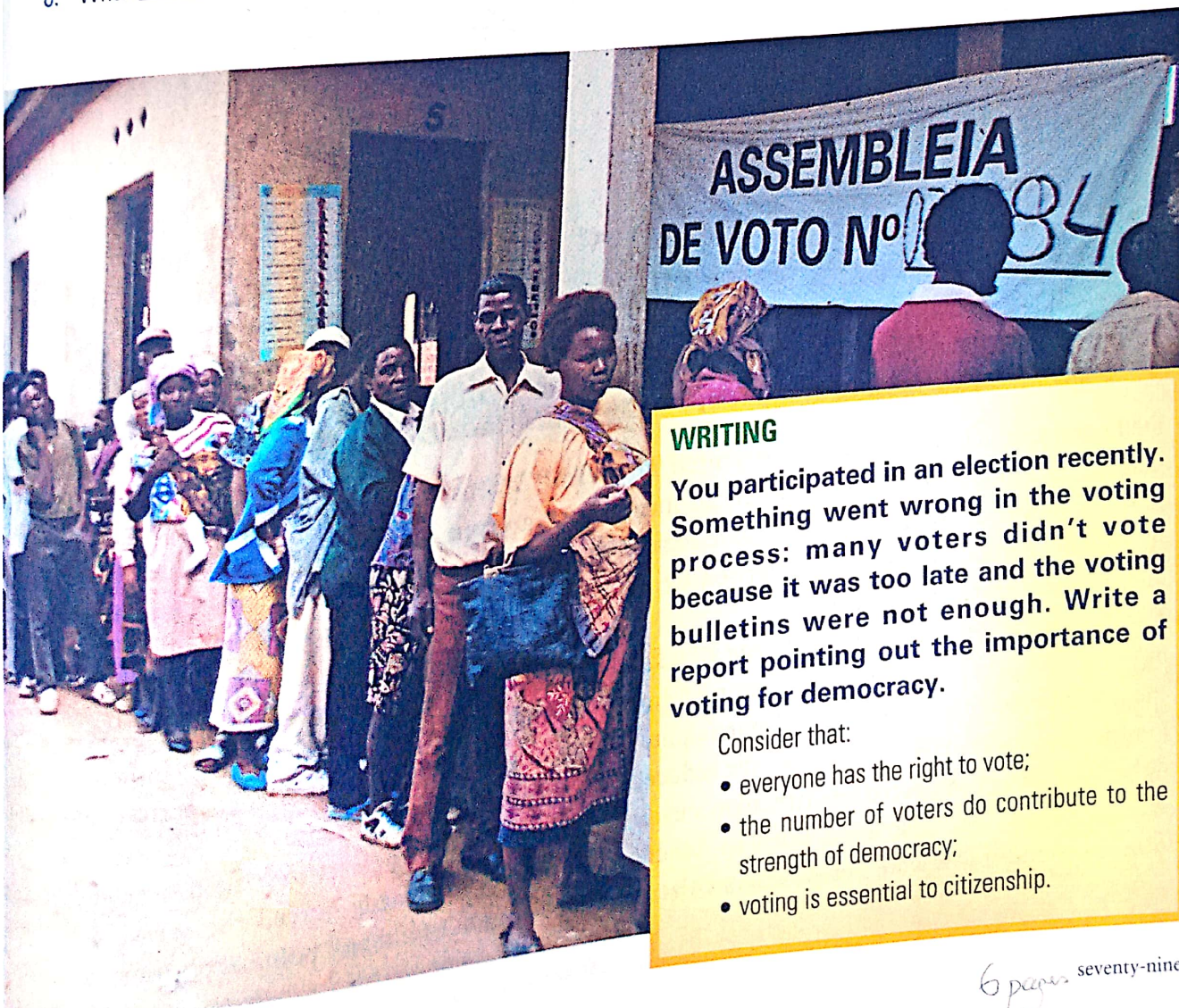
We often use the **Past Continuous** (*I was doing*) along with the **Past Simple** (*I did*) to show that an action, event or state was in progress when the other action, event or state interrupted it.

e.g. Mr Mazambane **was watching** the electoral campaign when the lights **went** off.

While the president **spoke** to the crowd, the reporters **were taking** photographs.

Put the verb into the correct form: Past Simple or Past Continuous.

1. Madala _____ (*fall*) down, while she _____ (*run*) towards the President.
2. Last night, I _____ (*read*) in bed when I _____ (*hear*) a loud scream.
3. _____ (*you / watch*) TV when I _____ (*call*) you?
4. The delegates _____ (*wait*) for the President when he _____ (*arrive*).
5. I _____ (*not / run*) very fast when the accident _____ (*occur*).
6. Joaquim _____ (*take*) a picture of the crowd while they _____ (*clap*) hands.
7. Sara _____ (*not / go*) out because it _____ (*rain*).
8. "What _____ (*you / do*) at this time yesterday?" "I _____ (*cook*)".



WRITING

You participated in an election recently. Something went wrong in the voting process: many voters didn't vote because it was too late and the voting bulletins were not enough. Write a report pointing out the importance of voting for democracy.

Consider that:

- everyone has the right to vote;
- the number of voters do contribute to the strength of democracy;
- voting is essential to citizenship.

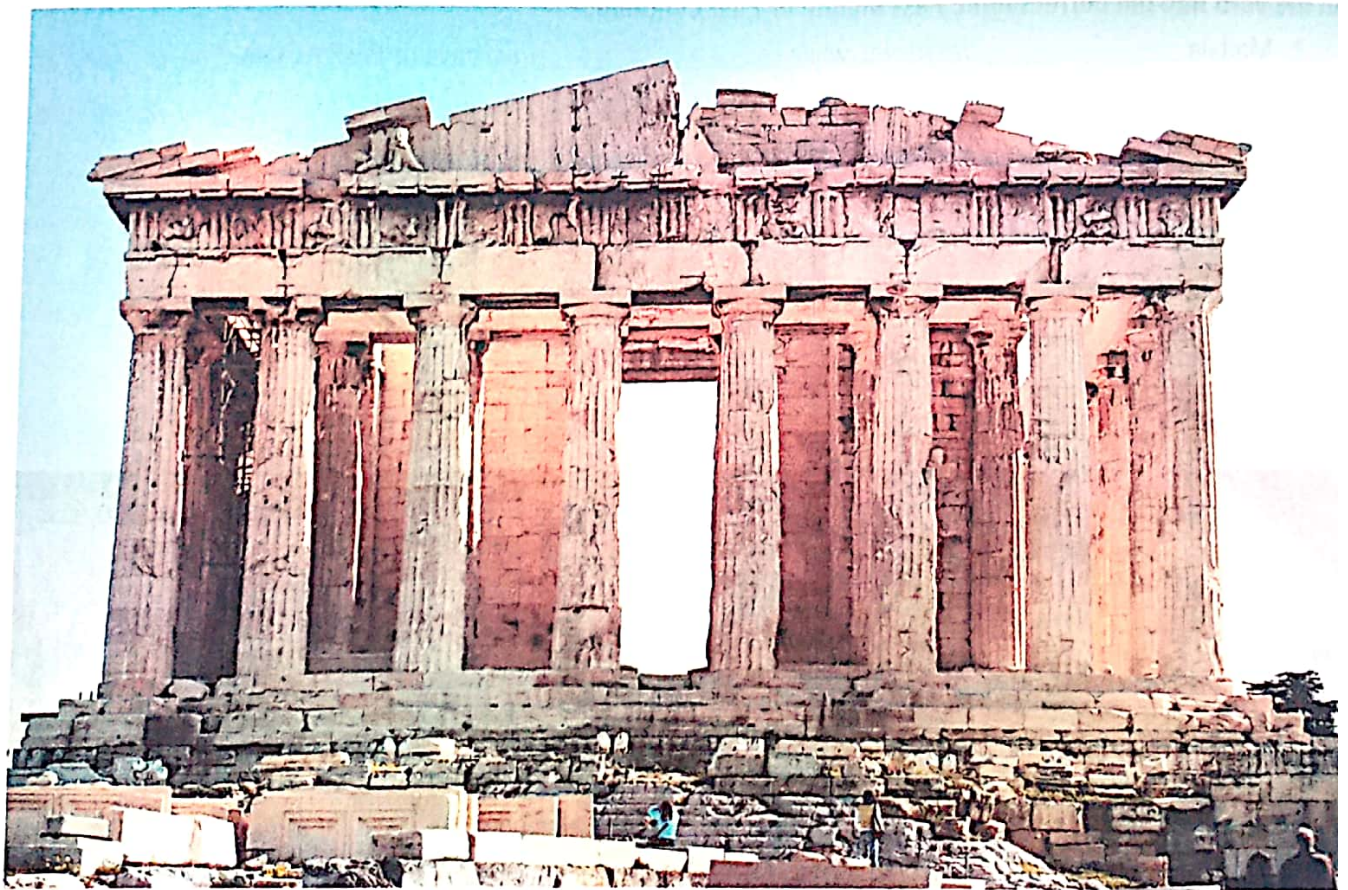
PRE-READING

Discuss the following:

- What comes to your mind when you think about democracy?
- Can all people contribute to democracy in your community?
- How does democracy work in your community?

READING

Read the text below and answer the questions about it.



Democracy is a term that was firstly used in ancient Athens, Greece, in 508 BC. Democracy is defined as a political system in which all members of a given society have equal share of formal political power. In modern representative society, democracy is embodied mainly in the right to vote. In Athens, democracy was characterised by the participation of all citizens in all political organs (clergy, magistrates and courts).

Each of these organs was in charge of exercising various political powers, which were not concentrated on a particular governor or family group. Athenian democracy was indirect. This means that not all citizens could participate in the city's political life. In such period, indirect democracy was only possible due to the reduced number of Athenian citizens.

Who was then considered an Athenian citizen? Each and every male citizen aged over eighteen, whose parents had also been born in Athens, and who had already served the army. Women, foreigners and slaves were not Athenian citizens, so they couldn't hold any political position.

VOCABULARY

Make nouns from the following verbs:

govern elect oppose represent vote participate

Verb

e.g. represent

Noun

representation

COMPREHENSION

Answer the following questions about the text.

1. What is democracy?
2. Where and when was it first established?
3. Describe democracy in modern societies.
4. What is indirect democracy?
5. Who was considered an Athenian citizen?
6. Why do you think women weren't allowed to vote in Athens?
7. Mention one negative aspect about democracy in Athens.
8. What is the overall idea of the text?

GRAMMAR

Word formation – adjectives

e.g. Democracy is defined as a **political** system.

Note: **Political** is an adjective, formed from the noun *politics*.

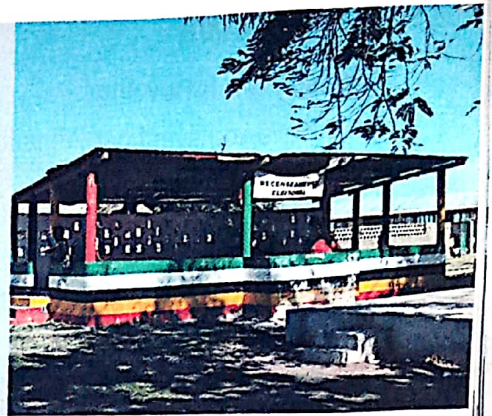
Complete the sentences. Use the words in the box to form adjectives.

Mozambique Athens democracy politics
nation president

1. Mozambique is a _____ country.
2. People from Athens are called _____.
3. In Athens, women and foreigners, were not allowed to participate in _____ activities.
4. In Mozambique, the first _____ election were held in 1994.
5. The "Mambas" are the Mozambican _____ football team.
6. A person born in Mozambique is a _____.

WRITING

Go back to the text and write a short summary of it. Consider the most relevant ideas.



SPEAKING

Work in groups. *Women and foreigners were not allowed to vote in Athens.* Discuss the positive and negative aspects on the light of the present topic.

REMEMBER

Word formation – nouns

Some nouns are formed from verbs, like *act* – *action*.



PRE-READING

Discuss the following:

Have you ever heard of political democratic systems? Mention the ones that you know.

READING

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



At the turn of the century there was a need for a more participative governing. In this context, democracy has developed in many different ways, considering how it worked back in Athens; so, we can talk about Athenian democracy on the perspective of being the first democracy in the world. This democracy however was not complete (not all citizens could vote). Nowadays we can talk about different types of democracy according to the purpose.

Direct democracy is the one in which all citizens participate in the decision-making. There is neither a president nor a prime minister in this kind of democracy. The power of the voters is exercised through referendums, which can change laws.

In Mozambique, the head of the state and the government officials are elected by voters. When this happens, we are talking about a representative democracy.

A parliamentary democracy has a government appointed by parliamentary representatives. In some countries like Germany and England, the political party that wins by majority, chooses the head of the government.

The popular democracy existed in the abolished USSR and also in many African supporting countries. In popular democracy, the freedom of speech is less relevant. No associations are accepted, nor multi-party political systems. There is a unique party, which is responsible for the nation's government. Christian democracy is characterised by its plurality in all aspects: it is against monopoly and power concentration, on one hand, but it is tolerant and respects other political trends, on the other. This kind of democracy, which tended to be moderately conservative, was successful in some European countries, like Germany, Italy and Belgium, and in Latin America.

VOCABULARY

Circle the odd one out.

- | | | | |
|--------------------|---------------|---------------|-----------------|
| 1. a) voter | b) electorate | c) supportot | d) constituency |
| 2. a) monopoly | b) control | c) domination | d) sympathy |
| 3. a) destination | b) point | c) start | d) end |
| 4. a) Italy | b) Germany | c) Greece | d) Portugal |
| 5. a) broad-minded | b) tolerant | c) liberal | d) ignorant |

COMPREHENSION

Answer the following questions about the text.

1. What does this text talk about?
2. Why was Athens' democracy incomplete?
3. What is a direct democracy?
4. How is the power exercised in a direct democracy?
5. What countries supported the popular democracy in the past?
6. What are the positive and the negative aspects of popular democracy?
7. Why is Christian democracy considered tolerant?
8. Where was Christian democracy more successful?

SPEAKING

Work in groups. Discuss the differences between a mono and a multi-party democracy. Point out the weaknesses or strengths of each of the systems. Present your ideas to the class.

GRAMMAR

Time clauses: after / before / until / when

Time clauses are used to say when something happens and they are introduced by conjunctions such as *when* and *after*.

e.g.

*Democracy was only possible in Athens **after** the turn of the century.*

***Before** Athens, there was no democracy in the world.*

*It was only **until** the turn of the century that democracy became a reality in Athens.*

***When** democracy started in Athens, slaves and foreigners were not allowed to vote.*

Complete the following sentences using one of the words: **after, before, until** or **when**.

1. _____ the independence, Mozambique was colonised by the Portuguese.
2. _____ the independence in 1975 the country was governed by a popular democracy.
3. _____ the independence, the country went through 16 years of civil war, up _____ the peace agreement signed in Rome between the two belligerents.
5. _____ the peace agreement was achieved, new parties emerged; real democracy became possible.
6. _____ this agreement, no new political parties or civil associations were allowed. Today, there are free elections; people are free to vote in whoever they choose to govern the country's destiny.

WRITING

You have read about democratic systems. Write about the one you appreciate the most.

Mention its advantages or disadvantages and state why you think it is the best.

READING

Read the text and answer the questions that follow.

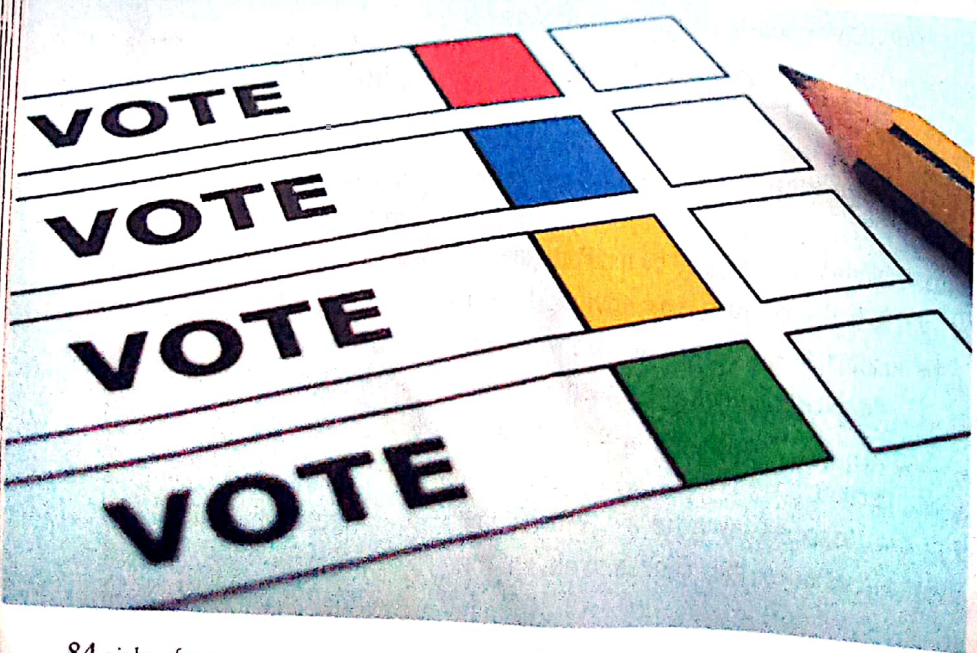
The peace agreement between Frelimo and Renamo, the two Mozambican forces that were in conflict for sixteen years, took place on 4th October 1992, in Rome, Italy. This agreement meant an absolute ceasefire in the country. Mozambican citizens started a new era which gained its form on the revision of the Constitution. According to this document, new political parties, associations and other kind of NGOs were allowed to operate. This made it possible for Mozambicans to experience a democratic state never seen before in the country. Since then, many new things happened, making Mozambican people feel proud of their country – Mozambicans from different political backgrounds, with different points of view, very soon learnt to solve their problems through a peaceful dialogue.



The first remarkable and major act of democracy happened in 1994, with the first presidential and parliamentary elections. Several political parties with their candidates (like FRELIMO, RENAMO, FUMO, MONAMO, and others) participated in these elections. Other candidates participated individually. Independent electoral watchers were credited in order to ensure transparency, justice and peaceful elections. Other organs like national and international civil society associations also took part in the process.

A party – FRELIMO – and its candidate Joaquim Chissano were announced the winners. RENAMO got a considerable number of seats in the parliament.

Four years later, the country experienced a new kind of elections. These were the municipal elections, which were held in 33 townships. The objective of these local elections was to choose the local township president.



Different political parties and their candidates were called again to participate. Again, people from each township, the electoral observers and the civil society participated in this solemn act.

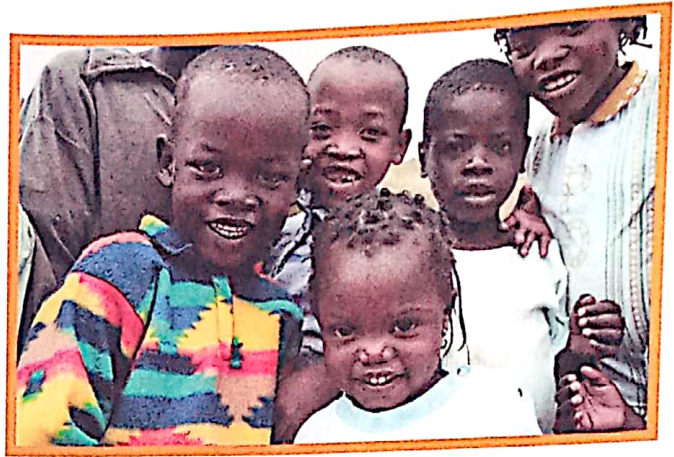
In the end, for both elections, the CNE (the National Electoral Commission), an organ in charge of organizing the elections in the country, announced the final results in a peaceful climate.

VOCABULARY

Word formation

Make nouns from the following words.

- | | |
|---------------|------------|
| 1. peaceful | 5. except |
| 2. associate | 6. expand |
| 3. remarkable | 7. publish |
| 4. electoral | 8. inspire |



COMPREHENSION

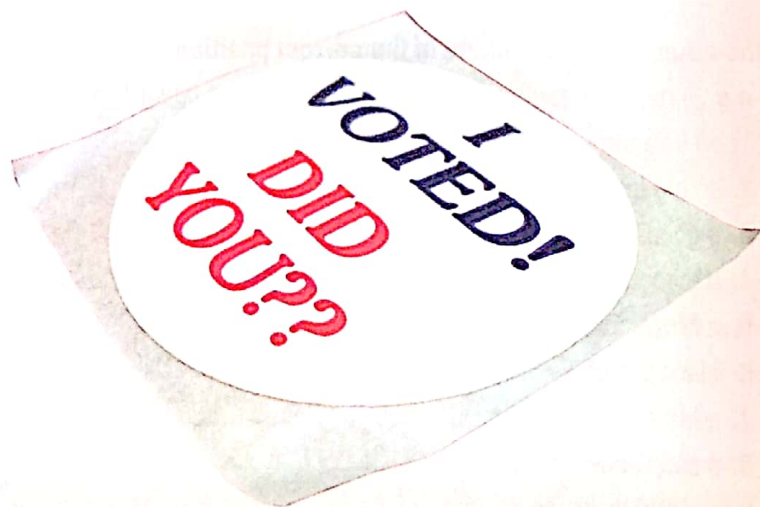
Answer the following questions about the text.

1. How long did the conflict between Frelimo and Renamo last?
2. When and where was the peace agreement signed?
3. What change or changes occurred in the country after the peace agreement?
4. What kind of democracy did the new changes bring to the country?
5. What special learning did Mozambicans gain from the peace agreement?
6. How many different parties participated in the first elections?
7. Which party and candidate won the first presidential and parliamentary elections in the country?
8. How many townships participated in the first municipal elections in the country?
9. What were the objectives of the municipal elections?
10. What organism normally announces the result of the elections in the country?

SPEAKING

Work in groups. You represent one political party and you are responsible for its electoral campaign. Try to convince your audience to vote for your party.

Don't forget to explain the objectives of your party and the advantages or disadvantages of voting or not voting for your party. Present your arguments to the class.



GRAMMAR

Adjectives – word order

A) Sometimes we use two or more adjectives together:

e.g. Mussa lives in a nice house.

In the kitchen there is a beautiful large round wooden table.

Adjectives like *new, large, round* and *wooden* are **fact adjectives**. They give us objective information about something (age, size, colour, etc.). Adjectives like *nice* and *beautiful* are **opinion adjectives**. They tell us what someone thinks about something.

Opinion adjectives usually go before fact adjectives.

	Opinion	Fact	
A	nice	sunny	day
A	delicious	hot	soup
An	intelligent	young	man
A	beautiful	large round wooden	table

B) Sometimes there are two or more fact adjectives. We put fact adjectives in the following order:

1. how big
2. how old
3. what colour
4. where from
5. what is it made of

e.g. a tall young man (1 + 2)

big blue eyes (1 + 3)

a small black plastic bag (1 + 3 + 5)

Adjectives of size and length (*big, small, tall, short, long, etc.*) usually go before adjectives of shape and width (*round, fat, thin, slim, wide, etc.*).

e.g. a large round table a tall thin woman a long narrow street

C) We also use adjectives after some verbs, especially *be, get* and *become*:

e.g. Are you tired? Be careful! I'm getting hungry.

Put the adjectives in brackets in the correct position.

e.g. a beautiful table (wooden round)

a beautiful round wooden table

1. an unusual ring (*gold*) _____
2. an old lady (*nice*) _____
3. a good-looking man (*young*) _____
4. a modern house (*attractive*) _____
5. a Mozambican party (*old*) _____
6. black gloves (*leather*) _____
7. a large nose (*red*) _____
8. a sunny day (*lovely*) _____
9. a hot bath (*nice*) _____
10. an ugly dress (*orange*) _____

WRITING

In a text with three paragraphs give an account of your personal opinion regarding the agreement between FRELIMO and RENAMO. Do you think this agreement was important to your country? Why/ Why not? Justify your opinion.

PRE-READING

Work in groups and discuss the following:

- What are the sovereign bodies in your country?
- How are these bodies elected?

READING

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

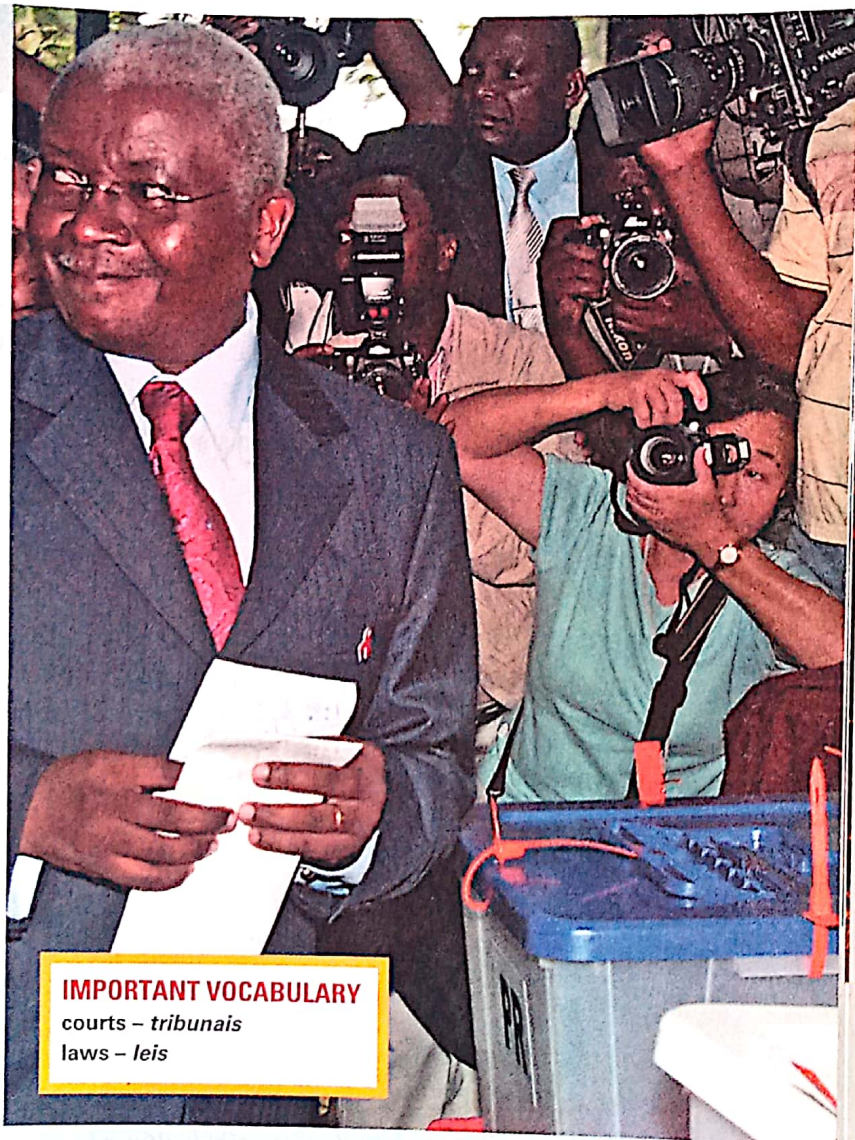
The Constitution of the Republic establishes in its 109th article that the organs of sovereignty are the President of the Republic, the Assembly of the Republic, the Council of Ministers, the Courts and the Constitutional Council.

The President of the Republic is the head of the state. He symbolises national unity, represents the nation at national and international levels and controls the correct functioning of the state organs. Since 1994, the President of the Republic has been elected through the electoral system, which is done by a universal direct suffrage, equal, secret and personal, also established by the constitution in article 118.

The Assembly of the Republic is a legislative organ. To legislate is to create or pass laws, that is, the members of the Assembly of the Republic determine norms which will regulate the better functioning of the state and make decisions of various kind. Like the President of the Republic, the members of the Assembly of the Republic represent different political parties and they are elected for a period of five years. The Assembly of the Republic is normally formed by a maximum of 250 members and a minimum of 200 representatives.

The Council of Ministers is an executive organ. It is formed by about sixteen ministers, all of them under directives of the Prime Minister. The Prime Minister supervises the work of the other ministers. Among other duties, the Council of Ministers ensures the rights and freedom of the citizens, ensures the order and social public discipline and prepares the budget of the state.

The courts constitute the judiciary power and they aim at reinforcing the legality in the country. This means that they assure and invigilate the freedom and rights of the citizens. They educate the citizens on how to live in harmony in a peaceful society.

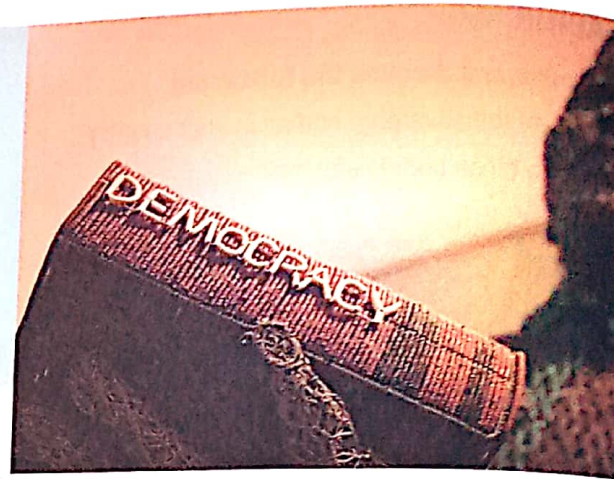


IMPORTANT VOCABULARY
courts – tribunaís
laws – leis

VOCABULARY

Make nouns from the following words:

1. symbolise _____ §
2. legislate _____
3. decide _____
4. supervise _____
5. reinforce _____



COMPREHENSION

Answer the following questions about the text.

1. According to the text, what's the function of the President of the Republic?
2. What does he represent?
3. What does the Assembly of the Republic do?
4. How many members are there in the Assembly of the Republic?
5. How are the parties represented in the Assembly of the Republic?
6. What does the Council of Ministers do?
7. Who is the head of the Council of Ministers?
8. How is the judiciary power constituted?

SPEAKING

Work in pairs to discuss the following:

Elections are a form of giving power to the citizens. Do you agree with this idea? Point out its positive and negative aspects.

Debate your ideas with the rest of the class.

GRAMMAR

Going to / Will

In English, there are different ways to represent the future:

Going to + infinitive

- Used to make a future prediction based on evidence in the present situation.
*e.g. The traffic is terrible. The President **is going to be** late for the interview.*
- Used to talk about decisions, once they have been made.
*e.g. I need his secretary number. **I'm going to call** her to let her know what's happening.*

Will + infinitive

- Used to talk about future facts or things that we believe to be true.
*e.g. The President **will serve** for four years.*
- Used to talk about plans or decisions made at the time of speaking.
*e.g. I need some paper. **I'll go** and get some.*

Decide which form of the verb is correct in these sentences.

e.g. Mahomed is not free on Saturday. He *is going to work* / ~~will work~~.

1. I am sure President Chissano *will win* / *is going to win* the elections. He's the most popular of all the candidates.
2. The elections *are going to be* / *will be* in October this year.
3. According to the weather forecast, it *will rain* / *is going to rain* during the electoral day.
4. I am sure you *will get* / *are going to get* the train. There is still plenty of time.
5. Look! That's the head of the elections. He *is going to announce* / *will announce* the final results.
6. Some political parties *won't agree* / *are not going to agree* with the results. There was no transparency.
7. If any party is not happy with the elections, then it *will complain* / *is going to complain*.
8. A – Have you decided what to do after pre-university yet?
B – Oh yes, I *will try* / *'m going to try* engineering.



WRITING
Write a composition talking about the elections in one of the places you know.
e.g. The election of the chief of the classroom / school / community.

PRE-READING

Work in groups and discuss the following:

- In your community, what contributions have political parties made to the development of democracy?
- Do you think political parties can play a role in your country's democracy? How?

READING

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



Political parties are groups of citizens who share the same beliefs and follow the same ideals. Some of the first political parties that participated in the first elections were Frelimo, Renamo, Fumo, Sol and Pimo, among others. The Frelimo party already existed since the early independence period after the Portuguese colonisation. In that time our country had a mono political party system, which means that the existence of other parties wasn't allowed. But in 1991 there were changes in the Constitution that allowed the emergence of new political parties. In its 31st article, the Constitution establishes that the plurality of political ideas should lead to the creation and manifestation of the popular will and are a fundamental instrument to the citizens democratic participation in the governing of the country. In the 32nd article, number 2, it

also establishes that in the formation and the achievement of the objectives, the political parties should:

- a) be of a national bound;
- b) advocate national interests.

The emergence of these parties were to allow the citizens to participate in the process of governing the country as they gained the right to choose who they thought should govern it. The different political parties became a way of showing freedom of expression.

Mozambique is one of the few African countries where all citizens, independently of their race, colour or religion have the right to express their ideas, feelings or thoughts in all aspects of the country's life. The freedom of expression can be felt at the radios, newspapers, televisions as well as during campaign rallies.

In what concerns freedom, in one of its articles, the Constitution emphasises that all citizens are free to express themselves and have the right to be informed. In addition, it also states that the freedom of expression, namely the liberty to publish one's thoughts and exercise the right to information, shall not be violated.

VOCABULARY

Match the words with the correct definition.

- | | | |
|----------|--------|-----------|
| lead to | policy | agreement |
| advocate | | emphasise |

- defend
- treaty
- stress
- political programme
- show the way



COMPREHENSION

Decide whether the statements below are true (T) or false (F).

- Political parties are a group of non-governmental organisations.
- Political parties only emerged in the country after the changes in the Constitution.
- The political parties came to establish a new Constitution.
- The 31st article states the creation of many political parties.
- The 32nd article aims to abolish all political parties.
- All Mozambican citizens express their thoughts freely.
- Mass media helps in expressing the will of citizens.
- The exercise of freedom of expression is an act of democracy.

SPEAKING

Work in pairs to debate the following:

Do you agree with the existence of only one political party in a country? Find as many arguments as you can to sustain your point of view. Present your ideas to the rest of the class.

e.g.

A – I think one political party is good as long as it reflects people's desires.

B – Having more than one party allows more freedom of ideas.

GRAMMAR

When and if

After the expressions **when** and **if** we use a present tense to express a future idea. We cannot use *will* or *going to* with the part of the sentence that includes either of these expressions.

e.g.

When it gets cold, I'll get a coat.

I'll get a coat **if** it gets cold.

REMEMBER

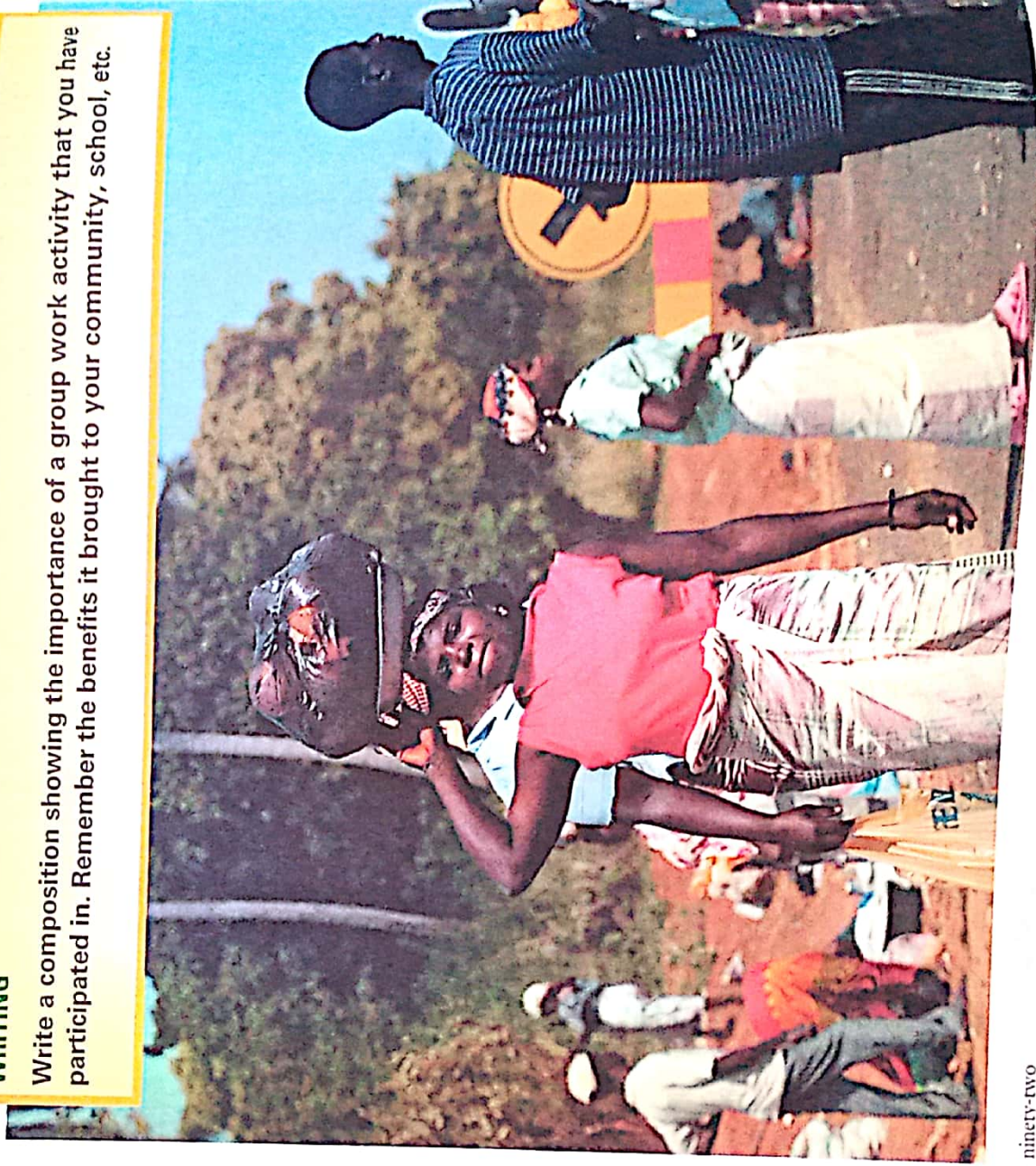
It is very important not to confuse **when** and **if**. We use **when** for things we are sure to happen and **if** for things which will possibly happen.

Fill in with if or when.

1. There is no freedom of expression _____ there are no political parties in a country.
2. _____ the rain stops, we'll go fishing.
3. _____ I go shopping, I'll buy you a present.
4. Don't worry! _____ you lose the elections, you'll win next time.
5. I hope to be there by 10:30. But _____ I'm not there, don't wait for me.
6. I think I'll go home now. I'm feeling very tired. I think I'll go right to bed _____ I get home.
7. I'm travelling for a few days. I'll call you _____ I come back.
8. I want you to come to the party, but _____ you don't want to come, you don't have to.

WRITING

Write a composition showing the importance of a group work activity that you have participated in. Remember the benefits it brought to your community, school, etc.



PRE-READING

Work in pairs to discuss the following:

- Have you ever gone on strike along with other members of your community?
- Do you think strikes are a good way to solve social conflicts? Why (not)?

READING

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

In the village of Lionde, in the north of Gaza, there was a demonstration yesterday that became a riot. Some people were hurt, others were arrested. Our reporter, Jonas Matusse, who had been in the village all day, followed the events and this is what he reported.

“The trouble was all about the government’s announcement of a 100% increase in all food products. If the government increases the food prices, while it does not increase the salary, what will it be of those families whose income is already insignificant? What about the father who has more than three kids going to school by bus? Will this father earn enough to survive? Isn’t this government forsaking its people? The governors forget that they were chosen by this people, whom they want to see starving now?”

These are some of the general ideas obtained from some demonstrators yesterday morning.

“The government should lower the prices otherwise...” demanded the population.

The government defends the increase saying that it is a global economic situation that the country is now going through. It also states that the country is extremely poor and dependent, and it does not produce to stand on its own.

All of the government arguments were not convincing to the people. Not everybody agreed with the increase.

A large group of people gathered to complain against the decision. They marched slowly through the streets of the village in spite of the bad weather conditions, as it was raining heavily.

At first everything was calm. The police was there watching quietly. But then some of the demonstrators tried to break into some stores and tried to sack the food products. When the police made. At the end of the day, at least 50 demonstrators had been arrested. Several policemen were badly hurt in the fighting and are now in hospital. Today, things are quiet and calm in the village again, but people threat to continue with the violence if the government insists on the increase on food prices.”



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At first everything was calm. The police was there watching quietly. But then some of the demonstrators tried to break into some stores and tried to sack the food products. When the police tried to stop them, the fighting began. Stones were thrown. More police came quickly. Arrests were made. At the end of the day, at least 50 demonstrators had been arrested. Several policemen were badly hurt in the fighting and are now in hospital. Today, things are quiet and calm in the village again, but people threaten to continue with the violence if the government insists on the increase on food prices.”



GRAMMAR

Phrasal verbs with stand

Phrasal verbs with **stand** are used in a number of ways. Here are some usual definitions:

- **stand for** – represent or tolerate something:
FRELIMO stands for "Frente de Libertação de Moçambique".
She doesn't stand for anyone telling lies.
- **stand about** – stand doing nothing, with no purpose, especially at work:
Don't just stand about watching TV. Come and give me a hand!
- **stand aside** – move to one side to let someone (or something) pass or stop doing something:
Please, stand aside, we're coming through.
It's time he stood aside and let his children in charge of the business.
- **stand back** – move away:
We had to stand back from the fire, because it was too hot.
- **stand in** – replacement:
He stood in for his brother.
- **stand over** – to watch/supervise closely:
Catherine is usually standing over while I work.

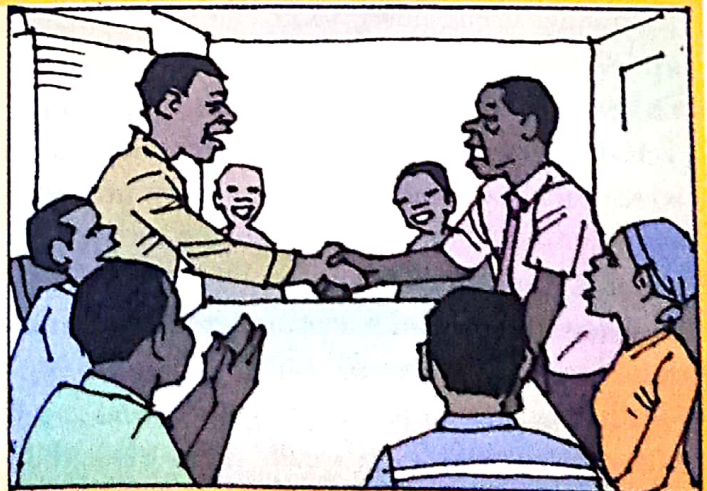
Fill in the blanks with the correct phrasal verb with stand.

1. I'll ask one of my colleagues to _____ while I go to my doctor's appointment.
2. Please, just _____ and let me do that!
3. There was a fire yesterday and people had to _____ because things could start exploding.
4. I hate this organization and all it _____.
5. He normally just _____ and watches the cars go by.
6. I don't appreciate you _____ while I'm doing my homework.

WRITING

Write a composition on the importance of resolving conflicts fairly.

Don't forget to consider that your country is very large and has a cultural diversity that should be respected. Mention any other positive points to be considered when resolving conflicts.



PRE-READING

Work in pairs to discuss the following:

- What are the main sources of information in your community? Mention at least three.
- How do you think life would be without communication between people?
- Do you believe in freedom of press? Justify.

READING

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



During the electoral campaign, all candidates seek for newspapers, radio, television and magazines as a way to make their governing political plans known by people all over the country. This right is established by the Constitution of the Republic.

Newspapers are a daily source of information of various types. They tell people what happens around the world or in the country. Some newspapers are tabloids (small in size) and others are called broadsheets (larger in size). In general, the tabloids represent the popular press (short articles and lots of pictures) and the broadsheets represent the quality press (longer articles and more serious).

The “Notícias” is the most published newspaper in Mozambique. Most papers contain the following: home news, local, national, foreign and international news, business news, sports and the weather.

Other source of information can be provided by television, radio stations and magazines. Television stations have a set of programmes, which include entertainment and leisure as well as educational contents. TV entertaining programmes comprise quiz shows or game shows, talk shows and documentaries, while the current affair programmes are more serious. They are more about current social life and political problems.

Like newspapers and television, the radio constitutes a vital source of information too. Actually, radios are efficient broadcasters, as they can be afforded by almost every citizen.

Finally, we mustn't forget that people who handle the information, namely journalists, reporters, editors and cameramen, should deserve everybody's respect and ought to be treated with dignity.

VOCABULARY

Choose the odd one out.

- | | | | |
|--------------------|----------------------|----------------|-------------------|
| 1. a) a journalist | b) a radio announcer | c) a carpenter | d) a TV show host |
| 2. a) a radio | b) a television | c) a camera | d) a writer |
| 3. a) an editor | b) a doctor | c) a reporter | d) a newspaper |
| 4. a) a magazine | b) a bible | c) an article | d) a story |

COMPREHENSION

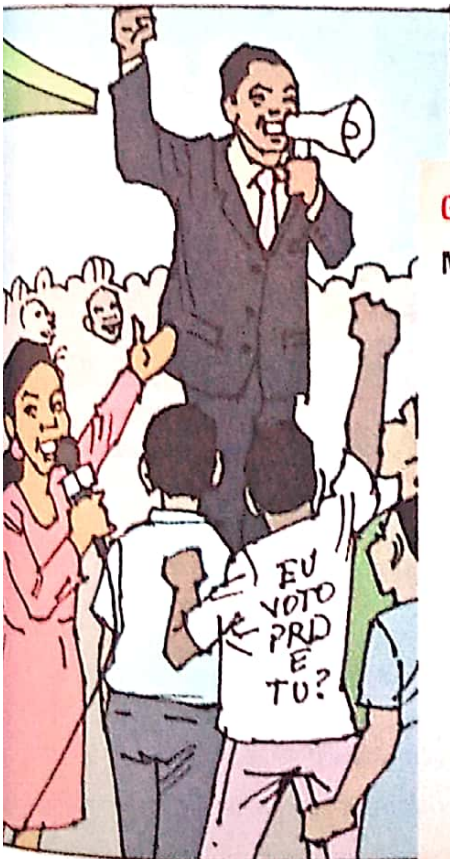
Answer the following questions about the text.

1. What is the text you have just read about?
2. How many sources of information are mentioned in the text?
3. What's the value of these sources to politicians?
4. The text mentions two types of newspapers. Name them.
5. What are the differences between tabloids and broadsheets?
6. What are the most important contents of the two kinds of papers?
7. What kind of TV entertainment programmes are there in Mozambique?

SPEAKING

Work with your partner to discuss the following:

Newspapers, radios or televisions: which one is the best? Point out the advantages and disadvantages of each in your society or community. Present your points to the class.



GRAMMAR

Modal verbs

Modal verbs are common auxiliary verbs that indicate modality, that is, the expression of the subjective attitudes and opinions of the speaker, including possibility, probability, necessity, obligation, permission, ability and desire, among others.

Here are some modal verbs and their meanings:

Can	ability, permission, possibility and request
Could	ability, permission, possibility, request and suggestion
May	permission, probability and request
Might	possibility, probability and suggestion
Must	deduction, obligation and prohibition
Shall	decision, offer, question and suggestion
Should	advice, necessity, offer, prediction and recommendation
Will	decision, future, intention, offer, prediction, promise and suggestion
Would	conditional, permission, preference, request and suggestion

Identify the modal verb and modality (definition) in the following sentences. An example has been done for you:

e.g. You could watch more TV, but I advise you against it. (modal verb – could, expressing possibility)

1. Since all Mozambican newspapers are tabloids, this new one _____ be a tabloid, as well.
2. You _____ consider watching less TV.
3. I _____ watch Spielberg's new film, even if I have to stay up all night.
4. This TV show presenter _____ improvise very well.
5. I _____ like to work on television, if I had the chance.
6. You _____ encounter some difficulties when trying to get a job in television.
7. The show _____ start in a few minutes.
8. The situation _____ not be so bad, if all remained calm.



WRITING

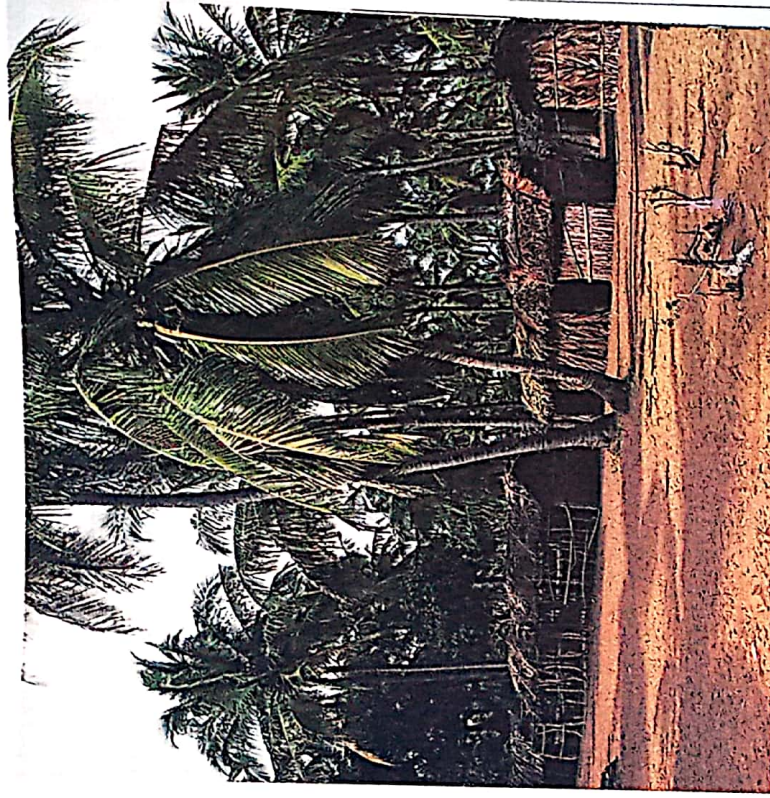
Some countries or communities believe that some mass media groups are politically inclined towards certain private interests, rather than contributing to the whole society. Do you agree with this? Write a text with three paragraphs on this subject.

Remember that newspapers, radio and TV stations are mainly public services.

PRE-READING

Work in pairs to discuss the following:

- Where are coconut palms produced?
- What are the different uses of palm trees?



READING

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

Coconut trees are members of the palm tree family. They are a kind of palm tree that can grow up to 30 meters tall, with leaves from 4-6 metres long.

The term 'coconut' can refer to the entire coconut palm, the seed or the fruit, which is not a botanical nut.

The coconut palm is grown throughout the tropical regions of the world, that is, coconut palm thrives on sandy soils and is highly tolerant to salinity. It prefers places with abundant sunlight and regular rainfalls (150 cm to 250 cm annually), which makes colonised shore lines of tropics relatively straightforward. Coconuts also need high humidity (70-80%) for optimum growth, which is why they are rarely seen in areas with low humidity.

In Mozambique, the most important producers of palms are Zambeze and Nampula provinces in the north and Inhambane in the south. In a minor scale, the coconut palm tree can be seen all over the country in many family households.

This makes the tree one of the best known amongst Mozambicans. The coconut palm is grown with multiple purposes: it can be used for decoration as well as for many culinary and non-culinary uses. Virtually, every part of the coconut palm can be used by humans, in several ways.

Communitarians use coconut leaves in construction. In the suburbs of the cities of Quelimane and Inhambane, people use leaves as roofs to cover their houses. The trunk is mostly used to make boats as these communitarians live on fishery. From the dried flesh of the coconut they obtain copra from which cooking oil is produced. But before that, the little water from the coconut is very delicious and can be found in almost all tourist resorts like restaurants, hotels and in every beach of our beautiful country. Mozambicans say that coconut water, when drunk by a small child, helps them learn how to speak earlier. The coconut juice is also used to cook curry and sometimes to reinforce peanut curry flavour. Actually, almost 80% (unofficial numbers) of Mozambican families use coconut curry in their meals. In industrialised countries, the coconut shell is used to make adornments like necklaces and earrings, buttons, among other things.



VOCABULARY

Read the text and find words related to:

- | | |
|-----------------|------------|
| 1. measurements | 4. cooking |
| 2. trees | 5. taste |
| 3. adornments | 6. weather |

SPEAKING

Work with your partner.

Choose a product made from coconut palms. State what it is, what it's good for and how it is produced. If you like, you can use the text to help you. Report the information to the class.

*e.g. I am going to speak about the importance of copra. Copra is obtained **from** the dried flesh of the coconut. **First** the coconut is ... then ... after that ... and finally ...*

GRAMMAR

Passive voice

Consider the examples:

*This coconut palm **was planted** in 2000. (passive voice)*

*Somebody **planted** this palm in 2000. (active voice)*

The passive is normally used when it is not important "who" or "what" performed the action. In a passive sentence you can say who did it or what caused the action using the word **by**.

*e.g. This coconut palm was planted **by** my grandfather.*

In passive sentences we use the **verb to be in the same tense as the verb in the active sentence** + the Past Participle (of the main verb):

e.g. Erica eats coconut. → Coconut is eaten by Erica.

I will pay the bill. → The bill will be paid by me.

Use the following verbs to complete the sentences below, either in the active or passive forms.

spend	demolish	do	drive	plant	build	take
-------	----------	----	-------	-------	-------	------

e.g. That coconut palm looks very old. When was it planted?

- A decision on planting new palm trees will not _____ until the next meeting.
- This building is dangerous. It must _____ before it falls down.
- Do you think that much money should _____ on palm plantation?
- The new government infrastructures will _____ next year after the elections.
- I told my driver that I wanted to _____ early in the morning.
- The coconut palm is _____ everywhere in the world.
- Coconut harvesting, in some countries, _____ by trained monkeys.

COMPREHENSION

Answer the following questions about the text.

- Where are coconut palms grown?
- Why is it difficult to see coconut palm in low humidity areas?
- What are the most known coconut palm producers in the country?
- Coconut is one of the most known palm trees in Mozambique. Why?
- Mention at least three purposes for coconut production in the country.
- How is copra obtained?
- What are the industrial applications of copra?
- What can one make out of coconut shells?

WRITING

The coconut palm tree can be used for many purposes, especially for culinary ones. Choose the most special dish in your community that uses coconut as one of its main ingredients and write its recipe.

RE-READING

Work in pairs to discuss the following:

- What are the main causes of weather disasters in your community?
- Mention some natural disasters that you have heard or read about.

READING

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

Natural disasters are phenomena that happen in the nature and can cause severe damages to human life, as well as to wildlife. Natural disasters can be hurricanes, floods, earthquakes, volcanic eruptions and other sort of hazards. In Mozambique, the most common disasters are floods, droughts and hurricanes.

A flood is an overflow of water in the rivers resulting from long heavy rains. When it rains a lot for long successive periods, the volume of the rivers exceeds the limits and water is spread out onto the dry land. Floods have caused much harm in Mozambicans' lives. The last worse experience of this dangerous disaster in the country happened in 2000. In Chokwe for example, people are reported to have lost most of their belongings and many domestic animals disappeared or died.

Floods, in most cases, result from human action too. When dams in some rivers are opened, the water escapes from its usual boundaries, sweeping all dust and litter on the way, including huts and all sort of precarious constructions.

Floods normally happen during the period of rainfalls, which last from November to March.

Serious damages that can be caused by floods are: human lives loss, and the destruction of infrastructures such as streets, bridges, houses, schools and others. Floods can force interruptions of basic services, like water distribution and sanitarian assistance, and bring about the destruction of agricultural crops and the loss of cattle.



Another serious natural disaster that normally occurs in our country are droughts. These are long periods without rain. During these periods, life isn't easy. Farmers can't grow their crops and cattle die due to the scarcity of grazing areas. The local Red Cross entity responsible for prevention, along with the national cabinet for natural disasters, have a great responsibility in invigilating the weather disasters as well as mobilising reluctant people in order to build their houses in safer regions.

VOCABULARY

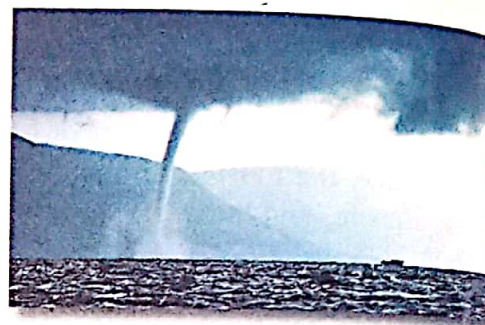
Choose the odd one out.

- | | | | |
|------------------|---------------|----------------------|--------------|
| 1. a) earthquake | b) earthshine | c) volcanic activity | d) eruption |
| 2. a) harm | b) damage | c) help | d) hurt |
| 3. a) belongings | b) properties | c) possession | d) offers |
| 4. a) droughts | b) famine | c) wet | d) waterless |
| 5. a) scarcity | b) abundance | c) shortage | d) lack |

COMPREHENSION

Answer the following questions about the text.

1. What are natural disasters?
2. What are the most common disasters in Mozambique?
3. Name one example of a human action that can cause floods.
4. In which period of the year do floods normally happen?
5. The text mentions several natural disasters. Name them.
6. What are droughts?
7. What is the organisation in charge of preventing natural disasters in Mozambique?
8. What does this organisation do?
9. What is the overall idea of the text?
10. What do you think people should do to avoid natural disasters' terrible consequences?



SPEAKING

Work with your partner to discuss the following:

What do you think people should do in order to prevent floods and droughts in your community?

e.g.

A – I think people should keep their **harvest** in their barns for dry periods.

B – There should be a special code warning about floods in the community in order to avoid disasters.

C – In my opinion there should be bigger water reserves.

GRAMMAR

In order to / So that

e.g.

Chokwe's communarians have adopted a special code **in order to** avoid floods and droughts' consequences.

They blow whistles **so that** people know that there is a storm coming.

We use **in order to** or **so that** to express a result of an idea or a purpose.

Use the ideas from the text to build new sentences. Use **in order to** or **so that**.

1. The Red Cross team has removed people from flooded regions _____ they can stay in safer places
2. The government has warned the communarians living near the rivers to move to safer places _____ avoid more victims.
3. When there are floods, helicopters flow over the affected zone _____ rescue endangered people.
4. The Red Cross has distributed clothes, blankets and food to the affected victims _____ help them minimise their sadness.

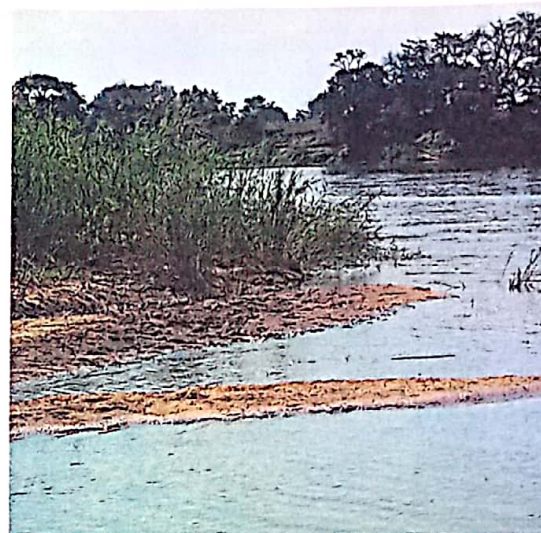
PRE-READING

What do you think makes people live near rivers? Make a list of as many reasons as you can.

READING

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

It was a hot dry day that afternoon. Jossefa was sitting in the shade of the tree listening to the radio. It had been a tiring day. Jossefa had returned from his field where he grows his crops, ploughing in the company of his wife Matimba. Jossefa's family had a lot of productive farms to cultivate. But most of these farms were not producing now. It was the dry period. The rain was very scarce that period of the year and the alternative could only be cultivating near the Mumimte river (the way Limpopo river is known in Mabalane's district, in Gaza province). In this part of the country, near the rivers the soil is still fertile during the dry period. Jossefa and his wife knew all about this.



The couple had three children: one daughter and two sons. Now, their three children are grown up and each of them is living on his own with their family, in the same district. Throughout these years, Jossefa's family had created goats, pigs and cattle, having now the largest corral in the area. This made Jossefa's family the most respectable in the region.

However, Jossefa would eventually lose most of his prestige and become the poorest person in the village due to a strong storm which was on the way. The radio was announcing it for a long time now.

Jossefa was listening to the news in his small radio while his wife prepared some vegetables brought from the farm. After the news, the radio played very interesting music. Some of the music remembered Jossefa's good old days when he worked in the mines in South Africa. Now and then, the radio announcer interrupted the music to warn the people living near the rivers about the strong storm that was coming. This information did not disturb Jossefa. He had lived in the region for a long time and he was used to hear this kind of news in the radio.

The storm came around midnight. The rain started to fall heavily. Very soon the village that was full of dust became a white blanket of water. All the village was now submerged. There were loud screams of terror coming from all directions. It was a terrible moment as children got lost from their families.

The rescuing team from the national cabinet of natural disasters, which was urged to come, was struggling to save human lives. This work team was moving the village's victims out to safer places. The wind continued to blow in all directions making it difficult to work due to the darkness of the night. The following day, the rain continued to fall mildly. Some villagers slept on the roofs of the houses, and others slept on the trees. The goats and cows escaped from the corral and spread away. Jossefa and his family were now on the roof of their house asking for help moving white handkerchiefs in the air. A helicopter that was flying over the area rescued them.

VOCABULARY

Match the words in A with its corresponding meaning in B.

A

1. farm
2. seldom
3. fertile
4. storm
5. warn
6. disturb

B

- not often
- large plantation
- alert
- annoy
- rich soil
- bad weather

COMPREHENSION

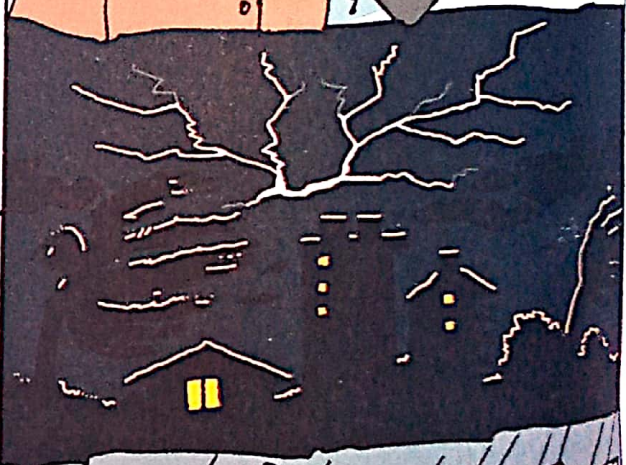
Answer the following questions about the text.

1. Where does the story you have read take place?
2. How do people from Mabalane call Limpopo river?
3. Who is the main protagonist of the story?
4. How many children does Jossefa have?
5. Why did Jossefa's family live near the river?
6. Why was Jossefa the most respectable man in the region?
7. Why did Jossefa's family become poor?
8. Why didn't Jossefa move to a safer place when the radio warned about the storm?
9. Describe the scenery during the night and the day of the storm.
10. Who rescued Jossefa's family from the roof of the house?
11. What could the families living near the rivers have done to avoid this tragedy?
12. What is the moral of the story?

SPEAKING

Work with your partner to debate the following:

Who is to blame? People who insist in living near the rivers or the authorities, who don't mobilise or warn people about the dangers of living near them. Present as many arguments as you can to convince your partner. Then present your arguments to the class.



GRAMMAR

Clauses of contrast – *although* / *but*

Contrast clauses are used when you want to make two statements and one of them contrasts with the other or makes it appear unexpected or surprising.

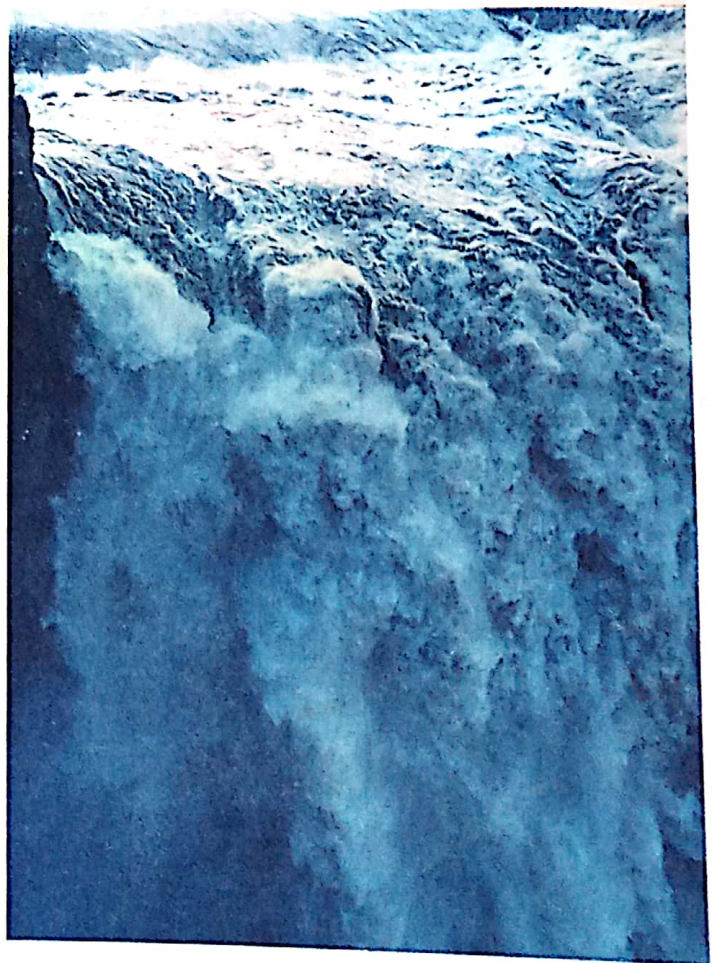
Some contrast clauses are introduced by conjunctions such as: *but*, *though* and *although*, among others.

e.g. *Although Jossefa's family knew about the storm, they didn't move away from the risky area.*

Jossefa's family was told to move away from the risky area, but they didn't.

REMEMBER

Although and **but** are used to express contradiction; however, **but** is not used at the beginning of the sentence.



Use *although* or *but* to complete the sentences.

1. _____ floods are a natural disaster, their effects can be minimised if people are cautious.
2. Dams are meant to control the river bed, _____ sometimes they can't help.
3. The Red Cross team rescued all the victims successfully, _____ the victims lost all their belongings.
4. The storm destroyed many houses and trees, _____ nobody was hurt.

WRITING

Write short notes containing messages warning your community in case of disaster. Tell them what to do, where to stand in case of flood, earthquake or even during the dry season.

Consider the points:

- To avoid floods, people can develop their farm near the rivers, while they live in safer places.
- To avoid drought people can build water tanks.
- When earthquakes take place, people should not seek protection under buildings or other dangerous infrastructures.

PRE-READING

Discuss:

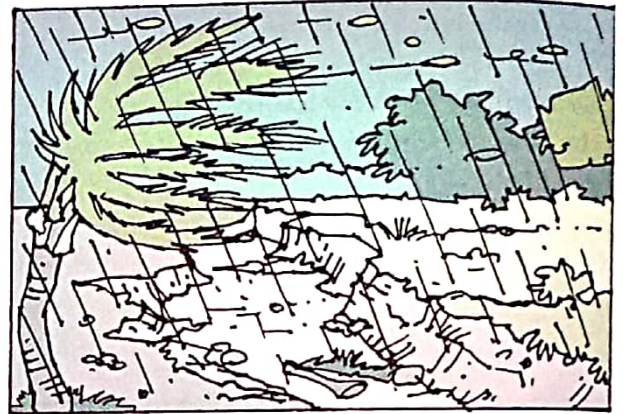
- What do you think are the causes of soil erosion?
- Has human action got anything to do with soil erosion? Why (not)?

READING

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

Soil erosion

A major global environmental problem very common in many communities of our country is soil erosion. Soil erosion is the natural destruction of soils by natural phenomena like rain or wind. However, 'accelerated' soil erosion is caused by men's unwise actions. The top layer of the soil, called 'topsoil', is the most fertile and the one that contains more nutrients.



Plants grow well in this topsoil. Unfortunately, it is the topsoil that gets blown away or washed away by erosion. This leaves behind a lower layer of soil, in which plants cannot grow properly. People cannot grow crops and animals can't find any grazing plants.

Soil erosion can also be caused by overgrazing. This means that if we are careless in controlling where and when we put our animals to graze, then we can be running serious risks of corroding our land and this may push our country to the abyss. We will then have nowhere to graze because no grass will grow. If we put too many animals grazing in the same land, this means that the plants will never have a chance to grow again, as the animals eat everything that is green. Overgrazing leaves the soil bare. If there are no plants on the land to hold the topsoil in its place, the wind will blow and the rain will wash the topsoil away.

Chopping down trees may also cause erosion, as this also leaves the land with no protection. Communitarians, very often chop down too many trees. They do this so they can sell them in the surrounding suburbs of the big cities. People who can't afford electric power in the cities, use trees as firewood. When the trees are put down, it takes a long time to replace them.

Planting the same crop over and over again makes the land poor or less productive, too. It is important that peasants learn modern farming methods, so that they can avoid damaging the land or even making it poor and infertile.

We can prevent soil erosion by controlling overgrazing, using modern farming methods, and avoiding chopping down trees. If fewer animals graze on the land, and if they graze in different areas at different times of the year, then the grass will not be destroyed. Farmers should plant different crops and sometimes give the land some time to rest. The cutting down of trees should always be done according to pre-established plans.

VOCABULARY

Complete the following definitions:

1. The verb made from the noun erosion is _____.
2. The part of the soil where plants grow well is called _____.
3. Overgrazing is _____.
4. _____ is someone who works the land to grow crops.

COMPREHENSION

Answer the following questions about the text.

1. The text talks about a kind of disaster. What is it?
2. Why is it said that soil erosion can sometimes be avoided?
3. What causes soil erosion?
4. How can overgrazing be avoided?
5. How can the cutting down of trees damage the environment?
6. What will happen to grazing lands if animals overgraze?
7. How can we control or avoid soil erosion?
8. What advice is given to farmers to avoid spoiling the land?
9. Is the cutting down of trees allowed? If yes, how should it be done?

SPEAKING

Work in two groups to discuss the following:

Deforestation: a good or a bad thing to do? Depending on your group position, try to find as many arguments as you can to convince the other groups' members.

GRAMMAR

Intensifiers – *enough, too and very*

e.g.

*The tea is **too** hot to drink.*

*The tea was **very** hot. We couldn't drink it.*

*The tea wasn't hot **enough** for Janine.*

B. Make one sentence using *too* or *enough* as shown in the example below.

e.g.

We couldn't drink the tea. It was too hot. **The tea was too hot to drink.**

1. I can't drink this milk. It's too hot. This milk is _____
2. Nobody can lift this table. It is too heavy. The table is _____
3. Six people can't fit in this apartment. The apartment is not big enough. This apartment _____
4. Don't stand on the chair. It's not strong enough. The chair _____

A. Complete these sentences using *enough* with one of the following words:

rooms time money cups

1. Abdul would like to buy a car but he doesn't have _____.
2. I couldn't make tea for all of you. There weren't _____.
3. It's a small single apartment. There aren't _____.
4. I didn't finish the exam. I didn't have _____.

WRITING

Earthquakes are one of the natural disasters that have terrible effects on the lives of people and in the country. Write a composition that describes what earthquakes are, what causes them and how to react in case of an earthquake.

PRE-READING

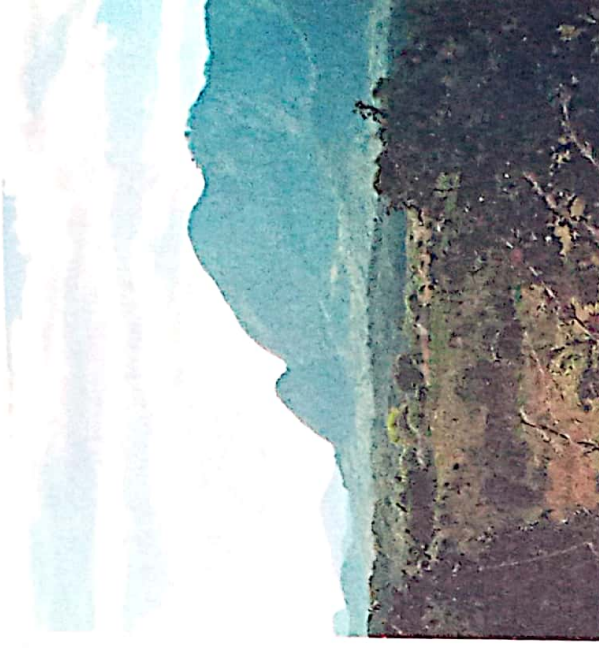
In groups discuss the following:

- How can we keep the environment clean and safe?
- What problems may result from the destruction of forests?

READING

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

African efforts to preserve their vanishing forests received a needed boost at the UN Climate Change conference in Bali, Indonesia, last December. The conference, called to negotiate new curbs on emissions of gases that contribute to global warming, pledged to expand programmes to assist African and other developing nations protect existing forests. But time is running out. According to the United Nations Food and Agriculture Organization (FAO), more than 10 per cent of Africa's forests were lost between 1980 and 1995 alone. Saving Africa's forests from the chainsaw and axe of encroaching humanity are essential to the health



and productivity of much of the continent's economy. Forests help to catch water, prevent soil erosion and regulate local weather conditions. The fate of Africa's forests could also spell the difference between success and failure in the race against global warming. Trees are among the world's largest and most efficient living storehouses of carbon monoxide, the "greenhouse gas" most responsible for the earth's temperature rise and changes in the planet's climate. Preserving Africa's surviving tropical forests and planting new trees to replace those lost to deforestation could help reduce the severity of climate change by absorbing more carbon from the air, and ease the local impact of climate change by regulating local weather conditions. An even bigger reason for protecting forests is that cutting trees down helps to cause global warming. According to the UN Environment Programme (UNEP), 20 to 25 per cent of all carbon dioxide released into the atmosphere each year comes from burning trees to clear the land for farming. The most common and most destructive cause of deforestation in Africa and other tropical regions is by far the conversion of forest land to agriculture, both subsistence and commercial. As demand for farmland grows in response to growing populations, millions of hectares of tropical forests are being burned in Africa, Asia and Latin America. It is generally accepted that the key to arresting deforestation and to implementing sustainable forest development lies in improved technologies for food production. But transforming the poorly financed and long-neglected agricultural sector is a costly, difficult and long-term goal and appears unlikely to progress quickly enough to prevent further severe losses to the continent's woodlands. In the meantime, enhancing governments' ability to manage forests, expand tree planting programmes and change the way people view forests and calculate the value of the existing forests could be key to the survival of Africa's deep woods.

OCABULARY

Find in the text words that mean the same as:

- 1. disappearing _____
- 2. restrain _____
- 3. rigour _____
- 4. change _____
- 5. expensive _____

COMPREHENSION

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

- 1. A high percentage of African forest was lost between 1988 and 1995.
- 2. Cutting down trees contributes to global warming.
- 3. One cause for deforestation in Africa is the need to convert forest in farming land.
- 4. Tree planting programs are not important in the battle against deforestation.
- 5. The exponential population growth has increased the practice of agricultural land.

SPEAKING

Work in groups.

The proportion 'destructing vs planting' of trees in Africa is frightening. What is the best way to tackle this situation? Make a list and then discuss your opinions with the rest of the class.

GRAMMAR

Past simple vs Present simple (revision)

e.g. In the past, **there was** no burning but now **there are**.

People **collected** small sticks for fire wood but now they **don't**.

Complete the sentences with the correct tense of the verb.

- 1. I _____ (go) to the cinema last night.
- 2. What film _____ (you see)?
- 3. I _____ (see) the Lord of the Rings.
- 4. Really? _____ (you like) it?
- 5. It _____ (be) fantastic. I _____ (think) you should go and see it.
- 6. You know, I never _____ (go) to the cinema. I _____ (prefer) to read a book.
I _____ (read) a romantic story last week, and yesterday I _____ (go) to the opera.



WRITING

The burning and cutting down of trees affect the soils. Write a composition about soil erosion. Remember that trees feed animals, give them shade and also protect the soils from erosion, etc.



PRE-READING

Can you think of five ways to reduce the amount of water you use at home?

READING

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

Water is something that everyone takes for granted. We turn on taps and automatically expect water to gush out with never a thought that one day the taps will, especially if the global population continues to waste it at an alarming rate, run dry. The resources of water on Earth are limited and are reducing every year. Due to the effects of global warming the frequency of rain has become unpredictable. In some parts of the world there is rain throughout the year, while in other parts individuals are suffering the consequences of severe droughts.

In using and abusing water resources, people do not stop to think that without easy access to fresh water, global food production will also fall and that even more people than at present will face starvation and, ultimately, death. It is exactly for this reason that the United Nations declared the 22nd of March as the World Water Day. Their goal is to highlight the issue of water scarcity and its linkage to global food production.

The world population is expected to increase from seven billions to nine billions by the year 2050 which means that, unless we all change our behaviours, more and more people are going to go both hungry and thirsty in the years to come.

As citizens of this planet it is our individual responsibility to take an active role in water conservation. The simple tasks we perform every day like gardening or washing our cars are opportunities for us to make a difference.

We must all realize that change begins with us!



VOCABULARY

Choose the odd one out.

- | | | | |
|--------------------|-----------------|------------|--------------|
| 1. A. water | B. taps | C. fresh | D. warming |
| 2. A. dry | B. conservation | C. thirsty | D. droughts |
| 3. A. conservation | B. waste | C. protect | D. safeguard |

COMPREHENSION

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

1. Water is not important for life on Earth.
2. Demands for water are decreasing every year.
3. Population growth is one of the reasons for the increased demand for water.
4. Water scarcity affects food production.

SPEAKING

Work with your partner to discuss the following:

What happens when there is no water at home? What problems do you face? Make a list of all the problems. Report your points of view to the class.

GRAMMAR

Expressing purpose – Clauses of purpose (revision)

Purpose is expressed with:

- **to + infinitive** (informal) or **in order to/so as to** (formal)
*e.g. Ana wrote **to tell** him the news. (informal)*
*Laura wrote **in order to tell** him the news. (formal)*
- **so as to**, which is normally used when the verb "to be" follows
*e.g. Ussene studied hard **so as to be** the first.*
- **so that + can/may + present or future reference**
*e.g. I'll help him **so (that) he can finish** early.*
- **so that + could/might** (past reference)
*e.g. Jacob helped me **so that I could** finish early.*
- **in case + present tense** (for present and future reference) / **past tense** (for past reference)
*e.g. Don't forget to take your umbrella **in case it rains** in the afternoon.*

Join the sentences using the purpose words provided.

1. Mariamo got a taxi. She didn't want to be late. (*so that... wouldn't*)

2. FIPAG called me. They informed me that we are going to have water supply in our community. (*in order to*)

3. The USAID sponsored the 'HELP ALL' association. The 'HELP ALL' wanted to build a reservoir. (*so that*)

4. Let's buy some boxes of drinking water. We may have guests. (*in case*)

5. Mahazul ran. He wanted to catch the bus. (*to*)

6. Mozambique should build more dams. It doesn't have enough water in dry seasons. (*in order to*)

WRITING

You have read about the importance of water for life on earth.

Write a short composition about all the small things you can do to reduce water consumption.

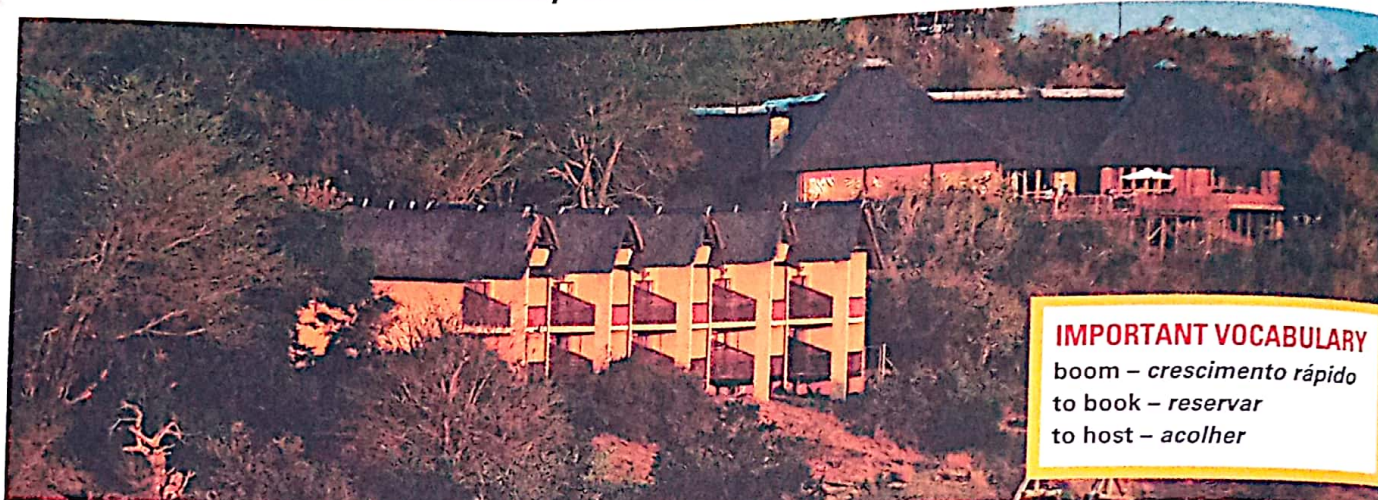
PRE-READING

Discuss:

- What is the hospitality industry?
- Who works in it?

READING

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



Cordial reception

Hospitality industry is one of the most important industries in a country's economy, because of its strong power in expressing its image through both gastronomy and culture. Recently, there has been a very remarkable development of this industry in Mozambique. This boom started soon after 1992, when the civil war ended.

Hospitality industry includes hotels, lodges, hostels, guesthouses, restaurants, snack-bars and camping sites, among many other additional fields within the tourism industry. National and foreign citizens look for hotels, for instance, to book a room for a workshop, a summit or a vacation.

Education authorities have been making a strong contribution to improve both the quality and the quantity of services in this industry, due to the creation of new training schools for hotel management, at high level. These schools operate in the northern province of Cabo Delgado and in the southern province of Inhambane. Before these two high schools, 'Hotel Escola Andalucia', in Maputo city, was the only one providing specific training in this area.

In the last decade, Mozambique has been hosting international conferences and other sort of world events, because of its wonderful hospitality industry and marvellous and polite people.

VOCABULARY

Fill in the gaps using the words in the box.

workshop	guest	waitress	image
----------	-------	----------	-------

1. Tourism contributes to promote the _____ of the country.
2. A seminar can also be called a _____.
3. A girl who serves meals and drinks in a restaurant is a _____.
4. A person who stays at a hotel is a _____.

COMPREHENSION

Decide whether the following statements are true (T) or false (F) according to the text.

1. Hospitality industry expresses the image of the country only.
2. This industry has been developing since 1992.
3. Tourists guarantee the success of the hospitality industry.
4. "Camping sites" in the text mean "internet pages".
5. National and foreign citizens can only stay in a hotel for one night.
6. Tourism authorities are in charge of training the staff for the hospitality industry.
7. There are training schools for hotel management in all Mozambican provinces.
8. International events often take place in Mozambique.

SPEAKING

You are a tourist, and you want to know something about the hospitality industry in Mozambique. Build a dialogue with a hotel receptionist.

You may find it useful to use the words: hotel, camping site, lodge, hostel, island, beach, zoo, inn, guest house, etc.

e.g.

Tourist: *Good evening, madam. Can you help me?*

Receptionist: *Good evening, sir. What can I do for you?*

Tourist: *Where can I find a wonderful camping site?*

Receptionist: *Well, there's one near Pemba beach. You can also fish there.*

Tourist: *How can I get there?*

Receptionist: *You can only go by plane.*

Tourist: *Thank you very much.*

GRAMMAR

Offers and requests

A. Offering things and substances: offers **using modal verbs** require "Yes/No" responses.

e.g.

A: Can I offer you some coffee?

B: Yes, I'd like some please. or Yes, I'd love some please.

A: Would you like a sandwich?

B: Yes, I'd like one please. or Yes, I'd love one please.

B. Requesting things and substances: requests **using modal verbs** require "Yes/No" responses.

e.g.

A: May I have a sandwich please?

B: No, you *may* not (I'm afraid).

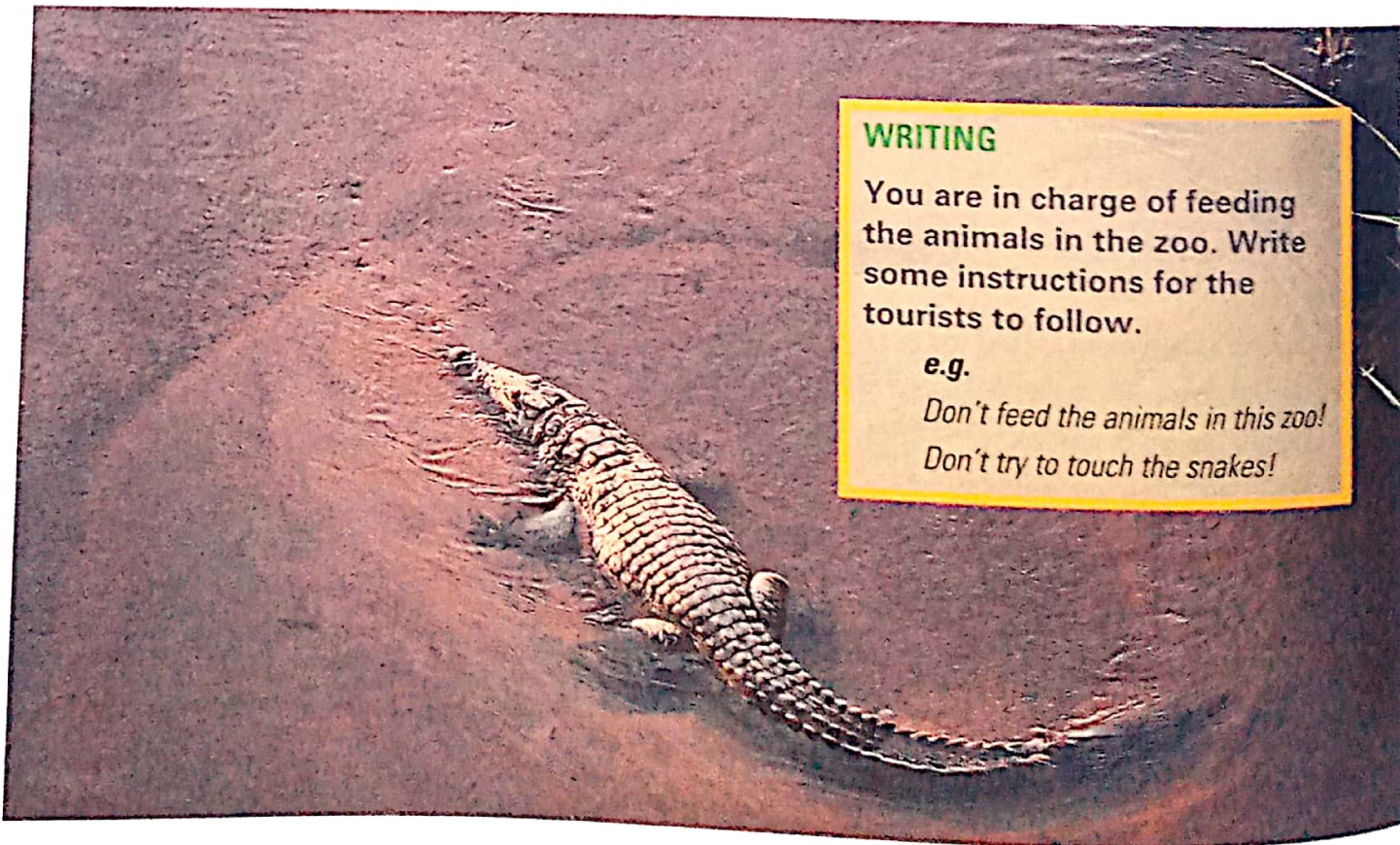
A: Can I have some coffee, please?

B: No, you *can't* (I'm afraid).

Choose the correct modal verbs to complete the blanks, for offers and requests.

must can / can't could / couldn't have to / don't have to
 may / may not ought to / ought not to
 will / won't would / wouldn't

- A: _____ I offer you a glass of apple juice?
 B: No, thank you. I've had enough today.
- A: _____ you like a slice of cake?
 B: Yes, I'd love one please.
- A: _____ you like some bananas now?
 B: Yes, I'd like some.
- A: _____ I offer you an ice-cream?
 B: No, thank you. It's cold today.
- A: _____ you like some fish salad?
 B: Yes, I'd like some.
- A: _____ I have some chocolate?
 B: No, sorry. I don't have any sweet food.
- A: _____ you open the door for me, please?
 B: No, I'm afraid, I can't.
- A: _____ you please help me to carry this bag?
 B: Yes, of course.



WRITING

You are in charge of feeding the animals in the zoo. Write some instructions for the tourists to follow.

e.g.
 Don't feed the animals in this zoo!
 Don't try to touch the snakes!

LESSON 2 How to create a B&B

UNIT 13 BED AND BREAKFAST

PRE-READING

Discuss:

- What is a B&B?
- What does it involve?
- Where can you find one?

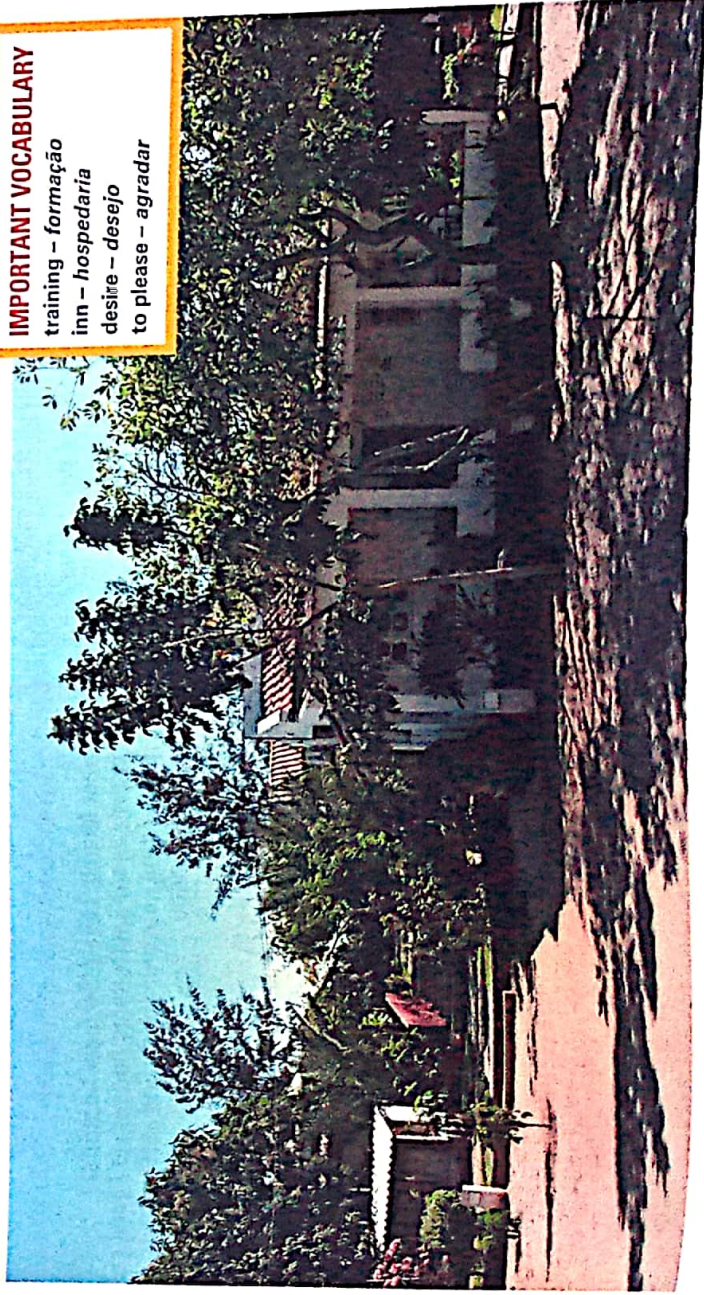
READING

Read the text below and answer the questions that follow.

A Bed and Breakfast (also B&B) is a small hotel or a private house where you pay for a room to sleep in for a night, including the morning meal. People from different backgrounds can create a bed and breakfast service.

The first thing to be done by any citizen who wishes to create a B&B service in Mozambique, is to make a registration of such service with the appropriate authorities. This registration is the legal act to enable such activity to run officially. The creation of a B&B involves a good financial capacity, a lot of preparation and some staff training as well. Some people do not attend any high degree training in order to create a bed and breakfast service. These people read a lot of materials on the subject, attend a lot of seminars or adult classes as apprentices and/or work part-time at an inn or 'sleep around' at as many inns as possible in order to gather the "know-how" to start their business. To show that you enjoy being a B&B host and you have the desire to share this passion with others, you must understand that little things are the ones that count the most, like creating comfortable accommodation for visitors, loving your area, providing extra thick towels and WC with cold and warm water or decorating the rooms with fresh flowers to please the guests. In addition, you must cook good food, using fresh ingredients. Quality above all! Nowadays, there are many Mozambican and foreign citizens with good financial capacity, who own B&B services. These people have a profitable business.

IMPORTANT VOCABULARY
training – *formação*
inn – *hospedaria*
desire – *desejo*
to please – *agradar*





VOCABULARY

Complete the table using five words related to the topics given.

Things tourists look for	Bedrooms/resources	Breakfast food	Hot & healthy
breakfast	pillows	a stick of cake	vegetables

COMPREHENSION

Answer the following questions about the text.

1. What is a B&B?
2. How can guests benefit from a B&B service?
3. What do people have to do in order to create any kind of business?
4. What is the name of the archy in charge of registration referred to in the text?
5. What is "to register"?
6. What does creating a B&B involve?
7. Who are the people who run B&B services?
8. What can B&B owners do to please their guests?

SPEAKING

In groups discuss the advantages and disadvantages of creating a B&B in your community.

e.g.

One of the advantages is that it will provide job opportunities in many people. The disadvantage is that if a camping site in the mountains for example, it can damage the ecosystem if not well controlled.

GRAMMAR

Indirect questions

Indirect questions are those in the form of a statement initiated by a **polite phrase** employed when one is asking for information, especially personal information.

- e.g. *Would you please tell me what time the breakfast starts?*
Could you please tell me if I can play loud music in my room?

Change these **Wh** and **Yes/No** questions into indirect questions by using the structure **Could/Would you tell me**.

1. What time is the morning meal?
2. Do you like our bed and breakfast service?
3. Can I have a look at your passport?
4. Where is the conference room?
5. Do you know the name of the Minister of Tourism?
6. Where is Loversal Hotel?
7. What is the bus number to the museum?

WRITING

You are in charge of marketing at **Carne and Enjoy's** guest houses in **Micassa Province, Norway**, produce a group of adverts to invite clients.

Here are some words to help you.

near Niassa Lake / the most beautiful / international destination / to regret / great price / also relevant / qualified staff / great quality service

e.g.

Carne & Enjoy Carvege De enjoy is near Niassa Lake of destination

Don't miss breakfast & our business this is a Norway's business

We offer you great prices for all you need

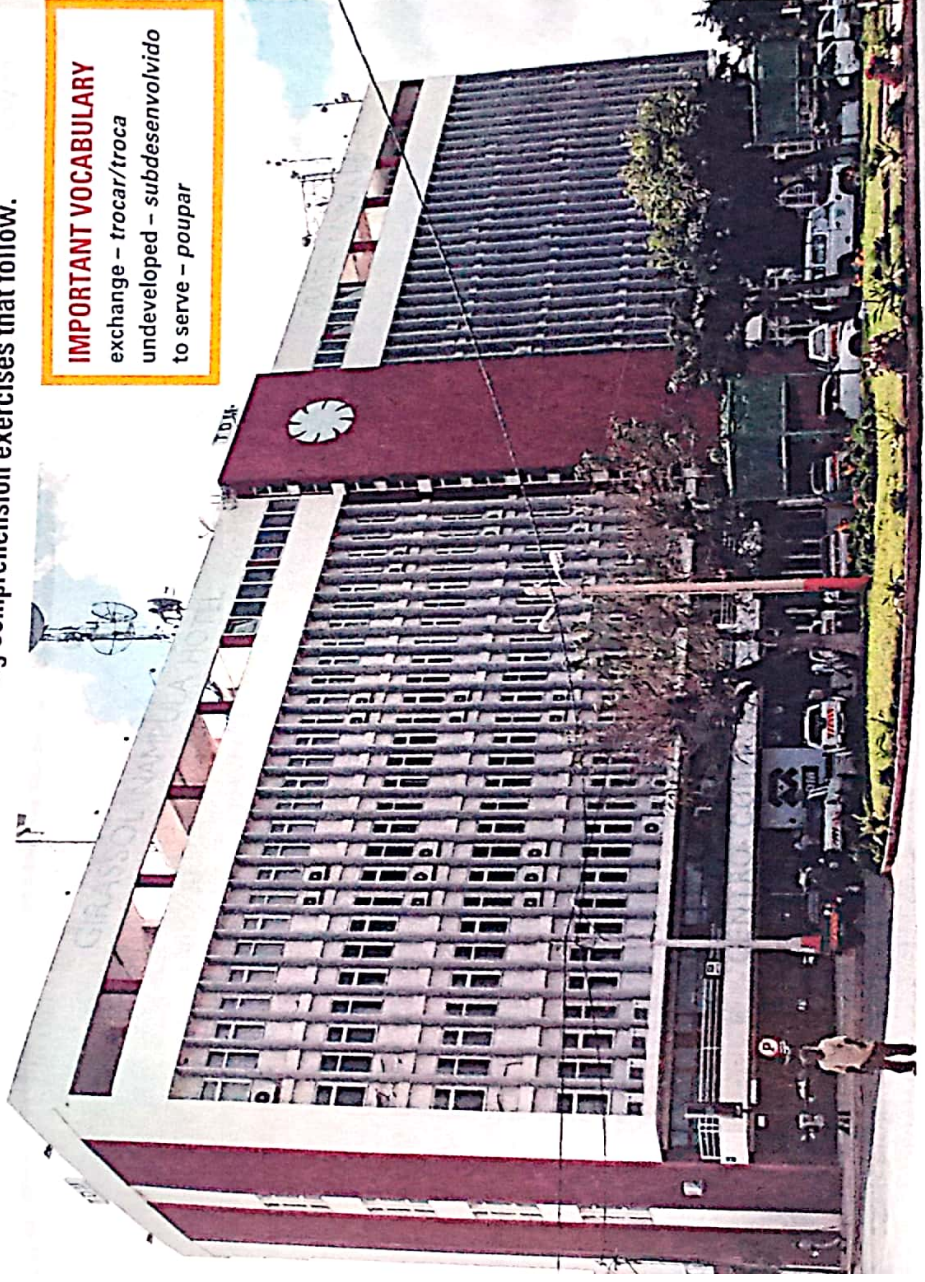
PRE-READING

Work in pairs:

- Do you know what means of communication are?
- What is your favourite means of communication?

READING

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



IMPORTANT VOCABULARY

exchange – *trocar/troca*
undeveloped – *subdesenvolvido*
to serve – *poupar*

Communication is a process by which people exchange information or express their feelings and ideas. In daily life situations, and in a B&B business in particular, communication plays a very important role because it facilitates mutual contacts.

For the past three decades, in Mozambique, communication in hospitality industry was still undeveloped. During this period the main means of communication were traditional telephones, telegrams, faxes and telex, among a few others. The last decade brought some improvements in this area, because the country started to import a large number of electronic devices, such as satellite dishes, television sets, computers, cell phones and the Internet. The Internet can be seen as the most effective and fastest way to communicate used in B&B businesses. It is possible to offer a unique website document for a bed & breakfast, a guesthouse, a hotel or a restaurant, through which different people around the world can log in to.

This means food and/or wine menus on your hotel and restaurant website can be presented as a Word document or a picture. However it is also possible to present the existing bed and breakfast brochure on the site. This way, every photo, graphics and logo shown in the menu will be displayed online. Internet saves time and is attractive in B&B, particularly for companies and business people who are shopping around, gathering brochures and comparing prices.

VOCABULARY

Circle the words related to "communication".

hotel	internet	kitchen	telephone	TV	beach
guest	cell phone	website	breakfast	radio	inn
newspaper	guitar	telegram	beach	computer	ice-cream

COMPREHENSION

Answer the following questions about the text.

1. What do you understand by 'communication'?
2. In which areas is communication relevant?
3. How did people communicate in the last thirty years?
4. When did communication begin to improve in Mozambique? How?
5. Mention some of the advantages of the Internet.
6. What can B&B businesses display online?
7. Can B&B be successful without communication? Justify your answer.

SPEAKING

In groups, discuss the advantages and disadvantages of using Internet and other means of communication in B&B businesses and in your community.

e.g.

Using cell phones has a lot of advantages, because it saves us time and it is safer. The disadvantage is that in most communities, it is still impossible to have video-calls.

GRAMMAR

Relative clauses

Relative clauses are used to give additional information about something or someone, without starting another sentence.

e.g. Bill Gates is the man **who** created Microsoft.

Madre Teresa is the woman **that** looked after poor people.

Fill in the gaps using the words: **who, that or which**.

1. Dama do Bling is a Mozambican musician _____ sings meaningful songs.
2. The Internet is the means of communication _____ was recently established in my community.
3. The telegram is a means of communication _____ the new generation doesn't know.
4. Mrs Vilma is the person _____ is in charge of our conference room.
5. Malaria is a disease _____ disturbed some of our guests.
6. Samora Machel, _____ was the 1st President of Mozambique, died in a plane crash, in 1986.

REMEMBER

We use **who** or **that** to refer to people and **which** or **that** to specify an animal or an object.

WRITING

You know the importance of the Internet and you are a newly graduated technician for B&B management. You are now working at 'Beach Hotel', located in a rural community without electricity. Write a letter to Electricity of Mozambique's local representative.

The Manager
Electricidade de Muheli, Rua Nipita,
Caixa Postal N.º 11

PRE-READING

Work in pairs:

- What clothes do girls and/or boys in your community like to dress?
- What clothes do people in your community wear in funeral ceremonies?

READING

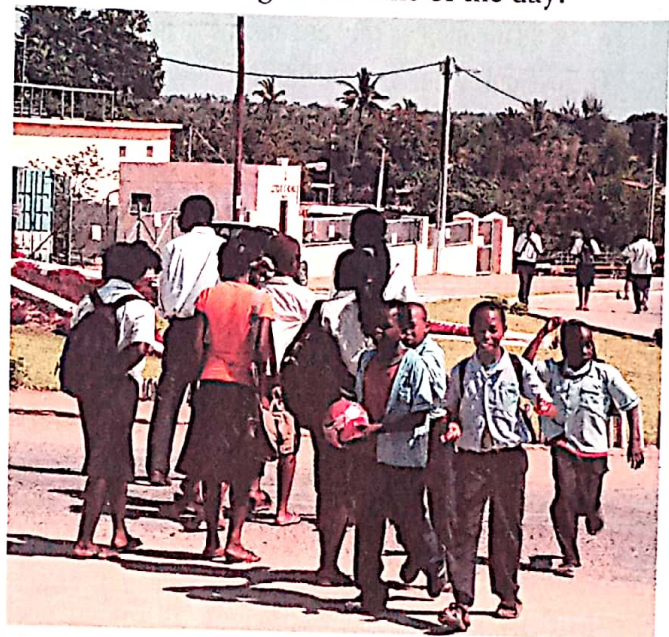
Read the text below and do the vocabulary and reading comprehension exercises that follow.

A dress code is a set of rules illustrating what garments may be worn in a particular situation. Examples of dress codes are combinations such as 'smart casual' or 'morning dress'. A classification of these codes is normally made to vary the levels of formality according to the time of the day.

The dressing code in Mozambique was first influenced by the western world. Now it is being marked by the globalisation phenomenon. Notably, fashion is quickly being overspread worldwide through the Internet.

Mozambican children attending kindergartens, primary and secondary schools, technical and training centres have a typical uniform to identify themselves. University, high school and institution students do not have any particular uniform.

Each school or group of schools adopt a colour for the skirts and trousers and another one for the blouses and shirts. Normally, the girls wear white blouses or shirts combined with black, blue, violet or green skirts, but most girls nowadays like wearing trousers, too. The boys wear long or short sleeve white shirts and black, blue, violet or green trousers. They never wear skirts at all!



In weddings or theatre opening nights or other kind of parties, Mozambican people wear semi-formal clothes, while black or dark colour suits are the ones worn in funeral ceremonies.

In the world in general, and in Mozambique in particular, dressing codes vary from one region to the other, from one institution to the other and from one social group to the other. It is a dynamic process.

IMPORTANT VOCABULARY

- overspread – *espalhado*
- worldwide – *universal, a nivel mundial*
- vary – *variar*

VOCABULARY

Identify the words associated with dressing codes.

school uniform	pillow	bed sheets	curtains	rug
fashionable clothes	carpet	towel	table cloth	white/black suit
mat	fashion	tailor	semi-formal clothes	handkerchief

COMPREHENSION

Decide whether the following statements are true (T) or false (F) according to the text.

1. A dressing code is a set of rules, that dictate what should be worn in a particular situation.
2. University and high school students are obliged to wear a uniform.
3. Skirts are clothes that are also worn by men.
4. Boys only wear men's clothes.
5. Most Mozambicans wear black or other dark colour suits in funeral ceremonies.
6. Only men wear semi-formal clothes in events like wedding ceremonies.
7. People dress the same way all over the world.

SPEAKING

Work in pairs. Ask as many questions as possible about dressing codes in Mozambique.

e.g. Salimo: Hi Tina! What colour are the clothes ambulance drivers wear?

Tina: Oh, ambulance drivers? I don't know...

Salimo: Most of them wear a red suit with or without a tie.

Tina: Thanks.

GRAMMAR

Compound nouns

Compound nouns are nouns that are made up of two or more words.

e.g. nightgown and nightdress

Use the following words to form compound nouns and then write a sentence using it. An example has been done for you:

e.g. rain + coat → raincoat → Mr Pereira was wearing a green raincoat.

robe	sweat	under	pants	shirt	neck
	coat	over	bath	turtle	

1. _____
2. _____
3. _____
4. _____
5. _____

WRITING

Imagine you are a fashion designer and you produce school uniforms. Now write an interesting advert.

e.g.

Are you a fashionable student? We are a fashionable brand that produces great and cheap uniforms. Come and visit us!

READING

Work in groups and discuss the following:

- Have you ever attended a wedding ceremony?
- How long ago did you participate in a wedding ceremony?
- Are there many weddings in your community?
- Who usually gets married: young people or adults?

NG

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

Wedding is an official ceremony, usually with a religious service, at which a man and woman get married. The word 'wed' derives from the ancient Greek word for 'pledge' and it's exactly what a wedding is, no matter what country or culture it takes place in. To wed is to pledge yourself to another. There are few ceremonies people perform that are more rare or more beautiful than marriage. Additionally, the wedding pledge is made in front of family and friends so to take special pains to stand up and witness it.

Marriage holds the most solemn promise and it is full of promises, but it also embodies the potentially greatest joy of human existence: the pure joy that flows from two hearts beating as one.

In almost all cultures the marriage ceremony ends with the bride and groom exchanging a finger ring and a kiss. The wedding kiss in particular, transcends cultures, it bridges tribes, it is one of the very few things that unites all of us together as human beings. From ancient times to modern days, from the deepest jungles to the tallest skyscrapers, the wedding kiss symbolises, for all people and everywhere, the physical uniting of two souls.

Marriage is powerful. It brings together two people, and often two families, or two tribes, or two villages, or even two countries.

The ceremonies and the traditions may be different, strange or even outlandish or they may touch things in us that we never knew we had, but there is something about marriage that is instantly recognisable no matter what the language. Love truly does make the world go around.

If you have decided to make the pledge, then be prepared to embrace love and marriage in all its splendour, hence the world will be yours.



IMPORTANT VOCABULARY

- pledge – *promessa*
- perform – *executar*
- joy – *alegria*
- splendour – *esplendor*

VOCABULARY

Choose the odd one out.

- | | | | | |
|-------------|-------------|---------|-----------|--------------|
| 1. wed | get married | word | marry | tie knot |
| 2. ancient | antique | old | early | contemporary |
| 3. pains | pleasure | trouble | pain | effort |
| 4. absentee | viewer | witness | bystander | spectator |
| 5. matter | issue | topic | affair | fair |

COMPREHENSION

Read the text again and place the following events in the correct order. Number 1 has been done as an example for you.

- A. People perform few acts that are more pure or more beautiful than marriage.
- B. If you have decided to make the pledge, be prepared to embrace love and marriage. The world will be yours.
- C. There is something about marriage that is recognisable no matter what the country. Love makes the world go round.
- D. The word 'wed' comes from the Greek word 'pledge'.
- E. Marriage is powerful. It brings together two people of two families, or two tribes, or two villages, or even two countries.
- F. Wedding is an official ceremony, in which a man and a woman get married.
- G. The wedding pledge is made in front of family and friends who stand up and witness it.
- H. In almost all cultures the marriage ceremony ends with the bride and groom exchanging a finger ring and a kiss.

- | | | | |
|-------------------------------|-----------------------------|-----------------------------|-----------------------------|
| 1. <input type="checkbox"/> F | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> | 4. <input type="checkbox"/> |
| 5. <input type="checkbox"/> | 6. <input type="checkbox"/> | 7. <input type="checkbox"/> | 8. <input type="checkbox"/> |

SPEAKING

In small groups, talk about famous people's weddings and consider their positive and negative aspects.

e.g.

Newara: Most famous people's weddings end in scandal.

Saheri: I don't agree with you.

Issa: Newara is right. Most famous people betray each other and get divorced.



GRAMMAR

Present Simple / Present Continuous / Past Simple / Past Continuous

Fill in the blanks with the correct form of the verb.

e.g.

People perform few acts that are pure and beautiful.

1. _____ the honeymoon take place abroad?
a. divorce b. be c. are d. wed
a. Did b. Went c. Done d. Do
2. That day, the driver _____ carefully.
a. was driving b. drive c. were driving d. to drive
3. _____ the wedding ceremony start on time, yesterday?
a. Doesn't b. Didn't c. Don't d. To do
4. The guests _____ give their presents before they were requested.
a. doesn't b. do c. to did d. didn't
5. The guests _____ down when the bride and the groom arrived.
a. sit b. sitting c. were sitting d. sits
6. _____ the waiter bringing wine at the moment?
a. Are b. To be c. Am d. Is
7. Were the guests watching while the bride and groom _____?
a. dancing b. to dance c. danced d. dances
8. The ceremony _____ more interesting now.
a. became b. become c. becoming d. is becoming



WRITING

Imagine that you are a journalist and you have attended a wedding ceremony in your community. Write a report about it.

Don't forget to mention the following:

- the time;
- the place;
- the bride and groom;
- the guests;
- the clothes;
- the food and drinks.

PRE-READING

Work in groups and discuss the following:

- Do you like weddings? Why (not)?
- When do weddings occur in Mozambique?
- Do all wedding parties end successfully? Why (not)?

READING

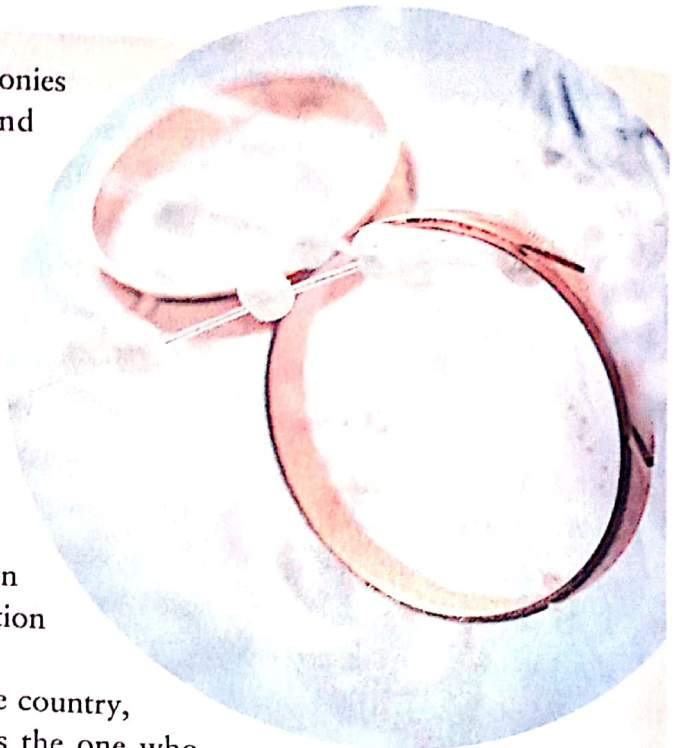
Read the text below and do the vocabulary and reading comprehension exercises that follow.

The wedding is one of the most important ceremonies in our lives, because it symbolises the birth and creation of a new family.

Wedding ceremonies in Mozambique vary from region to region or from family to family. In traditional families from northern parts of Mozambique, the wedding symbolises the moment in which both the bride and groom pledge to live a new life together, normally at her parents' residence. In this community, the groom is expected to build a house and create a farm as a reward to his bride's family. However, this practice tends to be eliminated amongst modern families. These changes occur due to the modernisation of societies.

In the south, as well as in some central parts of the country, things are slightly different, because the groom is the one who welcomes the bride to live with him and his family at his parents' home and later at their own house.

In the south of Mozambique the wedding ceremony is mainly organised by the groom, with the help of his family and, sometimes, his relatives. After the man has chosen his bride, he reports it to his parents or representatives and he indicates a best man. The best man has the important role of advising the bride and the groom, but in some cases he or she is also in charge of the wedding ceremony. The bride's family, in return, makes arrangements to welcome the bride and groom in the wedding day. In most families, the wedding is preceded by a 'lobolo' ceremony, but only in the south of the country. The "lobolo" is the money requested by the woman's parents or relatives to give their daughter's hand in marriage to someone. Usually, the official ceremony happens before the wedding, on a Saturday, followed by a religious celebration. After that the bride and groom and the guests are expected at the bride's family's house, or other chosen place, for the party. The second ceremony happens on a Sunday at the groom's family's house. This is the day when the bride's family will send her belongings and the presents that the couple has assembled.

**IMPORTANT VOCABULARY**

own – *própria/o*

in turn – *por seu turno*

best man – *padrinho de casamento*

VOCABULARY

Complete the sentences with words from the box below:

adviser	family	advise	parents	advise	lobolo
modernisation	region	celebration	reward		
divorce	birth and new family	wedding			

1. Wedding symbolises _____.
2. In traditional families from the northern parts of Mozambique, the wedding is a _____ for the bride's family.
3. Changes in wedding ceremonies occur because of the _____ of societies.
4. The best man functions as an _____.
5. In the south of Mozambique, the wedding is preceded by a _____ ceremony.

COMPREHENSION

Answer the following questions about the text.

1. Why is the wedding so important for humans?
2. Do wedding ceremonies occur in the same way everywhere in Mozambique?
3. Describe the wedding in the north of the country.
4. What does the wedding represent for the bride's parents, in the northern provinces of Mozambique?
5. Say how are weddings in the central regions of Mozambique.
6. Who is in charge of the ceremony in the south?
7. Who is the best man and what does he do?
8. When is the second ceremony and what happens in it?

SPEAKING

Work in pairs. You are a journalist and your partner is someone who got married a week ago. Now, conduct an interview to find out all about his/her wedding's arrangements up to the honeymoon. Present your dialogue to the class.

e.g.

- Journalist: Good morning, madam. How are you?
 Carla: Very well, thank you.
 Journalist: I'm a journalist for TVM. I'd like to know something about the steps you took to organize your wedding and your honeymoon.
 Carla: All right. I'll help you in any way I can.
 Journalist: Thank you! Shall we start the interview?
 Carla: Sure!
 Journalist: How old are?
 Carla: Thirty.



GRAMMAR

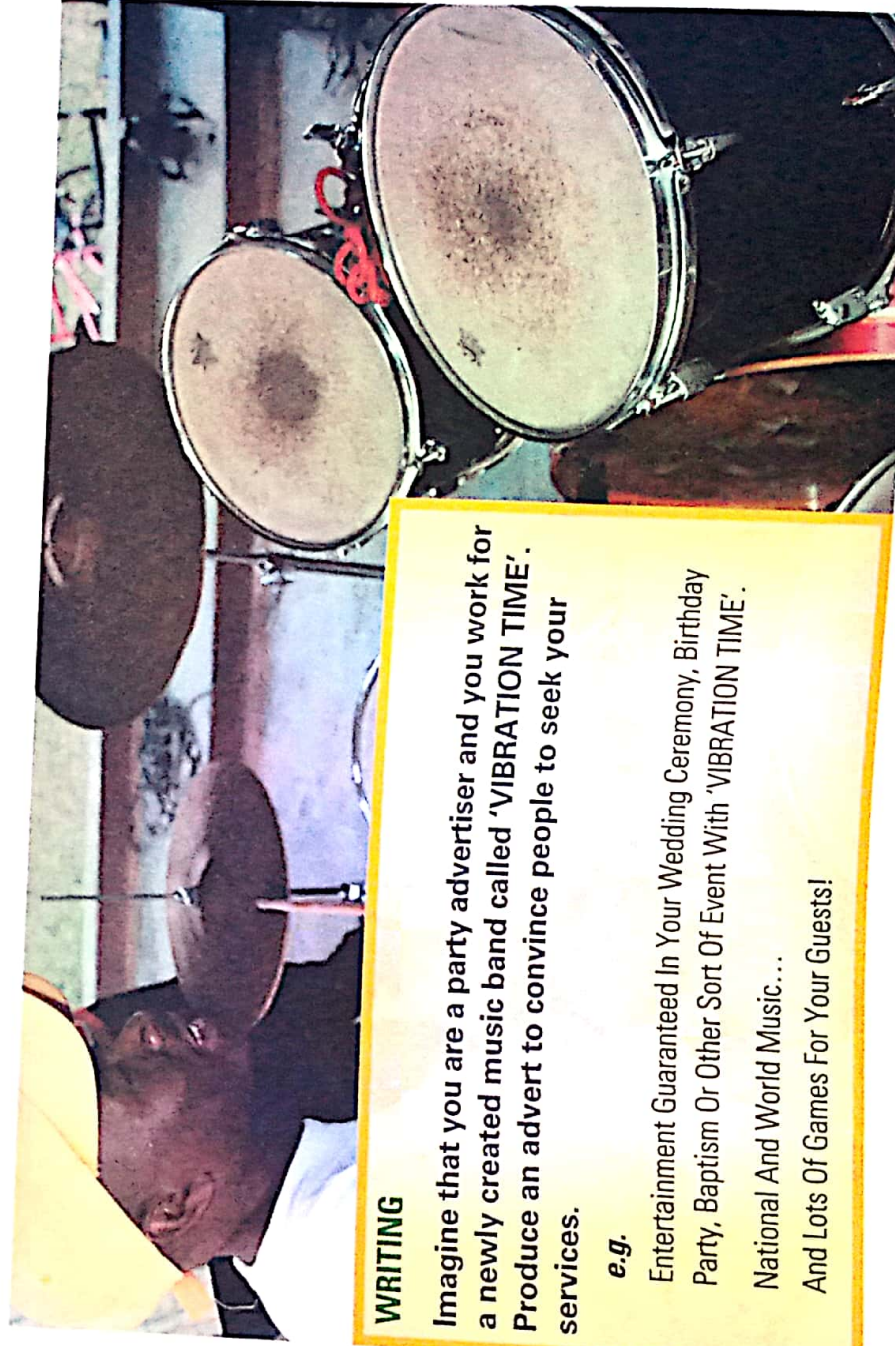
Present Perfect/Past Perfect – passive (present and past tenses) – Future Simple/Future Continuous

Fill in the blanks with the correct form of the verb.

e.g.

Carla's brothers and sisters will be spending the following days longing for her.

1. _____ Carla got married yet?
a. Have b. To has c. Has d. Did
2. I _____ seen her these days.
a. hasn't b. to hadn't c. having not d. haven't
3. Carla _____ received many presents in her wedding party.
a. to had b. have c. having d. has
4. _____ Carla's parents prepared the party six months before?
a. Had b. Haven't c. Have d. Having
5. The bride's belongings _____ on Sunday by the parents to her new family.
a. is taken b. taken c. are take d. are taken
6. After the wedding, Carla and her husband _____ travel to Lisbon for their honeymoon.
a. shall b. has c. do d. will
7. Carla's parents _____ the next couple of weeks without meeting her.
a. will be spending b. is spending c. am sending d. to be spend



WRITING

Imagine that you are a party advertiser and you work for a newly created music band called 'VIBRATION TIME'. Produce an advert to convince people to seek your services.

e.g.

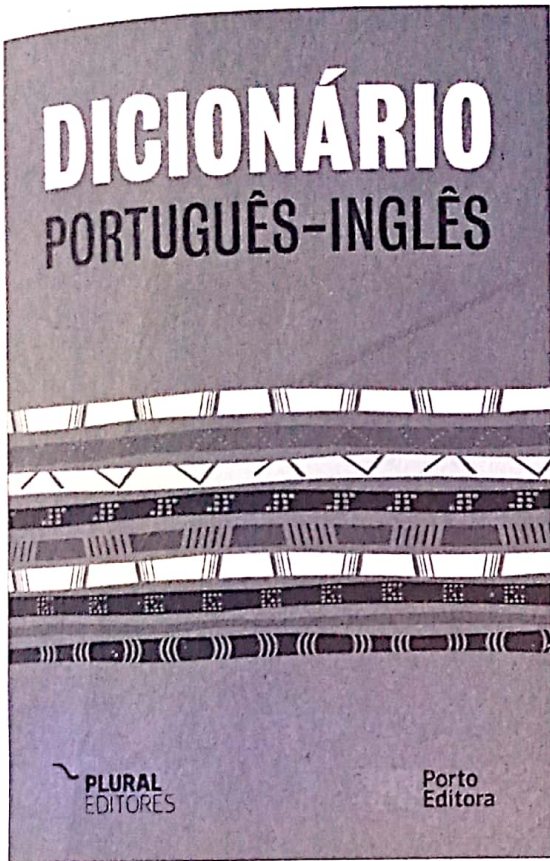
Entertainment Guaranteed In Your Wedding Ceremony, Birthday Party, Baptism Or Other Sort Of Event With 'VIBRATION TIME'.
National And World Music...
And Lots Of Games For Your Guests!

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	kneelt	kneelt	ajoelhar
know	knew	known	saber
lay	laid	laid	deitar
lead	led	led	liderar

IRREGULAR VERBS

Infinitive	Past Simple	Past Participle	Tradução
learn	learnt	learnt	aprender
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	abalar
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

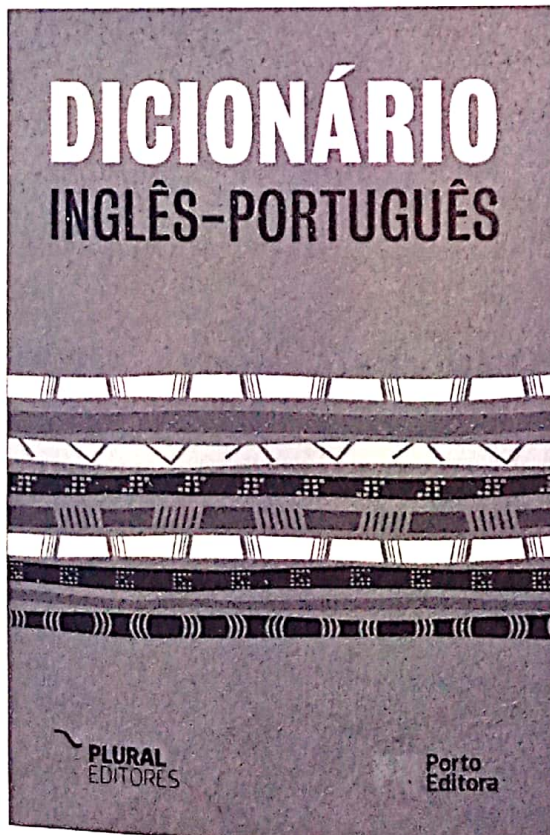
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11.^a classe Inglês

Manuel Buique
Filipe Malsinhe

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