

De acordo com os novos programas

Inglês

12^a classe

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PLURAL
EDITORES
GRUPO PORTO EDITORA

Livro aprovado
Ministério
da Educação

12^a
classe

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How this book works

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

Lesson

Unit →

Unit 1

Lesson 1 What is business?

PRE-READING
Work with your classmates. Try to define the term business. Share your conclusions with the rest of your colleagues.

READING
Read the text.

The history of business

Business is defined as an act of seeking money by producing or buying and selling goods or providing services. It is an activity that has taken many various forms and has spread to almost every corner of the world. It has existed since the first time it has also been the case in countries and every way. When exactly did people start to do business?

It is hard to tell when business came into existence. It is said that people in Africa used to trade things. Their trading was characterized by the exchange of goods among the members of a community. As time went by and with the coming of Europeans to Africa, things changed. Africans were introduced to money as they stopped buying and selling by the exchange of goods and started using money. It is believed that corporations started with the Romans and expanded with the spread of the Roman civilization. Modern day business is credited to the Americans who started to shape it in the 18th century.

Today it has turned to be not only the art of buying, selling and providing services but also a science and a field of study. Modern day businesses can be run by individuals, the state or a group of people. Below you can find some terms related to business:

- **Sole trader** - a business owned and controlled by a single person.
- **Partnership** - a business owned and controlled by two people.
- **Company** - a business run and controlled by more than two people.
- **Conglomerate** - a large business organization consisting of several different companies that have joined together.
- **Subsidiary** - a company that is owned by a large company.

IMPORTANT VOCABULARY
business - atividade
traded - comercializado
sell - vender

VOCABULARY
Find words that can replace the underlined ones in the text without changing the idea.

1. Control _____
2. Such _____
3. Modern day _____

Unit 1

COMPREHENSION

1. How does the author define business?
2. Where was the trade of business?
3. How was business conducted in ancient times?
4. What material is believed to be the pioneer in establishing corporations?
5. How did Africa start to use money?
6. Which nation is believed to be responsible for the shaping up of modern day business concept?

GRAMMAR
Many young people have turned to having their own business. Discuss the advantages and disadvantages of having a business of your own.

GRAMMAR
The modal verb **should**

REMEMBER
should verb + infinitive

to want to say that something is good or the right thing to do. It is also used to give advice.

e.g. This report looks good, you **should** read it.
We **should** take a shorter route this time.

to want to talk about things that are not right or the way they **should** be.

e.g. I remember wheny father is, he **should** be more helpful. It's not fair that it is not repaired.
The **should** give 50% off on the price you are selling on.

to need to express what one considers necessary to be happening.

e.g. She **should** have had the best of the **should** done.
James is getting to work promptly. He **should** have done.

Write sentences with **should** using the given information.

1. Don't miss it (change the job) _____
2. I always feel tired at the beginning _____
3. He always comes late to school _____
4. My friend has never got a good mark in English _____
5. Both drivers always with the accident _____
6. I never get up early _____

WRITING
Write a composition following the main ideas. Remember to use the in your writing.

Different types of texts throughout the book

Vocabulary boxes (English/Portuguese)

Simple reading comprehension exercises

Speaking tasks that promote discussion and students' oral participation

Clear grammar explanation

Grammar exercises

Writing tasks that are closely related to the text students have read

LESSON	Vocabulary	Grammar	Language practice	
UNIT 1 Famous people and idols	1	My Idol	Past Simple	What makes an idol
	2	The longeviness of fame	Past Continuous	The reasons of fame
	3	Fame in sports	Adverbs	Social responsibilities of fame
	4	Famous disabled people	Reflexive pronouns	Discrimination against disabled people
	5	Famous people in my community	Passive voice	Local and familiar responsibilities
UNIT 2 Heroes	1	Heroe's Day	Modal verb Would	National heroes
	2	African political heroes	Used to + infinitive	Knowing our national heroes
	3	Heroes in my community	Past Perfect	Being great despite adversity
	4	Mozambican personalities	Sequence markers	Honouring our heroes
	5	Heroines	Impersonal passive voice	Recognising heroines
UNIT 3 Entertainment	1	Media and entertainment	Each and Every	Avoiding bad influences
	2	Forms of entertainment	Present Perfect Continuous	Reading and going to the theatre
	3	The arts	Present Perfect Simple and Present Perfect Continuous	Different forms of entertainment
	4	Famous entertainers	Passive voice	National entertainers
	5	Story telling	Connectors	The importance of telling stories
UNIT 4 Business and Etiquette	1	Business	Modal verb Should	Having your own business
	2	Business in Mozambique	Have to + verb / Had better + verb	Business etiquette
	3	Business codes	Should + verb	Doing business
	4	Business dialogue	Should not + verb	Career information and tips
	5	Business women	Should or Should not	The growth of business women
UNIT 5 Business Communication	1	Business communication	Conditionals – First Conditional	Studying business communication
	2	Communication methods	Conditionals – Second Conditional	School communication
	3	Business presentation	Conditionals – Third Conditional	The importance of good business presentations
	4	Business complaints	Be used to + ing vs Get used to + ing	Letter of complaint
	5	Written communication	Ago and For	Memo

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LESSON	Vocabulary	Grammar	Language practice
UNIT 6 Taxes	1 Taxes	Modal verb Should	How people view taxation
	2 Paying taxes	Modal verbs Must and Can't	Establishing the differences between direct and indirect taxes
	3 The purpose of taxes	Have to; Mustn't vs Don't have to	Describing how money from taxes is spent
	4 Specific taxes	Conditionals (revision)	The legitimacy of VAT
	5 Environmental taxes	Present Simple vs Present Continuous	Taxes over pollution
UNIT 7 Flu	1 Infectious diseases	Reporting verbs	Preventing infectious diseases
	2 Viral diseases	Reporting verbs	The spread of the flu
	3 Childhood diseases	Reported speech	The importance of immunising children
	4 AIDS	Phrasal verbs	The economic and social impact of AIDS
	5 Hygiene	Question-Tags	Personal hygiene
	6 Early pregnancy	Modal verbs Will and Shall	Dealing with early pregnancy
UNIT 8 Self-employed	1 Starting business	Past Continuous vs Past Simple (revision)	Succeeding as self-employed
	2 Self-employment	Irregular verbs in the Simple Past	Promoting self-employment
	3 Mushroom farming	Present Perfect Continuous	Mushroom farming in my community
	4 Guinea fowl production	Present Perfect Continuous	Keeping guinea fowls
	5 Poultry production	Verb tenses (revision)	Poultry farming
	6 Rabbit production	Reflexive pronouns/ Reciprocal pronouns	Keeping rabbits
UNIT 9 Literature	1 Oral literature	Reported speech	Oral tradition: story telling
	2 Mozambican writers	Participial prepositions	National writers
	3 Mozambican poets	Pronouns with quantifiers	The importance of poetry
UNIT 10 Law	1 School regulations	Used to + infinitive	School rules
	2 Prisons	Used to + gerund	The social role of prisons
	3 Religious tolerance	Verbs with two objects	Ways to reduce religious intolerance
	4 Violence against women	Third conditional	The effects and dangers of domestic violence
	5 Crime and punishment	Reported speech – statements	Measures to reduce crime in Mozambique
	6 Human rights	Reported speech – questions	Human rights organisations

LESSON	Vocabulary	Grammar	Language practice	
UNIT 11 Drugs	1	Drug addiction	Prefixes before adjectives	How drug addicts are viewed
	2	Smoking	Adjectives – comparative degree	The dangers of smoking
	3	Quitting smoking	Adjectives – superlative degree	The advantages of not smoking
	4	Alcohol	Adjectives (revision)	The dangers of alcoholism
	5	The influence of media	Future forms: Will and Shall	How cinema and music influence young people
	6	Drug-related crimes	Future: Will and Shall	Drug-related crimes and punishment
UNIT 12 Religions and Beliefs	1	Beliefs	Should and Should not	Personal beliefs
	2	African beliefs	Have to	Describing African beliefs
	3	Religion in Mozambique	Don't have to	Religion principles and beliefs
	4	Ethnic religions	Modal verbs (revision)	Ethnic religions
	5	Jehova's witnesses	Might and Will	Religious tolerance
	6	African traditional religions	Must and May	How African traditional religions subsist
UNIT 13 Life after school	1	Growing up	Passive voice	Personal career goals
	2	Choosing a career	Passive voice	Career guidance
	3	Formal letters	Future Simple with Going to	Formal writing rules
	4	Application letters	Future Simple with Going to	Applying for a job
	5	<i>Curriculum Vitae</i>	Verbs with prepositions	<i>My Curriculum Vitae</i>
	6	Job interview	Verbs with prepositions	Preparing for a job interview
UNIT 14 News	1	News	Should + Have	Types of news
	2	Press freedom	Word order	Press freedom
	3	Newspapers	Would rather + infinitive	Parts of a newspaper
	4	Private Media	Relative pronoun That	Mozambican private and public media
UNIT 15 Life in 2025	1	Energy	Present Perfect	The future with ecological fuels
	2	Technology of the future	Future Perfect Continuous	The role of technology in our lives
	3	Greener future	Future Perfect with will	Challenges of climate changes
	4	Mozambique in 2025	Future time clauses	Picturing Mozambique in 2025

PRE-READING

Do you know who Lady Gaga is? Share what you know with your partner.

READING

Read the text and learn more about Lady Gaga.

Lady Gaga is my idol

My idol is Stefani Joanne Angelina Germanotta, better known by her stage name 'Lady Gaga'. She was born on March 28th, 1986. She is an American pop singer and a songwriter. She began performing in the rock music scene of New York City's Lower East Side in 2003 and enrolled at New York University's Tisch School of the Arts. She soon signed with Streamline Records, an imprint of Interscope Records. During her early time at Interscope, she worked as a songwriter for fellow label artists and captured the attention of Akon, who recognized her vocal abilities, and signed her to his own label, Kon Live Distribution.

Gaga came to prominence following the release of her debut studio album 'The Fame' (2008), which was a commercial success and achieved international popularity with the singles "Just Dance" and "Poker Face". The album reached number one on the record charts of six countries, accomplished positions within the top-ten worldwide, and topped the Billboard Dance/Electronic Albums chart while simultaneously peaking at number two on the Billboard 200 chart in the United States. Achieving similar worldwide success, the follow-up EP, the "Fame Monster" (2009), produced a further two global chart-topping singles "Bad Romance" and "Telephone" and allowed her to embark on a second global headlining concert tour.



IMPORTANT VOCABULARY

enrol - *inscrever-se, matricular-se*
 prominence - *notoriedade*
 debut - *estrela*

COMPREHENSION

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

1. Lady Gaga is a teenager.
2. She is from America.
3. She started to perform in the 21st century.
4. She once wrote songs for other singers.
5. Her first album was released in 2010.
6. Her singles never topped the charts both in America and Britain.

SPEAKING

Work with your classmate. Talk about your idol. Find out his/her real name when he/she started and enunciate the reasons why you like him/her.

GRAMMAR

Past Simple

REMEMBER

We use the **Past Simple** to talk about actions that started and finished in the past. It is formed by adding **-ed** to the verb.

e.g. I called you yesterday.

1. Imagine that you spent a weekend with one of your favourite musicians. Tell the class what you did and where you went.

2. Write the Past Simple of the following verbs and then make sentences in the past simple:

1. top: _____

2. embark: _____

3. achieve: _____

4. twist: _____

5. sign: _____

6. release: _____

WRITING

Write a composition about your idol. Give as many details as you can about him/her.

PRE-READING

1. Do you think fame can last a lifetime? Justify your position.

READING

Read the text and learn more about Neil Armstrong.

Neil Armstrong

Neil Armstrong was born in Wapakoneta, Ohio in the United States of America. His parents were Stephen Koenig Armstrong and Viola Louise Engel. Because of his father's work he has lived in more than 20 cities. He is known all over as the first person to set foot upon the moon. He is also a test pilot, aerospace

engineer and a university professor. His passion for flying started when he was two years old. His first flight came when he was six years old. He loved planes so much that he started attending flight lessons at an early age, earning a flying certificate when he was 15 years old.

Before he became an astronaut he was a soldier and fought in the Korean War flying war planes. After the war he was fully involved with the USA national aviation services. While working for aviation services he flew more than 900 planes. He also worked for various plane projects and research. He contributed a lot to the flight research and project and he managed to join NASA in 1962. He became one of the first US citizens to fly in space in 1966. Some of the planes and rocket planes that he flew are: F-100 super sabre, F-101 Voodoo, Bell X-1, Bell X-5 and the Apollo 11. It was in 1969 that he made his name known worldwide, flying the Apollo 11, he set foot upon the moon. This led to a number of discoveries and more research. After returning to Earth he announced that he was not interested in flying to space again. He worked as Deputy Associate Administrator for aeronautics for the Office of Advanced Research and Technology and taught at the university of Cincinnati.

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

IMPORTANT VOCABULARY

astronaut – astronauta

COMPREHENSION

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

1. He is an actor.
2. He started to fly planes when he was a teenager.
3. He had one single job.
4. He only flew 90 planes.
5. Before he became an astronaut he was a navy soldier. **F**
6. The Apollo 11 landed on the moon in 1967.

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SPEAKING

Debate: The landing on the moon marked the beginning of a new era in technology. Do you think that mark is still important nowadays?



GRAMMAR

Past Continuous

REMEMBER

We use the **Past Continuous** to express something that happened in the past and continued to happen for a limited period of time. It is formed by using **was** or **were** followed by a **verb** ending in **-ing**.

e.g. In 2003 Lady Gaga was studying.

My mother was living in Canada when she released her debut album.

A. Imagine that last night thieves broke into your house and stole various valuables. Use the given information and write sentences to report the police officer what you were doing at that time.

e.g. James / sleep James was sleeping.

1. My mother / write / a letter in her room

2. I / prepare / porridge for my grandmother

3. My father / watch TV / with mother in the sitting room

4. My sister Jane / play / on the veranda

5. My uncles, Carol and Armando / have / dinner

B. Write sentences saying what you were doing at these different times.

1. At 9:00 a.m.

2. At 11:00 a.m.

3. At 11:30 a.m.

4. At 13:30

5. At 15:00

WRITING

Choose a person from the ones given and write a short paragraph explaining why he is/was famous: Bill Gates, Mark Zuckerberg and Isaac Newton.

PRE-READING

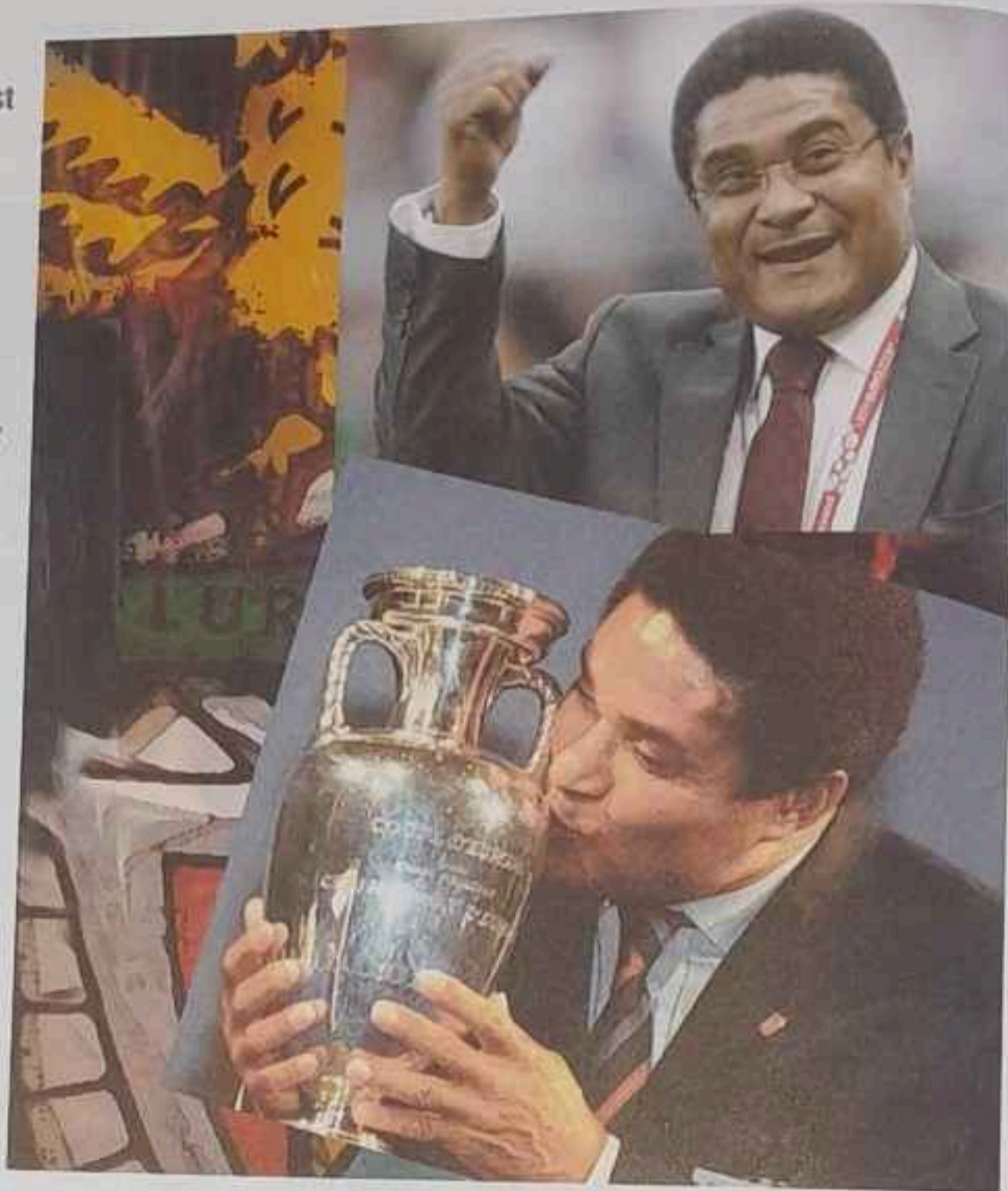
1. In your opinion who is the best footballer of all time?

READING

Read the text to know one of the best footballers of all time.

The best footballer of all time

Eusébio da Silva Ferreira, born on the 25th January, 1942, is commonly known as Eusébio. He is a retired Mozambican-born Portuguese footballer. He is considered one of the best footballers of all time. He helped the Portuguese national team to reach the third place at the 1966 World Cup, being the top goal scorer of the tournament with nine goals which gave him the title of *Bronze Ball Player*. He was elected the European Footballer of the Year in 1965 and was runner-up in 1962 and 1966. He played for Benfica for fifteen years and is the team's all-time top scorer. There he won the European Cup once and managed to



help them reach three additional finals. He was the competition's top scorer on three occasions, in 1965, 1966 and 1968. He also won the *Bota de Prata* (*Primeira Liga* top scorer award) seven times, in 1964, 1965, 1966, 1967, 1968, 1970 and 1973, an unmatched feat. He was the first player ever to win the European Golden Boot Award, in 1968, a feat he later replicated in 1973.

Nicknamed 'The Black Panther', or 'The Black Pearl', or 'O Rei' (The King) in Portugal, he scored 733 goals in 745 games in his career. He was known for his speed and his powerful, accurate right-footed strike, making him an outstanding prolific goal scorer. He is considered Benfica's and Portugal's most renowned player along with Just Fontaine, one of the first world-class African strikers. Although he was born in Mozambique, he could only play for the Portuguese team, like Matateu and Mário Coluna, among others, before him. This was because Mozambique was still an overseas territory and its inhabitants were considered Portuguese. He was elected the 9th best footballer of the 20th century and Pelé named him as one of the 125th best living footballers in his 2004 FIFA 100 list. He often appears in best player of all time lists and pools by football critics and fans. In November 2003, to celebrate UEFA's Jubilee, he was selected as the Golden Player of Portugal by the Portuguese Football Federation as their most outstanding player over the past 50 years.

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

IMPORTANT VOCABULARY
Feat – *façanha, proeza*

COMPREHENSION

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

1. Eusébio has always played for the Mambas.
2. He was born in Africa in the 20th century.
3. He is the richest footballer in Portugal.
4. He played for Benfica for more than a decade.
5. He is one of the few players who have managed to win the European Golden Boot.
6. Benfica honoured him by building a statue outside its stadium.
7. His first club was Sporting de Lourenço Marques.

F

SPEAKING

Discuss what can be done by both local football club managers and the government in order to improve our football standards.

GRAMMAR

Adverbs

Adverbs are words that explain how something is done, how we feel about a particular thing or issue. Examples:

Nearly: It is placed before an adjective or another adverb that it is describing; it may also come in the middle of a basic sentence.

*e.g. That was **nearly** correct. We **nearly** missed the bus.*

Already: this is an adverb of time. It is placed after the verb.

*e.g. She had **already** gone when I arrived.*

Almost: this is an adverb that shows to what extent something is done or happens. It is placed before the main verb.

*e.g. This is **almost** done, just hold on for some time.*

Write sentences using the adverbs nearly, already and almost.

1. Nearly

2. Already

3. Almost

WRITING

Write a composition expressing your opinion on the following: football players, as well as other public figures, need to assume a certain level of social responsibility.

PRE-READING

1. How are disabled people viewed in your community?
2. Do you think it is possible for people with disabilities to have an extraordinary life? Justify your answer.

READING

Read the text and develop your opinion on this issue.

Disability doesn't mean inability

How would you live without one leg? What if you lost your sight or hearing ability? Life would be very hard for you, wouldn't it? Now think of those who were born with a disability, and how they live their everyday life. As if things weren't bad already people sometimes exclude them from some activities and make fun of them. This is morally wrong. We all need to treat them as equals. Being disabled doesn't mean being unable. Let's focus on two examples:

Stevie Wonder: although being blind he is one of the most famous musicians that made it to the top. His songs are well known and were on the top in top charts for decades. He writes his songs himself and plays the flute and the piano. The fact that he cannot see didn't stop him from singing.

Adriano: Adriano is an anonymous man. He is not as famous as Stevie Wonder, but he is one of the many living persons with a disability that leaves many people's mouth agape. He repairs almost any electric appliance. It all started when his father refused to buy a new TV set for his bedroom. He then started repairing all his appliances by himself. One day his father's air conditioner stopped working; it was one of those very hot days and his father could not stand the heat. To add salt to an injury, his father had no money to pay for the technician. Jokingly, Adriano asked his father to allow him to repair it; his father laughed his lungs out and promised him a new TV set if he managed to repair the air conditioner. And so he did.

VOCABULARY

Find words that can replace the underlined idiomatic expressions without changing the idea of the text.

1. mouth agape _____
2. add salt to an injury _____
3. laugh his lungs out _____

COMPREHENSION

Are the following statements true (T), false (F) or not stated (NS)?

1. People with disabilities are not discriminated.
2. Stevie Wonder is famous because he is blind.
3. Since Stevie is blind he cannot play any musical instrument.
4. Adriano is an appliance repair technician.
5. Adriano repairs cell phones only.
6. Mozambique does not have any disabled celebrities.

SPEAKING

Many people think that disabled people are worthless. What should be done to stop this kind of mentality? Discuss this with your classmate.

GRAMMAR

Reflexive pronouns

We use a reflexive pronoun when we want to refer back to the subject of the sentence or clause. We use the reflexive pronouns to indicate that the person who realizes the action of the verb is the same person who receives the action. Reflexive pronouns end in **-self** (singular) or **-selves** (plural).

	Reflexive pronoun
singular	myself yourself himself, herself, itself
plural	ourselves yourselves themselves

e.g.

He cooked the dinner **himself**.They are giving **themselves** a break.

A. Choose the correct reflexive pronoun to complete each sentence.

myself yourself himself themselves ourselves herself

- The teacher asked the students to write the assignment _____.
- She can't look after _____ she is very young.
- What a beautiful dress! Thank you, I made it _____.
- Stevie Wonder _____ composed the song.
- You _____ will be the one cleaning all this mess as a punishment.
- The hotel had a shortage servants so we had to do some of the cleaning _____.

B. Write sentences using the following reflexive pronouns.

- Himself: _____
- Myself: _____
- Ourselves: _____
- Yourself: _____
- Themselves: _____

WRITING

Design an education poster about the importance of avoiding discrimination against disabled people.

PRE-READING

Who do you think may be the ones best prepared to give good advice: young or old people? Why?

READING

Read the text and discover a remarkable human being.

A remarkable sexagenarian

Ronaldo, 69 years old, is a well-known public speaker in Goba, a very small village in the south of Boane. Although he has neither been to school nor to college, his knowledge and speeches are admired by many intellectuals. In spite of being frail and suffering from a disease that has made it difficult for him to speak, he is the villages' guest speaker at every wedding, graduation ceremony or any traditional ceremony. His speeches are always full of love, humour, respect and are never about complaints nor brags about his fame. For this reason, every villager invites him as a guest speaker. Some villagers even say that the president has, for several times, invited him to be his spokesperson, but that his love for the village has always inhibited him from accepting his invitations. Ronaldo is also different in many ways. First of all, he is the only teetotaller in the village that has devoted his free time to educate young people and adults about the dangers of drinking. This should have led him to become the enemy of boozers but his good character and special way of advising them has been the sole reason for his success. He has contributed to a reduction in school drop outs among young people and has also contributed to make housewives happier as their husbands get to spend more time with them. Most of his age-mates are unemployed and some live on a state pension. He is the only one who gets his pension but still looks for a well-paid job. Had it not been for his age and academic background, he would have got one very easily. On top of that, he is not ashamed to do any work as long as it gives him the opportunity of earning any money. An example of this is the fact that he once cleaned toilets at a local primary school in order to reduce his grandson's school fees. How many among us would do that? He is able to speak in public in a nutshell in spite of his poor health condition; he is extraordinary intelligent even though he has never attended school. His determination and ability to work hard are what make of him such a remarkable sexagenarian.

Johannes Magombo



IMPORTANT VOCABULARY

brag – *gabar-se*

teetotaller – *abstémio*

boozers – *bêbedos*

COMPREHENSION

1. How old is Ronaldo?
2. What does he usually do for the people in his community?
3. Why is Ronaldo famous?
4. What makes him different from his age-mates?
5. What did he do in order to reduce his grandson's fees?
6. Do you think it was a wise thing to do? Why? Why not? In your opinion, what could have he done instead?

SPEAKING

Imagine you are Ronaldo. Prepare a speech for a graduation ceremony. In your speech don't forget to advise young people to take their studies seriously.

GRAMMAR

Passive voice

We use the passive form when we want to focus on the action.

Present Simple Passive: Present Simple of be + Past Participle of the main verb

*e.g. My bedroom **is cleaned** every day.*

Past Simple Passive: Past Simple of be + Past Participle of the main verb

*e.g. That hotel **was built** in 1990.*

A. Write sentences in the passive with the verbs below:

1. Damage: _____
2. Show: _____
3. Translate: _____
4. Drive: _____
5. Cause: _____

B. Complete the sentences with the most adequate passive voice form.

1. Many different languages _____ (*speak*) in Africa.
2. Football _____ (*play*) all over the world.
3. Every four years, a new President _____ (*elect*).
4. Children _____ (*advise*) against common diseases by doctors.
5. His car _____ (*not wash*) since last week.
6. The thieves _____ (*arrest*) by the police.

WRITING

Write a composition about the importance of caring for old people.

PRE-READING

What do you understand by the word 'hero'?

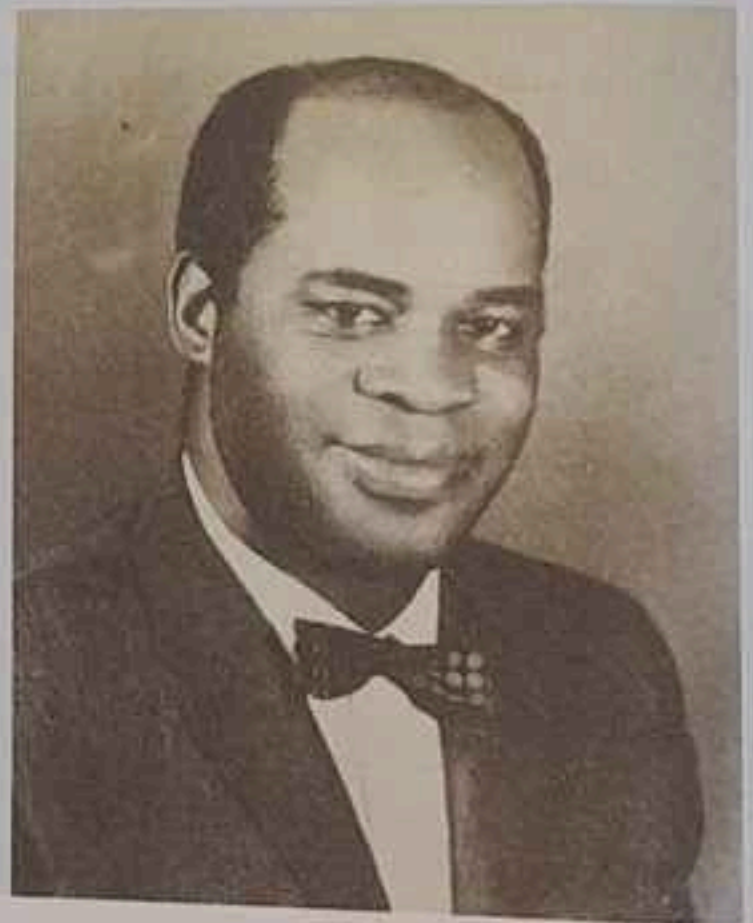
READING

Read the text and get to know more about a national hero.

3rd February

In Mozambique, 3rd February is a public holiday. Do you know why it is a public holiday? This question was asked to different young people on the streets of three big cities: Maputo, Beira and Nampula. The outcome was bewildering. Many of them do not know why 3rd February is a public holiday. Some of them have an idea but are not sure about it or consider they do not have enough information.

3rd February is Heroes' Day. It is the day when we honour our heroes. It was the day the first president of FRELIMO, Eduardo Mondlane, was assassinated. On this day we honour him and many others who gave their lives in order to liberate us from the colonial rule. He was born in Portuguese East Africa, in 1920. He worked as a shepherd until the age of twelve. He attended several different primary schools before enrolling in a Swiss-Presbyterian school near Manjacaze. However, he ended his secondary education in the same organization's church school at Lemana in the Transvaal, South Africa. He then spent one year at the Jan Hofmeyer School of Social Work before enrolling in Witwatersrand University in Johannesburg. But he was expelled from South Africa only one year after, in 1949, following the rise of the Apartheid government. In June, 1950, he entered the University of Lisbon, in Lisbon, the capital of Portugal. By Mondlane's request he was transferred to the United States, where he entered Oberlin College in Ohio at the age of thirty-one, under a *Phelps Stokes* scholarship. He enrolled at Oberlin College in Oberlin, Ohio in 1951, starting as a junior, and in 1953 he obtained a degree in anthropology and sociology. He continued his studies at Northwestern University in Evanston, Illinois. He earned a doctorate in Sociology from Northwestern University and married Janet Mondlane, a white American woman from Indiana, who then lived in the Chicago suburbs. In 1969, a bomb planted in a book sent to him at the FRELIMO headquarters in Dar es Salaam, Tanzania, killed him.



VOCABULARY

Find words that can replace the underlined ones in the text without changing the idea.

1. bewildering: _____
2. idea: _____
3. assassinated: _____
4. shepherd: _____

COMPREHENSION

Answer the questions.

1. What event takes place on February 3rd in Mozambique?
2. What happened on this day in 1969?
3. Mention some of the schools Eduardo Mondlane attended in his life.
4. What occupation did he have before he was a teenager?
5. What happened to him in 1953?
6. How was he assassinated?

SPEAKING

Discuss the following with your classmates: Our country has more than just political heroes. We have remarkable people in other areas as well.

GRAMMAR

Modal verb **Would**

We use the modal verb **would**:

- when we want to refer to a situation or an event that is not real.
*e.g. It **would** be nice if I changed school.*
- to show politeness when expressing what one wants to do.
*e.g. I **would** like to take you out tonight.*
- to say that something happened regularly in the past (past habit).
*e.g. When we worked in Maputo, we **would** often have lunch together.*

Use the following information to write sentences with **would**.

*e.g. (a place I wish to visit is Nevada) I **would** like to visit Nevada.*

1. (I wish to be a nurse) _____
2. (I want a new house) _____
3. (I wish I was rich) _____
4. (I want to go out / it is raining) _____
5. (John / like to go to theatre) _____
6. (We / every afternoon / used to take a walk together) _____

WRITING

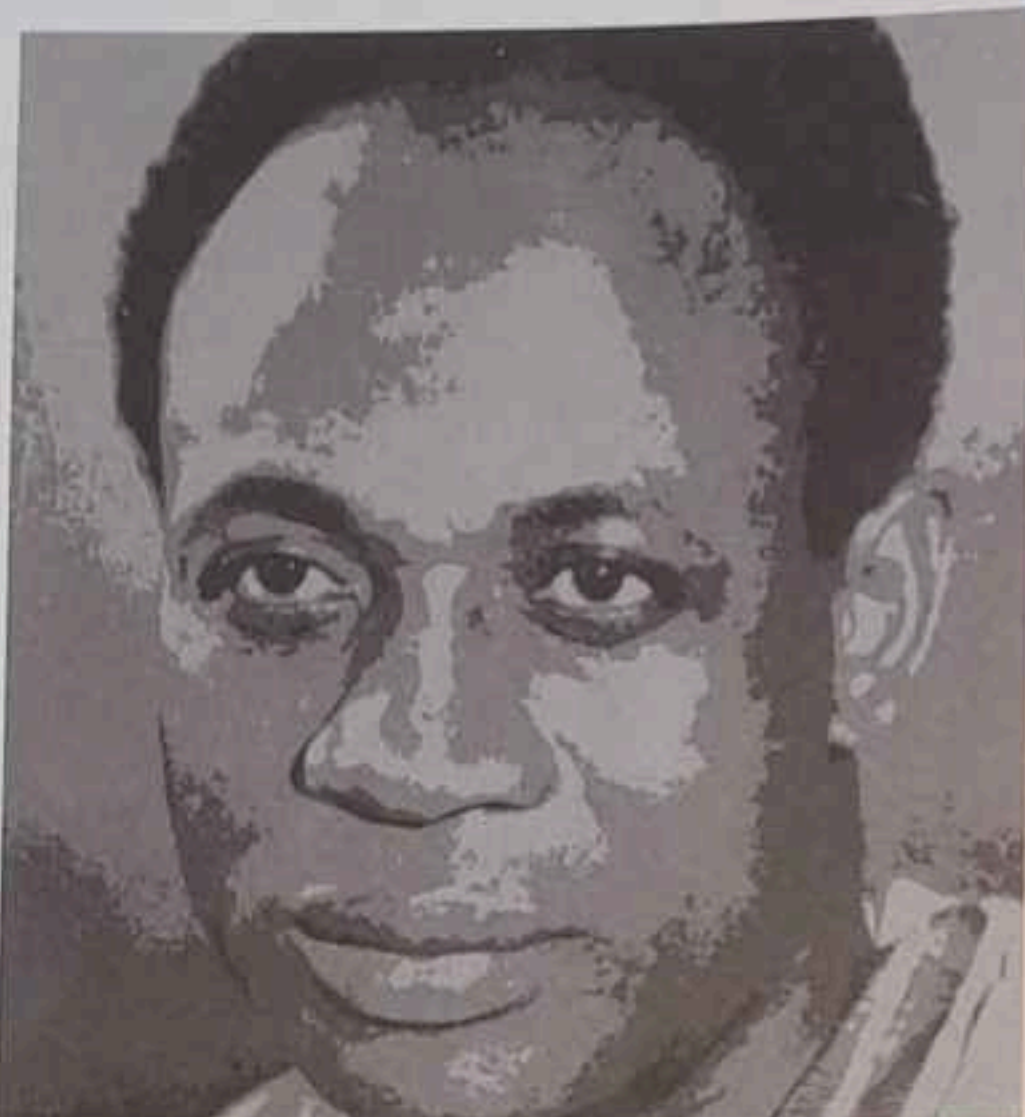
Write a text praising a national hero of your choice. Include what that person did and why in your opinion he or she deserves to be considered a hero.

PRE-READING

Which political heroes do you know?

READING

Read the text and learn more about two political heroes.



KWAME NKROMAH
1909 - 1972

The pride of Africa

Kwame Nkrumah, 21st September, 1909– 27th April, 1972, was the leader of Ghana and its predecessor state, the Gold Coast, from 1952 to 1966. He graduated from the Achimota School in Accra in 1930, studied at a Roman Catholic seminar and later taught at a Catholic school in Axim. In 1935 he left Ghana for the United States, receiving a BA from Lincoln University, Pennsylvania, in 1939.

He was the first President of Ghana and also the first Prime Minister of Ghana. He also was an influential 20th century advocates of Pan-Africanism and a founding member of the Organization of African Unity, currently African Union. In 1963 he won the Lenin Peace Prize.



Nelson Rolihlahla Mandela, 18th July, 1918, served as President of South Africa from 1994 to 1999. He was the first South African president to be elected in a fully representative democratic election. Before his presidency, Mandela was an anti-apartheid activist and the leader of *Umkhonto we Sizwe*, the armed wing of the African National Congress (ANC). In 1962 he was arrested and convicted of sabotage and other charges. He was sentenced to life in prison but served twenty-seven years in prison. Many of these years were spent on Robben Island. Following his release from prison on 11th February, 1990, Mandela led his party in the negotiations that led to multi-racial democracy in 1994. As president from 1994 to 1999, he frequently gave priority to reconciliation. In South Africa, he is often known as Madiba, his Xhosa clan name; or as tata which means 'father'. Mandela has received more than 250 awards over four decades including the 1993 Nobel Peace Prize.

IMPORTANT VOCABULARY

predecessor – predecessor
sabotage – sabotagem

COMPREHENSION

1. When were the two heroes born?
2. Who is still alive?
3. Why are they considered heroes?
4. Mention the prizes they won.
5. In your opinion, do they deserve to be considered heroes? State your reasons for and against.

SPEAKING

Debate:

Africa has got many political heroes, alive and dead. In your opinion, are they being well honoured? Is there anything to be improved?

Do you think Heroes' Day should not be associated with any person in particular? Justify your position.

GRAMMAR

Used to + infinitive

We use the expression **used to + infinitive** to refer to actions that happened regularly in the past, but that no longer take place nowadays. It is also used to refer to things that were true in the past but are not true anymore.

e.g.

- She **used to be** a great student.*
- My sister **used to smoke** before she got married.*
- Joaquim Chissano **used to be** our president.*

Imagine you are now a grandfather or a grandmother. Tell your grandchildren how you have changed throughout years. Include some of the things you used to like to do and also some common facts that have changed.

WRITING

Very few young people know about African heroes, even those with national projection. Write down a composition stating your opinion on what you think it should be done to solve this situation.

PRE-READING

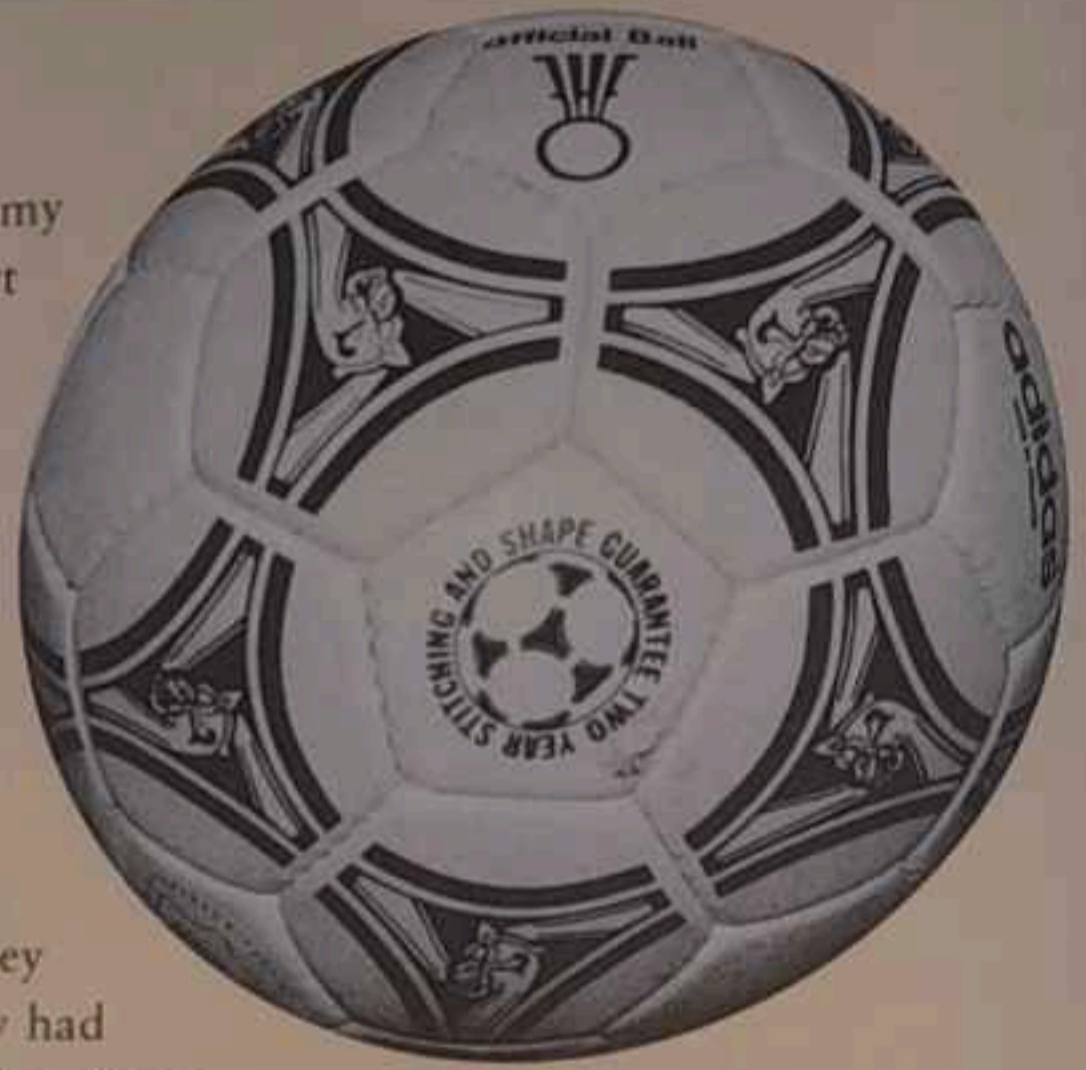
There are people who choose to give up when they don't manage to achieve their goals easily. Discuss the importance of never giving up.

READING

Read the text and have an example of struggling for life goals.

'I never gave up trying'

Anderson Rafael Rombe is a hero within my community. He is a handball coach, sport underestimated by many people in my community. He has coached, trained and formed different players for years. I consider him a hero because he has managed to achieve what in normal cases would be impossible. His handball team is one of the best in our district; recently it participated in a national handball competition and was the runner up after well-known clubs like Maxaquene and Costa de Sol. It is worth mentioning that in some matches they played without having eaten before and that they had to walk to get to the place they were due to play. Most people thought that that specific occasion was his first victory ever, but when he was interviewed by a local radio he left them stunned when he revealed some of the medals he had won before. He also confessed that he considered his victories to be a result of the lack of consideration and of being looked down by so many people. Although he is all smiles these days, tears always come to his eyes when he recalls the drawbacks he has had to overcome. 'There were times in which we trained without a ball or uniforms for our players'; 'we also don't have our own means of transportation so we have to walk to the venues and sometimes we do not eat at all'.



IMPORTANT VOCABULARY

underestimate - *subestimar*
stun - *espantar*

COMPREHENSION

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

1. Anderson is a famous handball player.
2. He is famous in his community.
3. He has one of the best teams in the district.
4. His team won the second place in a recent handball competition.
5. He has won a lot of medals from different competitions.
6. Handball is everybody's favourite sport.

SPEAKING

Debate:

What should be done to bring visibility to other sports beside football?

GRAMMAR

Past Perfect

When we want to talk about a past action that took place before another past action we use the **Past Perfect**.

It is formed like this: **had + the Past Participle of the main verb.**

*e.g. When I arrived at the party, José **had** already **gone** home.*

*Sonia **had** just **arrived** home when the phone rang.*

Make sentences in the Past Perfect using the words in brackets.

1. I did not have any money because (I / lose) my wallet.

2. (The film / already / begin) when we arrived.

3. The boy who came in was a stranger to me, (I / never / see) him before.

4. My mother cooked a meal to my sister but she refused to eat it because she (already / eat).

5. When I met Bruno he (sell) his car.

6. It was very nice to meet Anna after such a long time, I (not / see) her for a long time.

7. She only understood the movie because she (read) the book.

8. We were not able to get a hotel room because we (not / book) in advance.

WRITING

Write about someone from your community who has managed to do something special despite adversity.

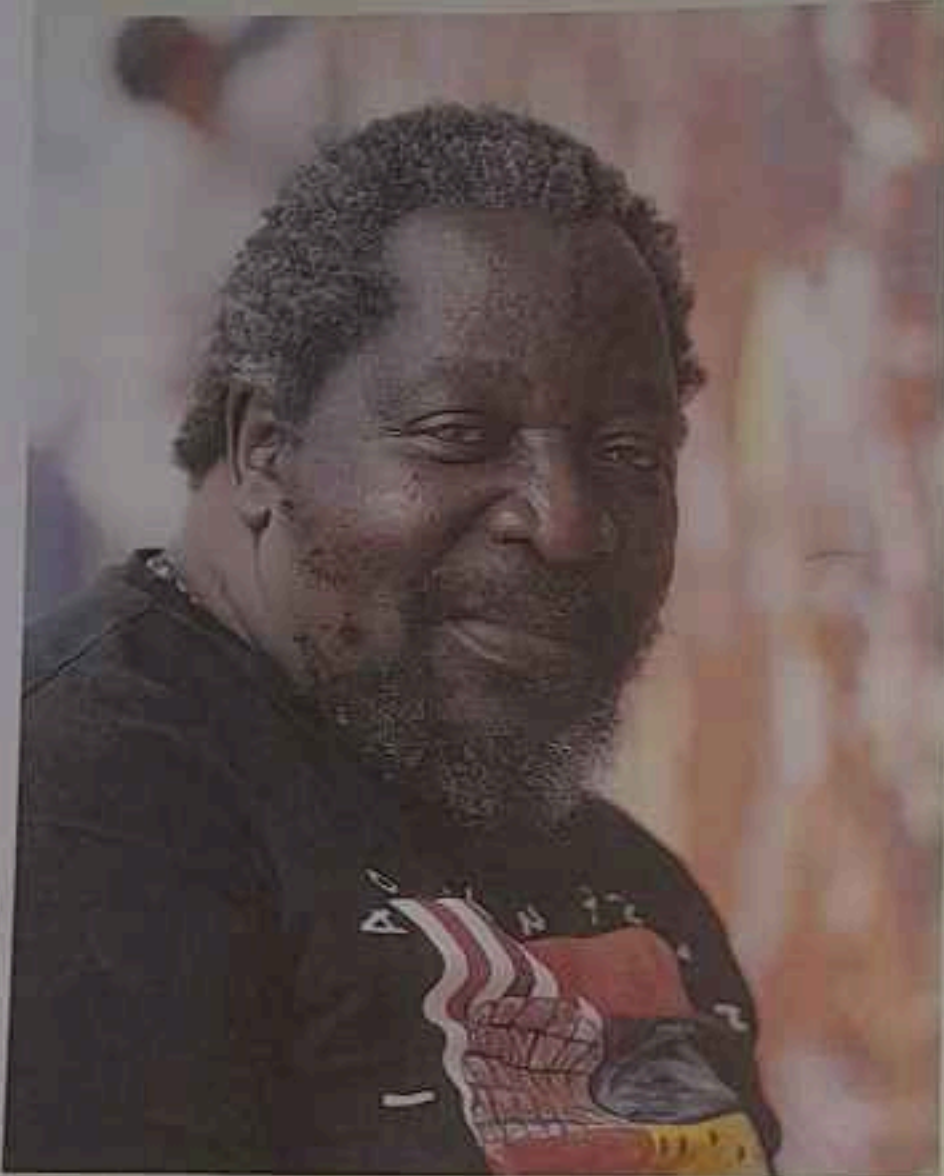
PRE-READING

1. Have you ever heard about Malangatana?
2. What do you know about him?

READING

Read the text and learn more about Malangatana.

Malangatana Valente Ngwenya (1936–2011)



Malangatana Ngwenya, one of Africa's best-known contemporary artists, whose phantasmagorical paintings were inspired by political conditions in his home country, Mozambique, died in Matosinhos, Portugal, in 2011. He was seventy-four years old. According to Pedro Hispano Hospital he was admitted on Christmas Day after visiting his daughter, but the cause of death is not known.

He was a beloved national hero in Mozambique, and we believe he will remain a hero forever in people's hearts. He was one of the few African artists to gain worldwide recognition while staying in Africa – an international profile enhanced by his expansive personality. He was an excellent artist but also a performer who composed music, sang songs in five languages and periodically broke into spontaneous dancing. However, even after he took up art full time in 1981 and his fame grew, he remained a highly visible political and civic presence.

He was a founding member of the Mozambique Peace Movement and served as a representative in parliament from 1990 to 1994. He was fundamental in establishing the National Museum of Art of Mozambique in Maputo and undertook several large public mural projects. He established cultural programs in his hometown village and taught art to children at home. In 1997 he was named Artist for Peace by UNESCO.

<http://www.nytimes.com> (abridged and adapted)

IMPORTANT VOCABULARY

phantasmagorical – *fantasmagórico*
spontaneous – *espontâneo*

COMPREHENSION

Answer the questions about the text.

1. How are Malagatana's paintings classified in the text?
2. What was his source of inspiration?
3. Was the quality of his art work recognized worldwide?
4. What social and political causes did he engage in?

SPEAKING

Debate: Many people feel some heroes are only honoured after their death. Do you agree?

GRAMMAR

Sequence markers

Sequence markers are words that link or join sentences or ideas. They indicate the chronological order in which things happen, they add or reinforce what has already been said and show the equity of ideas. Examples: *first, secondly, thirdly, to begin with, then, next, to conclude, furthermore, in addition, likewise, similarly.*

*e.g. **First**, he cut the big tree **then** he removed the bees.
To conclude, these kind of games should be banned.*

A. Read the text again and rewrite the second paragraph using the sequence markers below.

first to begin with then next furthermore in addition similarly

B. Write sentences using the following sequence markers:

then **to conclude** **in addition** **likewise** **secondly**

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

WRITING

Imagine you have been given a chance to praise Malangatana at Heroes' Day. Write a speech of your own and read it to your classmates.

PRE-LISTENING

There's a general tendency to forget there are heroines as well. What do you think about this?

LISTENING

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

brothers Mozambique American winning Mozambican
African-American Mississippi Chicago barber Portuguese



Heroines in a world of heroes

Josina Muthemba Machel is a major heroine in the history of _____ She was born with a twin brother, Belmiro, on 10th August, 1945 in Vilanculos, Gaza, into a family of five sisters and three _____. Her grandfather was a lay Presbyterian evangelist who presided over _____ nationalism and cultural identity against European assimilation. Her father worked as a nurse in government hospitals and this required him to move the family periodically because of the transference of _____ In one occasion, Josina, her father, two of her sisters and two uncles were all jailed as a result of their participation in clandestine opposition to the _____ colonial administration. Josina was one of twenty-five young women to go through three months of military training at the _____ Nachingweya in the liberated area of Cabo Delgado. She became a key figure in the _____ struggle for independence, promoted the emancipation of African women, married the man who would become the country's first president, and died at the age of twenty-five.



Oprah Gail Winfrey commonly known as Oprah Winfrey was born on January 29th, 1954. She is an _____ television host, actress, producer, and philanthropist best known for her self-titled multi-award _____ talk show which has become the highest-rated program of its kind in history. She has been ranked as the richest _____ of the 20th century, the greatest black philanthropist in American history and was once the unique white black billionaire. She is also, according to some assessments, the most influential woman in the world.

Winfrey was born into poverty in rural _____ to a teen single mother and later raised in an inner-city Milwaukee neighborhood. She experienced considerable hardship during her childhood including being raped at the age of nine and getting pregnant at fourteen. Her mother died in infancy. She was sent to live with the man she calls her father in Tennessee. She landed a job in radio while still in high school and began co-anchoring the local evening news at the age of nineteen. Her emotional ad-lib delivery eventually got her transferred to the daytime talk show arena and after boosting a third-rated local _____ talk show to first place she launched her own production company and became internationally syndicated.

IMPORTANT VOCABULARY

landed a job - encontrou um emprego
co-anchoring - assistência noticiosa
ad-lib - improvisar

SPEAKING

Debate: The world seems to honour more heroes than heroines. Express your opinion on this situation.

GRAMMAR

Impersonal passive voice

The phrase **It is said** ... is an impersonal passive construction. We often use it in news.

The structure of the **impersonal passive voice** is: It + passive + that clause

e.g. It is said that children are afraid of ghosts.

The correct active sentence would be:

e.g. People say that children are afraid of ghosts.

There are more impersonal passive voice structures: **It is believed to**, **It is thought**.

e.g. It is believed there are more than seven thousand languages in the world.

e.g. It is thought that teenagers all over the world eat more saturated fat than years ago.

Write sentences with impersonal passive voice structures.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

WRITING

Think of a national or an international heroine that you know.

Write an essay about her achievements. Mention her name, place of birth, and achievements.



PRE-READING

Do you think media plays a significant role in what we do to entertain ourselves? Discuss this with your classmates.

READING

Read the text and improve your opinion on this issue.

The influence of media on entertainment

We are living in a world that greatly depends on information and communication to keep moving. This information affects our day to day activities. Take for example, the use of mobile phones and computers. These are forms of media that almost everyone relies on for communication, work, studying and even entertainment. For the last half century media has greatly developed and influenced the way many societies view entertainment. Today we talk not only about magazines but also about e-magazines, we have the internet and many other forms of media, which have made it easy to access the field of entertainment. TV is the most influential form of media that educates, informs and above all entertains many people all over the world. For ages TV has been the commonest and cheapest media used to entertain everyone. TV entertainment comes in various forms and it targets different age groups. It has been the centre of culture shock and imitation of western culture. When it comes to putting into practice what has been seen on TV, young people are not selective, they even end up going against their culture and tradition. It also affects them in the way they entertain themselves, some even change their lifestyle only to be and act like a particular star or TV personality and have become addicted to the point of spending hours and hours watching TV programmes, therefore not socializing. Nowadays the internet is probably the most used and most relied form of media and has greatly influenced the way we view entertainment. The internet is widely used by singers and different people in the world of entertainment. Violent films and songs depicting violence has made the youth become more violent and disobedient.



IMPORTANT VOCABULARY

lifestyle - estilo de vida
personnel - pessoal

COMPREHENSION

Read the text again and then complete the paragraph below.

Nowadays we live in a world that greatly depends on _____ for communication, _____ and _____. It is also used in the field of _____. We can entertain ourselves by a single click of a mouse on our computers, one can also _____ music or read an _____. It is easy to entertain ourselves, but this very entertainment can _____ us negatively. Some have become violent others have changed their _____ all because of the influence of media on _____.

SPEAKING

Discuss what can be done to avoid the possibility of media being a bad influence to young people.

GRAMMAR

Each and Every

Each / Every are similar in meaning. Take a look at the examples below:

***Each** time it rains I feel cold. **Every** time it rains I feel cold.*

We use **each** when we think of things separately.

*e.g. Look at **each** case carefully. (Look at the cases one by one.)*

We use **every** when we think of things as a group. The meaning is the same as all.

*e.g. She enjoys reading; she has read **every** book on this shelf. (She has read all the books on that shelf.)*

A. Complete the sentences with each or every.

1. There were six boxes in the room. _____ Box was of a different colour.
2. All-Africa games are held _____ four years.
3. It is a fact that _____ mother worries about the well-being of their children.
4. In the game of tennis there are two players. _____ player has a racket.
5. Malinda plays basketball _____ Friday.
6. I understood most of what was said at the meeting but not _____ word.
7. The holiday was very interesting. I enjoyed _____ single day.

B. Write sentences using each or every.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

WRITING

Write an article criticising a particular TV programme or a film that you think may be a bad influence on the youth. Don't forget to briefly describe the programme or film and to give at least three reasons for its bad influence.

PRE-READING

1. What do you usually do to entertain yourself?
2. How many books do you read per month?
3. How many national theatres do you know?

READING

Read the text and discover the benefits of reading and going to the theatre.

Read or go to the theatre

There are many forms of entertainment in the world. Some are beneficial, others are questionable and debatable. I took some time to find out what most of the youth in my community do for entertainment. Here are the most common and their favourite forms of entertainment: listening to music, playing video games, watching TV and listening to the radio. A good number of the youth who took part in the survey named other forms of entertainment that are dubious: having sex and drinking beer. Unfortunately none of them included forms of entertainment that would help them think critically or be an important influence for their future. I am thinking about going to the theatre and reading.

Reading a wide range of books opens one's mind. As we read, we discover many things on our own, some of them totally new, others just things we already knew but were not aware of. This opens one's mind and create room for critical analysis. Literature is like a forest in which you have a lot of different trees: though separate and different, they all form the forest as a whole. In the same manner, different forms of literature help us to learn a variety of lesson as we read.

Theatre is another form of entertainment that helps both young and old to think properly. It can create room for the audience to interact with the actors in such a way that they end up taking part in it. It also helps to develop critical judgment analysis and improve our ability to view society. Theatre can contribute for our education besides making us laugh. It is better for us to read and go to theatres than choosing to do other dubious forms of entertainment.



IMPORTANT VOCABULARY
dubious - *duvidoso*
survey - *levantamento*

COMPREHENSION

Complete the paragraph below using the information from the text.

Many youth enjoy _____ and _____. Some of them enjoy forms of entertainment as _____ and drinking beer. According to the author this is _____ for the youth. They should _____ instead. Reading helps us _____ new _____ properly. Going to the theatre helps us _____

SPEAKING

Many youngsters are involved in beer drinking and taking drugs, all in the name of entertainment. Discuss ways of reducing this situation and making them read or go to the theatre.

GRAMMAR**Present Perfect Continuous**

We use the **present perfect continuous** to refer to something which has already happened and is still happening now.

It is formed like this: **have been** or **has been** + the main verb ending in **-ing**.

*e.g. She **has been living** alone since she was ten years old.*

*It **has been raining** heavily lately.*

*We **have been learning** English for three years.*

Read the situations and write a sentence for each in the Present Perfect Continuous.

1. It is snowing. The snow started three days ago.

2. Bento is waiting for a bus. Almost for an hour now.

3. I am learning how to drive a truck. I started my driving lessons last week.

4. Jim is studying in London. He started studying there in December last year.

5. My teacher is playing tennis. She started three hours ago.

6. Tom is washing his clothes. He started at 7:00 and it is now 15:00.

7. He is painting the house. He started five hours ago.

8. I work as a fireman. I started working as a fireman in 1975.

WRITING

Write a composition about the advantages of reading and going to the theatre. Point at least three advantages and three disadvantages.

PRE-READING

Make a list of words that are related to the following categories:

1. Films
2. Drama and plays
3. Music

READING

Read the text and find more words related to cinema, theatre and music.

Vocabulary related to entertainment

Cinema

Many people go regularly to the cinema. Most towns have a multiplex (multi-screen) cinema which shows a wide range of films, from feature films to family films. In Britain films are classified with U (suitable for all ages), PG (parental guidance), suitable for everyone over the age of 8 or 12, no children can watch it unless they are with an adult; 15, no one under the age of fifteen can watch it, and 18 (only suitable for adults).

Theatre

Capitals and big towns have theatres, where you can watch plays, musicals or pantomimes. You can choose to go in the afternoon, for the matinee performance, or in the evening. The stalls are the seats at the ground level in front of the stage.

Live music

Large cities can offer you a huge range of musical performances, from opera to classical concerts; from jazz, folk, rock to pop gigs (concerts). In summer there are often music festivals.



IMPORTANT VOCABULARY

pantomimes – *pantomina*

VOCABULARY

Write sentences with the underlined words: matinee and stalls.

1. _____
2. _____

COMPREHENSION

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

1. People don't go to the cinema.
2. Multiplex cinemas have more than one screen.
3. There are no theatres in Mozambique.
4. Matinees are films for Africans.
5. Large cities don't offer a huge range of musical performances.
6. Live music is only offered to adults.

SPEAKING

Talk about one of the three areas of entertainment mentioned in the text. Discuss how they can be improved so that they can benefit both young people and adults.

GRAMMAR

Present Perfect Simple and Present Perfect Continuous

In contrast with the present perfect simple tense, which emphasises the result of a completed action, the present perfect continuous tense focuses on the duration or the activity itself.

e.g. I have written two letters today. (result)

I've been writing this letter all week. (duration or activity)

Put the verb into the correct form Present Perfect Simple or Present Perfect Continuous.

1. Where have you been? _____ (you / sleeping)?
2. Look! _____ (somebody / break) that window.
3. My boyfriend is a football player. _____ (he / play) for several famous clubs.
4. You have arrived late again. I _____ (wait / for you) for more than an hour.
5. _____ (I / read) Mia Couto's novel. _____ (I / not finish) yet.
6. _____ (I / read) Rui Knopfli book and I can tell you what it is all about.
7. _____ (I / work) so I am very tired now.
8. _____ (Maria / save) money for the last six years. She _____ (save) enough to buy a brand new car.
9. Jane (go out) _____ with Paul for seven years now.
10. My team (win / only) _____ two matches so far.

WRITING

In summer there are often music festivals, *Verão Amarelo* is one of the well-known music festivals in Mozambique. Write a composition describing this festival and what you think it could be improved in the future.

PRE-READING

Have you ever heard the name Louis Armstrong? If so, related to what?

READING

Read the text and learn more about Louis Armstrong.



Louis Daniel Armstrong

Louis Daniel Armstrong (August 4th, 1901 – July 6th, 1971) was an American jazz trumpeter and singer from New Orleans, Louisiana. He came to prominence in the 1920s as an "inventive" cornet and trumpet player. He was a foundational influence in jazz, shifting the music's focus from collective improvisation to solo performance with his instantly recognizable deep and distinctive gravelly voice. He was also an influential singer, demonstrating great dexterity as an improviser, bending the lyrics and melody of a song for expressive purposes. He was also greatly skilled at scat singing, vocalizing sounds and syllables instead of actual lyrics.

Renowned for his charismatic stage presence and voice almost as much as for his trumpet-playing, Armstrong's influence extends well beyond jazz music and by the end of his career in the 1960s, he was widely regarded as a profound influence on popular music in general. He was one of the first truly popular African-American entertainers to "cross-over", whose skin-colour was secondary to his amazing talent in an America that was severely racially divided. It allowed him socially-acceptable access to the upper echelons of American society that were highly restricted for a person of colour. While he rarely publicly politicized his race often to the dismay of fellow African-Americans, he was privately a huge supporter of the Civil Rights movement in America.

IMPORTANT VOCABULARY

- dexterity – *habilidade*
- echelons – *escalões*
- scat singing – *cantar de improviso, emitindo sons sem aparente sentido*

VOCABULARY

Write down words that can replace the underlined ones without changing the meaning of the entire sentence

1. inventive _____
2. influential _____
3. dismay _____

COMPREHENSION

Complete the paragraph below using the information from the text.

Louis Armstrong was an _____ jazz trumpeter and singer who managed to break the racial barrier among the _____ and the _____. He is also recognized as the man who revolutionized _____ from _____. He managed to cross-over and become the first _____ to _____. He political issue _____ his fellow African-Americans _____ to do that. He took his skin colour as a

SPEAKING

There are still people who look down on many black talented people. In your opinion, how can this attitude be changed?

GRAMMAR

Passive Voice

Passive voice is used when the focus is on the action. It is not important or not known who or what is performing the action.

e.g. My bike was stolen.

Form of Passive: **Subject + to be (auxiliary verb) + Past Participle (main verb)**

When rewriting active sentences in passive voice, note the following:

- the object of the active sentence becomes the subject of the passive sentence;
- the subject of the active sentence becomes the object of the passive sentence or is dropped.

Tense		Subject	Verb	Object
Simple Present	Active:	Rita	writes	a letter.
	Passive:	A letter	is written	by Rita.
Simple Past	Active:	Rita	wrote	a letter.
	Passive:	A letter	was written	by Rita.
Present Perfect	Active:	Rita	has written	a letter.
	Passive:	A letter	has been written	by Rita.
Present Continuous	Active:	Rita	is writing	a letter.
	Passive:	A letter	is being written	by Rita.
Past Continuous	Active:	Rita	was writing	a letter.
	Passive:	A letter	was being written	by Rita.
Past Perfect	Active:	Rita	had written	a letter.
	Passive:	A letter	had been written	by Rita.

Write the following sentences in the passive voice.

1. She is doing the housework. _____
2. The policemen helped the children. _____
3. Mother has watered the plants. _____
4. He had sent the letters to Italy the week before. _____
5. They were chasing the robbers. _____

WRITING

Think of a local or a national entertainer. Write a composition describing his/her life and works.

PRE-LISTENING

Story telling was common in the past. Nowadays it is very rare. Discuss the educational value of telling stories and how modern day families can benefit from this.

LISTENING

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

ethics machinery storyteller viewpoints

Benefits of storytelling

Storytelling is a means for sharing and interpreting experiences. Storytelling can be used as a method to teach _____, values, cultural norms and cultural differences. Learning is most effective when it takes place in social environments that provide true social indications about how knowledge is to be applied. Stories provide a tool to transfer knowledge in a social environment. Human knowledge is based on stories and the human brain consists of cognitive _____ necessary to understand, remember and tell stories. Humans are storytelling organisms that both individually and socially lead storied lives. Stories are effective educational tools because listeners become involved and therefore remember. While the story listener is involved, they are able to imagine new _____, inviting a transformative and imagined experience. Listening to a _____ can create lasting personal influences, promote innovative problem solving and raise a shared understanding regarding future ambitions.

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



IMPORTANT VOCABULARY
cognitive – *cognitivo*
innovative – *inovador*

VOCABULARY

Find words that can replace the ones bellow without changing the overall idea of the text.

1. knowledge _____
2. understand _____
3. promote _____

COMPREHENSION

Use the information from the text to complete the paragraph below.

Story telling is a way of _____ experiences. It is an activity that involves a teller and a _____ . Story telling can be used to _____ values, norms and the problems of languages. It is more real when it takes place in _____ environments. When telling a story, both the _____ and the _____ learn and share a common view on how to solve a particular problem.

GRAMMAR

Connectors

REMEMBER

We use connectors to join ideas in sentences. They work like bricks that must be joined together to make a house.

Conjunctions used in pairs are **correlative conjunctions**. Let's look at some:

Either...or	Either Peter or John has taken the book.
Neither...nor	It is neither hot nor tasty.
Both...and	My sister is both smart and intelligent.
Whether...or	Tell me whether you know the route or not.
Not only...but also	Not only is she stupid but also stubborn.

Rewrite the sentences using the paired conjunctions given in brackets. Make any necessary changes.

e.g. Tom doesn't lie to his friends. Paul doesn't either. (neither...nor)

Neither Tom **nor** Paul lie to their friends.

- Fred likes helping his friends. So does Linda.
(both...and) _____
- Harry used to date Ann. Or was it Helen?
(either...or) _____
- We should learn to accept our weaknesses and our strengths.
(not only...but also) _____
- He never listens to or advises his friends when they have a problem.
(neither...nor) _____
- I've betrayed your trust. I've betrayed your love for me.
(not only...but also) _____
- He felt disappointed. He felt misunderstood.
(both...and) _____

WRITING

Write a composition about the importance of telling stories. Mention at least three advantages of storytelling.

PRE-READING

Work with your classmate. Try to define the term business. Share your conclusions with the rest of your colleagues.

READING

Read the text and learn more about the history of business.

The history of business

Business is defined as an act of making money by producing or buying and selling goods or providing services. It is an activity that has taken many various forms and has spread to almost every corner of the world. It has created jobs for the poor but it has also been the root to contends and even wars. When exactly did people start to do business?

It is hard to tell when business came into existence. It is said that people in Africa used to trade things. Their trading was characterised by the exchange of goods among the members of a community. As time went by and with the arrival of Europeans to Africa, things changed. Africans were introduced to money so they stopped buying and selling by the exchange of goods and started using money. It is believed that corporations started with the Romans and expanded with the spread of the Roman civilisation. Modern day business is credited to the Americans who started to shape it in the 18th century.

Today it has turned to be not only the act of buying, selling and providing services but also a science and a field of study. Modern day businesses can be managed by individuals, the



state or a group of people. Below you can find some names related to business:

- **Sole trader** – a business owned and controlled by a single person.
- **Partnership** – a business owned and controlled by two people.
- **Company** – a business ran and controlled by more than two people.
- **Conglomerate** – a large business organisation consisting of several different companies that have joined together.
- **Subsidiary** – a company that is owned by a large company.

IMPORTANT VOCABULARY

corporation – *corporação*
credited to – *colocar dinheiro numa conta*

VOCABULARY

Find words that can replace the underlined ones without changing the idea of the text.

1. contends _____
2. trade _____
3. modern day _____

COMPREHENSION

1. How does the author define business?
2. What are the roots of business?
3. How was business conducted in ancient Africa?
4. Which nation is believed to be the pioneer in establishing corporations?
5. How did Africans start to use money?
6. Which nation is believed to be responsible for the shaping up of modern day business concept?

SPEAKING

Nowadays, there are many young people with a business of their own. Discuss the advantages and disadvantages of having a business of your own.

GRAMMARThe modal verb **Should****REMEMBER**

Modal verb **should**:

It is used to say that something is good or the right thing to do. It is also used to give advice.

*e.g. You look tired, you **should** rest.*

*We **should** take a shower every day.*

It is used to express the idea that something is not right.

*e.g. I wonder where father is, he **should** be here. (father is not here and it is not normal)*

*We **should** pay 10 mt, not this price you are telling us.*

It is used to express what we consider reasonable to be happening.

*e.g. Ben studied hard for the test so he **should** pass.*

*James is failing to walk properly. He **should** train later.*

Write sentences with **should** using the given information.

1. Jane needs to change her job. _____
2. I always feel tired in the morning. _____
3. He always comes sleepy to school. _____
4. My friend Nora never gets a good mark in English. _____
5. Ruth always quarrels with her husband. _____
6. I never get up early. _____

WRITING

Write a composition criticizing the way some businesses are ran in our country. Give an example and state at least two critics.

PRE-READING

Discuss some of the things you think everyone should do or follow when deciding to doing business in Mozambique

READING

Read the text to know Mozambique business etiquette.



Mozambique business etiquette

Many offices are opened Monday to Friday from 7:30 to 17:30 taking a lunch break between 12:00 and 14:00. Civil servants are not allowed to close their offices. They take turns to go have their lunch. There are some offices that open on Saturdays from 7:30 to 12:30. Mozambique is divided in terms of the right attire to use in office. Lightweight suits are advised although some wear casual clothes. Prior appointments are recommended and knowledge of Portuguese is normally necessary for business dealings, although there are translation facilities available in Maputo. January is the main holiday month, so this should be avoided for business trips.

Mozambique is an exporter of the following products: cotton, cashew nuts, sugarcane, tea and cassava (tapioca). Following the civil war, the Mozambican economy picked up strongly in the late 1990s. Devastating floods, drought and trade-related disputes in the new millennium have intermittently undermined progress, and required aid donors to step in. Growth was at a healthy 7.9% in 2006, but inflation was also high at 13.2%.

IMPORTANT VOCABULARY

disputes – *disputas*
intermittently – *de modo intermitente*
undermined – *enfraqueceu*

VOCABULARY

Find words that can replace the underlined ones without changing the idea of the text.

1. break _____
2. recommended _____
3. avoided _____

COMPREHENSION

Read the text and answer the questions.

1. At what time do government offices open?
2. What time do civil servants have for lunch?
3. What kind of outfit should one wear for a business meeting?
4. What is the language used in business meetings?
5. Explain why business trips should be avoided in January.
6. What happened in 1990? What were the consequences of it?

SPEAKING

It is common to find young people in casual attire in offices. Discuss the importance of dressing up properly in different occasions.

GRAMMAR

Have to + verb / had better + verb

When we want to say that it is necessary to do something we use **have to**. This may mean the obligation to do it.

*e.g. We **have to wear** a seatbelt when driving.*

We use **had better** to give strong advice, or to tell people what to do.

*e.g. You'd **better** turn that music down before dad gets angry.*

Complete the sentences using **have to** or **had better** plus the given verbs. Put the verbs either in the positive or negative forms.

ask buy drive get up go do pay

1. I have lessons tomorrow, so I _____ early.
2. I need to rest. I _____ to bed.
3. We _____ for all the damages caused by our son at the party last night.
4. It is getting dark. I think I _____ home. My mother will be worried if I get home late.
5. This is too expensive, you _____ something cheaper.
6. It is good to visit granny. You _____ it more often.
7. 'I am so sorry I have forgotten the mobile number of your new client.'
'Oh really!! So you _____ for it again.'

WRITING

Imagine you have a penfriend who is interested in doing business in Mozambique. Write a letter informing him/her about some of the business etiquette he or she has to know.

PRE-READING

Good manners form an integral part of every business encounter. Do you agree with this statement?

READING

Read the text and have some tips for doing business.



Survival tips for doing business

Running a business is not an easy thing. It is like getting to a place you have never been without a map. You never know what is going to happen with your business. This, however, does not mean that we should avoid starting one. What follows is a set of survival tips when running a business:

1. Enhance the first impression others make of you when meeting and greeting them. This includes: improving handshaking savvy, self-introducing with presence, correctly introducing others, responding to introductions with confidence and ease and using honorifics correctly.
2. Communicate. Focus on the art of using conversation to create rapport with those individuals who can make things happen or stop you in your tracks. This includes: having good conversation skills which include non-verbal and verbal communication.
3. Find out the correct dressing code. Always take great care on dressing up like the people of your own age, in the place where you are – neither too negligent nor too much studied.
4. Be sociable. Relationships are developed and strengthened during social interactions. Some of the most successful business meetings are conducted during a convivial meal in the dining room, not on the board table. Choreographing a business meal for a client and sharing an intimate dinner with a friend are just as important as socializing on the golf course. All of them contribute to your competitive edge in today's business and social climate. If you don't know how to eat properly, others will wonder what else you don't know.

IMPORTANT VOCABULARY

savvy – astúcia
honorifics – títulos/nomes honoríficos

VOCABULARY

Find words that can replace the underlined ones without changing the idea of the text.

1. rapport _____
2. negligent _____
3. choreographing _____

COMPREHENSION

Complete the table below using the information from the text.

	You should know how to use titles and names correctly.
Communicate	
	Do not wear shorts when going to meet a client.
Be sociable	

SPEAKING

Discuss the effectiveness of the manners referred to in the text. Picture out situations in which they could be really useful.

GRAMMAR

Should + verb

Should is used after a number of verbs especially verbs like: **demand, insist, recommend** and **suggest**.

*e.g. The teacher **demanded** that we **should apologise** for our bad behaviour at the open day.*

*What do you **suggest** I **should do** with the money I won at the race?*

A. Complete the sentences using **should** + verbs below.

be ask leave listen arrive worry

- The English teacher _____ (negative) late. He usually arrives on time.
- Why _____ I _____ about my sister's boyfriend? She is old enough to look after herself.
- We _____ for further explanation from the principal, since the teacher is not being clear.
- Believe me, you _____ to Hill song's new album. You will like it.
- Men _____ sorry whenever they break a woman's heart.
- You _____ (negative) without saying goodbye.

B. Complete the sentences with a possible correct ending.

- I need to rest. I _____ to bed.
- Sonia is expecting to meet you. You _____ her.
- We need some money. We _____ to the bank.
- This is too much, honey. You _____ something about this.

WRITING

Write a composition about the importance of knowing these useful business manners when doing business. Choose two tips from the text and explain their importance.

PRE-READING

1. Do you know how to ask for business information?
2. Where can you get help on how to ask for business information?

READING

Read the text and learn more about how to ask for business information.

Standard business questions

There are a number of standard business questions to be used when making general inquiries into the nature of a company. Here are some of them:

1. Who do you work for?
2. What does X do?
3. Where is the company based?
4. How many people do you employ?
5. What's your annual revenue?
6. Is your company public?
7. Where are your products manufactured?

The above questions may vary in many ways depending on the situation and place or country. Some of the variants are: 'Which company do you work for?', 'Which business is X in?' and 'Where is your company located?'



VOCABULARY

Find words that can replace the underlined ones in the text without changing the idea.

1. inquiries _____
2. nature _____
3. company _____

COMPREHENSION

Think of a situation in which each of the questions below took place. For each question provide a possible answer.

1. Who do you work for? _____
2. What does X do? _____
3. Where is the company based? _____
4. How many people do you employ? _____
5. What's your annual revenue? _____
6. Is your company public? _____
7. Where are your products manufactured? _____

SPEAKING

Work in pairs: choose three from the above questions and develop a dialogue with your colleague.

GRAMMAR**Should not + verb**

Should not is used to talk about something that is not good or the right thing to do.

*e.g. You **should not poke** your nose into his business.*

Write sentences with **should plus** the given information.

1. Make noise in class. _____
2. Play music very loud. _____
3. Drive on the left hand side in this country. _____
4. Talk with your mouth full of food. _____
5. Wear shorts and a baseball hat when going to work. _____
6. Play music at the cemetery. _____
7. Be rude when talking to elders. _____
8. Be hard on Sue. It wasn't her fault. _____
9. Use your computer. It is making a strange sound. _____

WRITING

Imagine you have just hired a new businessman. Write a paragraph asking him for relevant information about his career track and personal goals.

PRE-READING

Many people look down upon women who do business. Why do you think this happens?

READING

Read the text and have some information to develop your opinion.

The growth of women-owned business

The Census Bureau recently trumpeted news about growth in women-owned businesses. The Census's Press Office gave the impression that the 2007 Survey of Business Owners unearthed a boom in minority entrepreneurship. The press release explained that the number of women-owned businesses in 2007 was up 60.5 percent from 2002 while the number of white-owned businesses increased 13.6 percent. By comparison, men-owned businesses were up 5.5 percent from 2002." By comparing White and Black entrepreneurs and male and female ones, the Census Bureau gave the impression that Black and female entrepreneurs did better than White, male ones between 2002 and 2007. But these numbers, again, don't tell the whole story. Over the five year period, sales lagged at women-owned firms, dropped 8.1 percent in real terms, as compared to staying almost flat (-0.6 percent) for men-owned businesses. As a result, in 2007, the average revenue of a male-owned business was 3.5 times what it was in female-owned businesses.

Women-Owned Family Businesses on the Rise
(adapted and abridged)



IMPORTANT VOCABULARY

trumpeted - *apregoar, proclamar*
unearthed - *desenterrar*
revenue - *receita (dinheiro obtido)*

COMPREHENSION

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

1. Business is dominated by women.
2. Black-owned businesses were doing better than white-owned businesses.
3. The growth is due to women's ability to convince buyers.
4. The survey was conducted five years ago.
5. Men-owned businesses lagged behind women's in 2007.
6. These businesses are basically African businesses.

SPEAKING

Discuss the following statements:
Women have always succeeded in everything they do in business.
White male entrepreneurs lack creativity which explains their worse result when compared to women's.

GRAMMAR

A. Read the situations and then write sentences with should or should not.

- 1. I feel so tired. I went to bed late last night.

- 2. He drove a bike without a helmet. That is dangerous.
He _____
- 3. We could not get a room at the hotel.
We _____ before going there.
- 4. Tania is diabetic. She _____ sweets and sugar but look at her,
she is munching on a candy.
- 5. I failed my mathematics exam because I didn't study.
I _____
- 6. This shop opens at 8:00, it is now 10:00 and it is still closed.
It _____

B. Read the situations and then write sentences with had better or had better not.

- 1. You are washing your car but suddenly it looks as if it will rain. You curse yourself and say:
I _____
- 2. Anna is sick but she does not want to go to the clinic. You tap at her shoulder and tell her:
You _____
- 3. You are visiting your friend in Italy. Your friend gives you his car keys and says: (drive on the left side of the road)
You _____
- 4. John has a test tomorrow. He is drinking beer. His mother told him earlier that day: (study / not drink beer)

- 5. You are going to the cinema with a friend. You miss the bus. The next one passes in two hours' time.
You (train) _____
- 6. It is good to visit grannies. I _____ often.

WRITING

Conduct a research to find out how many business women are there in your community.
Write a report on your findings mentioning the way their businesses are prospering.

PRE-READING

- How would you define the following:
 - Business
 - Communication
- What do the two words together mean?

READING

Read the text and learn more about this issue.

**Business communication**

Business communication is known simply as communications. It encompasses a variety of topics, including: marketing, branding, customer relations, consumer behaviour, advertising, public relations just to mention a few. It is a form of communication that is used to promote products, services and organizations and deal with legal and similar issues. It is also a means of relaying between a supply chains, for example, the consumer and manufacturer. In business, the term communications encompasses various channels of communication, including the internet, print,

radio, TV, outdoor and word of mouth. It can also refer to internal communication. A communications director will typically manage internal communication and craft messages sent to employees. It is vital that internal communications are managed properly because a poorly crafted message could foster distrust or hostility from employees. It is also a common topic included in the curricula of Masters of Business Administration – MBA – programs of many universities.

It is somewhat different and unique from other types of communication since the purpose of business is to get profit. Thus, to make good way for profit, the communicator should develop good communication skills. Everyone knows that nowadays knowledge alone is not enough to lead to sustainable development. Recognising the importance of communication, many organisations started training their employees in betterment of communication techniques.

Wikipedia.com/business communication
(adapted and abridged)

IMPORTANT VOCABULARY

relay – *transmitir*
crafted – *trabalhada*
foster – *encorajar, alimentar*
hostility – *hostilidade*

VOCABULARY

Find words that can replace the underlined ones in the text without changing the idea.

- encompasses _____
- unique _____
- betterment _____

COMPREHENSION

Use the information from the text to complete the table below.

Concepts	Definition / Area of application
	branding, marketing, advertising, ...
	internet, print, radio, TV, ...
Communications director	
Part of a <i>curriculum</i>	

SPEAKING

Discuss the definitions of business communication given in the text.

Which one do you think best defines the concept? Justify your position.

GRAMMAR

Conditionals – First Conditional

When we want to say that one situation (described in the main clause) depends on another situation, we use the conditional clause. Conditional clauses usually start with **if**.

e.g. João will pass his exam if he studies hard.

If Porto wins the championship, they will be happy.

Complete the sentences with a correct possible ending.

- If we visit Lisbon, we _____
- Sheila cries a lot, if _____
- Tamara gets sick, if _____
- If you _____ I will spend the whole day sleeping.
- If _____, the country will be in chaos.
- Jane _____, if she really loves you.
- I _____, If I find out that my father is a thief.

WRITING

Write a composition about the importance of knowing well business communication for the success of a company. Give an example to support your opinion.

PRE-READING

Discuss with your partner the importance of communicating effectively when doing business.

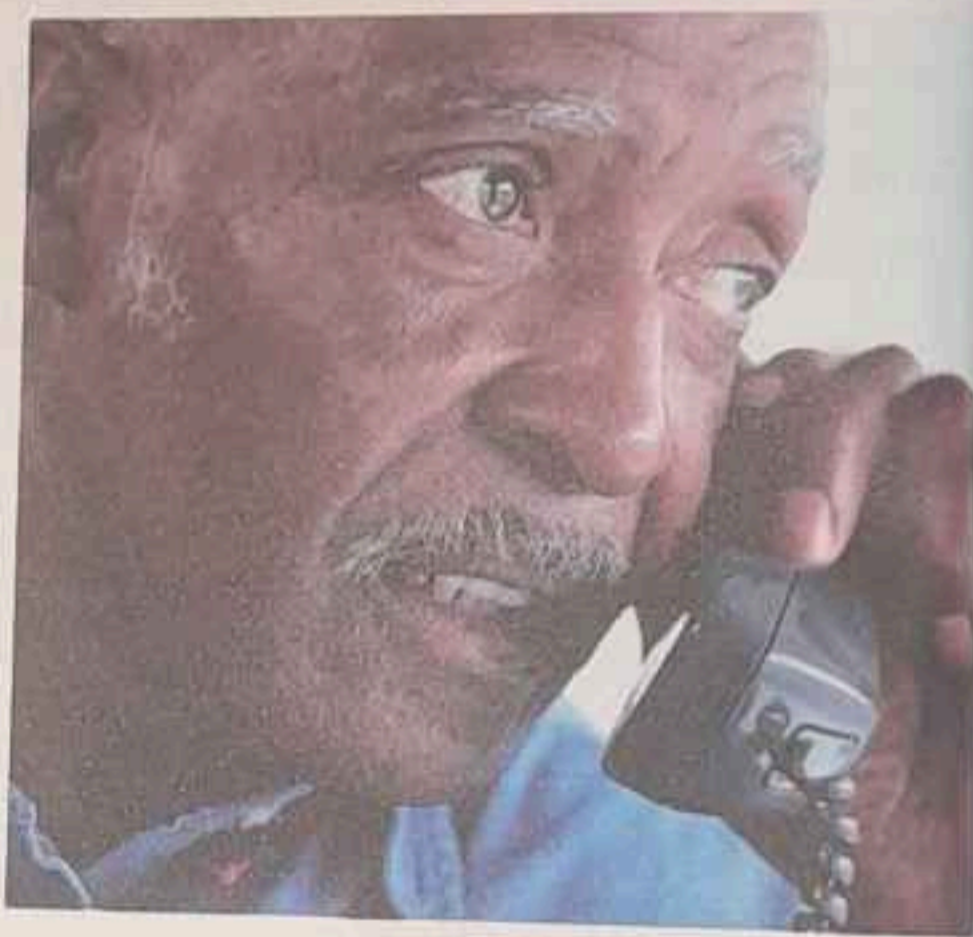
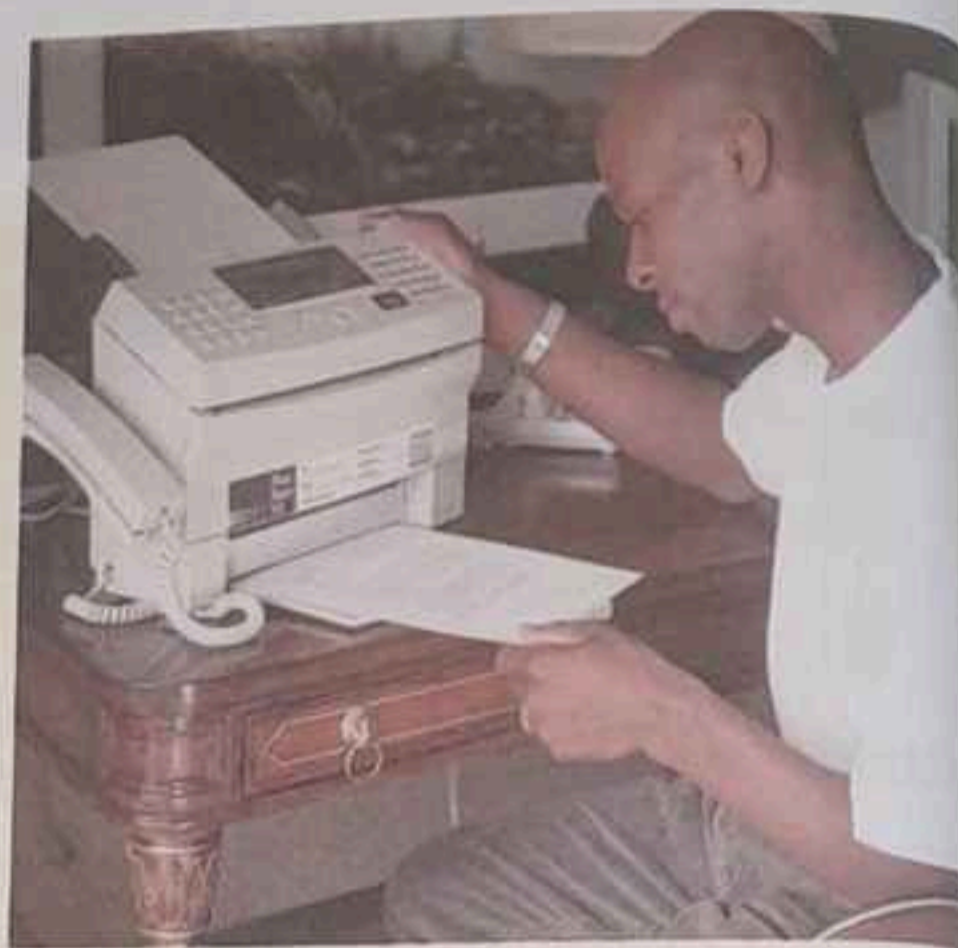
READING

Read the text and find out some communication methods.

Methods of communication

People communicate in many ways, both orally and in writing. Methods of oral communication include talking either face to face or over the telephone. Methods of written communication include letters, e-mails, faxes and reports. All methods of communication, however, depend on a sender, a message and a receiver. The sender must choose a method of sending the message that the receiver will understand and act upon. This involves selecting an appropriate medium for the message such as voice, letter, e-mail or fax.

When selecting the appropriate communication method, four questions must be asked: What is to be communicated? Why is it to be communicated? Who needs to know? How urgent is the message? For example, if overall sales targets are to be communicated urgently to a sales manager in another country, the best method may be to telephone the sales manager. In that way, the figures can be read out over the phone and the sales manager will receive the message instantly. A comprehensive and detailed analysis of markets research findings, including recommendations on actions that the business should take, should be communicated in the form of a written report which may be studied by the receiver. If the receiver is not in the same building as the sender, the report may be sent by post or if it is required urgently by fax or mail.



VOCABULARY

Find words that can replace the underlined ones without changing the idea of the text.

1. medium _____
2. method _____
3. overall _____
4. required _____

COMPREHENSION

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

1. We communicate in a single way.
2. People who don't speak do not communicate.
3. There are two sides essential to communication, the sender and receiver.
4. Communication can be non-verbal.
5. In order to communicate one must choose the right method to use.
6. Communication only happens in companies.
7. When communicating we mustn't worry with the language you use.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

SPEAKING

Discuss ways that can be used to improve communication among school staff and students.

GRAMMAR

Conditionals – Second Conditional

REMEMBER

The **second conditional** is used to talk about situations or actions in the present or future, which are not likely to happen or are imaginary, hypothetical or even impossible.

It is formed like this: **If + Past Simple + would + infinitive**

- e.g. *If I won the lottery I would buy a house.*
- If she cooked, we would enjoy the meal.*

1. What would you do if you were the president of America?

2. Imagine you won the lottery. What would you do?

WRITING

Design an education poster about the importance of communication.

PRE-READING

Imagine you have to do a presentation. How would you prepare yourself?

READING

Read the text and have some tips on business presentations.



Business presentation survival tips

We are living in a hectic world. Everyone seems to be busy fighting to make ends meet and gain an extra coin. Business has become a solution for many people all over the world. Although there are many people who know how to do business, they face serious problems when it comes to making presentations. The following are some survival tips:

Be smart: the way one dresses says a lot about one's personality and behaviour. When it comes to business, make sure you are smartly and

formally dressed. If you don't dress properly your speech will not be taken seriously.

Be punctual: Punctuality is very important. When it is business make sure you are as punctual as you can. People do not like to be waiting for a presenter and being unpunctual may give the impression of lack of seriousness.

Be brief and clear: time is money as the saying goes, so make sure you don't waste the time of your listeners by not being brief. To be brief does not mean to be reckless and unclear. You should be as clear as ice so that the listeners get your point at once.

Establish rapport: make sure you face your audience; they want to see how serious you are. If you keep turning your face away from them, they may think you are not sure of what you say. In establishing rapport, do not overlook at a particular person for a long time for this may lead to you losing your points of view. Avoid chewing gum and putting your hands in your pockets.

VOCABULARY

Find words that can replace the underlined ones without changing the idea of the text.

1. hectic _____
2. coin _____
3. personality _____
4. reckless _____
5. rapport _____

SPEAKING

Imagine a world without good, appropriate communication and how this would affect business and everyday lives

COMPREHENSION

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

1. Business presentations are something that doesn't inspire any concerns.
2. When doing a business presentation one should make sure listeners fully understand what it is being said.
3. It is always good to be on time for a business presentation.
4. On a business presentations, it doesn't matter how you dress as long as you speak clearly.
5. Time is money.
6. It is important to establish rapport.

GRAMMAR

Conditionals – Third Conditional

REMEMBER

The **third conditional** is used to talk about an imaginary situation in the past and to describe its result. It is formed by: **If + past perfect + would have**.

e.g. If I had gone to the party, I would have danced with you.

If I had passed that test, I would have gone to China on a scholarship.

A. Complete the sentences using suitable words or phrases.

1. If Amos hadn't _____ he would have _____
2. They would have cooked, if they _____
3. If you had _____
4. I would have fainted, if _____
5. If Carol had _____ she would have _____

B. Work in pairs and say what would have happened if:

1. We didn't have schools in our country. _____
2. We had no roads. _____
3. Ghana had won the World Cup in 2010. _____
4. Mozambique had oil reserves. _____
5. There were no wars in the world. _____

WRITING

Write a composition discussing the importance of good business presentations. State at least three advantages of preparing a business presentation.

PRE-READING

Discuss ways people use to complain about business irregularities.

READING

Read the text and have an example of a letter of complaint.

Letter of complaint

Instituto di Medicina
Viale Bracci
I-61001 Siena

15 June 1990

The sales manager
Nihon Instruments
12 - 18 Wakakusa - Cho
Hagashi - Osaka - Shi
Osaka - Fu
Japan

Dear Mr Sheng,

AWB 4156/82

We are writing to point out that the above delivery, which arrived yesterday, was one week late. This is the second time we have to write to you on this subject, and we cannot allow the situation to continue. We have already explained that it is essential for medical equipment to arrive on due date as late delivery could create very serious problems.

Unless we have absolute assurance that you can guarantee the promptness of all future deliveries, we will have to look for another supplier. We will want your confirmation before we place our next order.

Yours sincerely,
Carlos Lotti
Head of Administration

1. Header
2. Salutation
3. Body letter
4. Letter ending (Sincerely / Faithfully)
5. Signature

IMPORTANT VOCABULARY
promptness - prontidão

COMPREHENSION

Read the letter again and answer the following questions:

1. Who wrote this letter?
2. Who is the letter addressed to?
3. Why did he write the letter?
4. What was the problem with the delivery?
5. Who is Carlos Lotti?

SPEAKING

Discuss the importance of meeting deadlines especially on a business environment.

GRAMMAR

Be used to + -ing vs Get used to + -ing

Be used to: We use the verb **to be** together with **used to** to express that we are accustomed to doing something.
e.g. I am used to exercising every day.

Get used to: We use the verb **get** together with **used to** to express that we are becoming accustomed to doing something.
e.g. I am getting used to waking up early.

A. Complete the sentences with the right form: Be used to + -ing or Get used to + -ing.

1. George _____ (work) late, he won't mind if you ask him to finish the report today.
2. He _____ (wake) up early, he never complains.
3. I _____ (cook) in the morning, I prefer to cook at the end of the day.
4. I _____ (read) many books, my mother got me into that habit.
5. She _____ (clean) the house on Saturdays. She used to do it on Fridays.

B. Explain the difference in meaning between the two sentences below.

1. I'm used to traveling by plane.
2. I'm getting used to travel by plane.

WRITING

You bought a shirt at a well-known shop in town. When you arrived home you found out the shirt had been used before. Write a letter of complaint to that shop, asking to replace the used shirt by a new one.



PRE-READING

1. Do you know what a memo is?
2. What is it used for?

READING

Read the text and learn how to write a memo.

Writing a memo

Business memos are not that much different from the letters, and for a long time they have been the second type of business correspondence after business letters. Nowadays the email is more used, but you continue to see memos everywhere in the business world. Business memos are a piece of interoffice correspondence sent between employees in a company or between company subsidiaries to transmit ideas, decisions, requests or announcements. They are more private and more formal than emails but less formal than letters. They can also be compared to reports, but very short ones.

It's easy to distinguish business memos from any other piece of business correspondence because of their own specific format, which excludes salutation, complimentary closing and formal signature (at least these are the common rules, which as always can be broken).

Well, what does a business memo contain then? The answer is very simple: a header and a body. And remember: memos must be as simple and as brief as possible.

MEMO

To: Company secretary

From: Chief accountant

Subject: Flexitime

You asked us to examine the financial implication of the flexitime system, and our conclusions are as follows:

Overhead costs will increase because of the need for extra heating and lighting. This will increase the bill by approximately 7% but this may be offset by slightly lower insurance premiums because of the increased security of having staff on the premises longer. There may be a reduction in the photocopying costs if we do not need to use outside agencies so much. All these costs are relatively small.

IMPORTANT VOCABULARY
Flexitime – *horario flexivel*

COMPREHENSION

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

1. Memos are used to advertise goods.
2. A memo can be written at a school and put on the wall for students to read.
3. The main purpose of a memo is to communicate with other staff of the same organisation.
4. When you write a memo you need not to worry about the type of language you use.
5. A memo is the same as a business letter.
6. Logos may be used when writing memos.

SPEAKING

Imagine you are the manager of a big company. Discuss with your board how to establish the right format of a memo for your company.

GRAMMAR

Ago and For

For is used when you are using a specific period of time: one week, three hours, five years, etc.

*e.g. Father has been sick **for** a week.*

*She's been waiting **for** the bus for a long time.*

Ago, on the other hand, just refers to a specific time in the past. We use **ago** with the simple past tense.

You can think of **ago** as **before now**.

*e.g. I worked on my homework four days **ago**.*

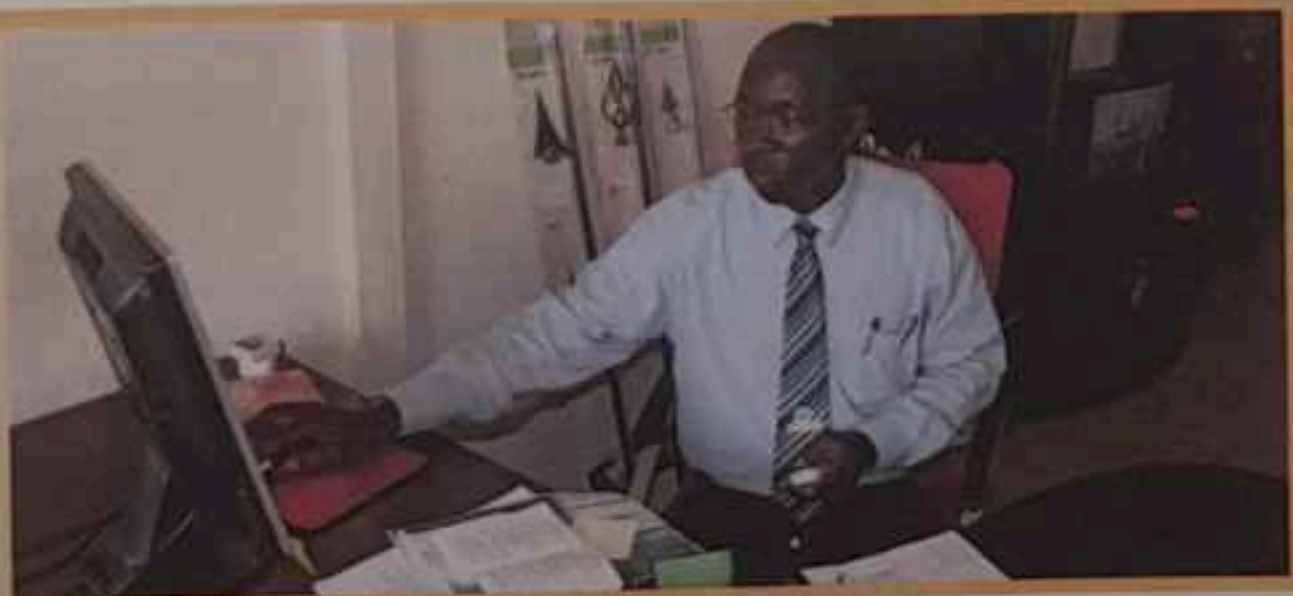
*John came home from college a month **ago**.*

Write sentences using **ago** and **for**.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

WRITING

Imagine you are the manager of a company. Write a memo informing your employees of a product the company plans to launch in a few months to come. Don't forget to briefly describe the new product.



PRE-READING

Money from taxes may be used for some public investments like building new schools or renovating roads. Do you think tax payers always feel their tax money is well invested?

READING

Read the text and improve your knowledge on taxes.

Taxing

The word 'tax' comes from the Latin word *taxo* meaning 'I estimate'. To tax is to impose a financial charge or other levy upon a taxpayer – an individual or a legal entity – by a state or the functional equivalent of a state and the failure to pay it is punishable by law. Taxes are also imposed by many administrative decisions. Taxes consist of direct or indirect tax and may be paid in money or as its labour equivalent (often but not always unpaid labour). A tax may be defined as a "pecuniary burden" laid upon individuals or property owners to support the government, a payment exacted by legislative authority. A tax "is not a voluntary payment or donation, but an enforced contribution" and is "any contribution imposed by government whether under the name of toll, tribute, impost, duty, custom excise, subsidy, aid, supply, or other name."

The legal definition and the economic definition of taxes may differ since some economists do not consider all the transfers to governments as being taxes. For instance, some transfers to the public sector are comparable to prices. Examples include tuition at public universities and fees for utilities provided by local governments. Governments also obtain resources by creating money (e.g., printing bills and minting coins), through voluntary gifts (e.g., contributions to public universities and museums), by imposing penalties (e.g., traffic fines), by borrowing and by confiscating wealth. From the point of view of economists, a tax is a non-penal, yet compulsory transfer of resources from the private to the public sector levied on a basis of predetermined criteria and without reference to specific benefit received.

In modern taxation systems, taxes are levied in money. Taxation is characteristic of traditional or pre-capitalist states and their functional equivalents. The method of taxation and the government expenditure of taxes raised are often highly debated in politics and economics. Tax collection is performed by a government agency. When taxes are not fully paid, civil penalties such as fines or forfeiture or even criminal penalties such as incarceration may be imposed on the non-paying entity or individual.

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

IMPORTANT VOCABULARY

levy – *contribuição, imposto*

pecuniary – *pecuniário*

toll – *taxa*

confiscating – *confiscar*

forfeiture – *perda de direitos por confiscação*



COMPREHENSION

Answer the questions about the text.

1. How does the author define tax?
2. What does it mean to tax someone?
3. What could be named as the two types of taxes?
4. What is the name given to a person who pays taxes?
5. What is the difference between the legal and the economic definitions of tax?
6. What penalties are imposed to those who do not pay taxes?

SPEAKING

Debate: What should the government do in order to punish those who do not pay taxes?

GRAMMAR

Modal verb Should

We often use **should** to talk about obligation. It is less strong than *must*.

*e.g. People **should** drive more carefully.*

In questions **should** is used to ask for advice or instructions.

*e.g. What **should** we do?*

We can use **should** to say that something is probable (because it is logical).

*e.g. Paul **should** be here soon, he left home at six.*

We use **should** and **shouldn't** to give advice or to talk about what we think is right or wrong.

*e.g. You look tired. I think you **should** take a few days off.*

Read the sentences and say which meaning **should** has in each one of them: advice, obligation or probability.

1. Alice works too much. She should talk to her boss. _____
2. I don't think you should go out so much. _____
3. You shouldn't get angry. _____
4. It shouldn't take long to drive there. _____
5. He shouldn't smoke. And he should stop drinking, too. _____
6. You should be wearing your seatbelt. _____
7. Are you ready? The train should be here soon. _____

WRITING

Conduct a research to find out how people in your community view taxation. Write a report on your findings. Include at least three opinions in your report.

PRE-READING

Make a list of specific taxes you and your classmates are aware of. Mention the specific purposes of such taxes.

READING

Read the text and learn more about taxes.

Direct and indirect taxes

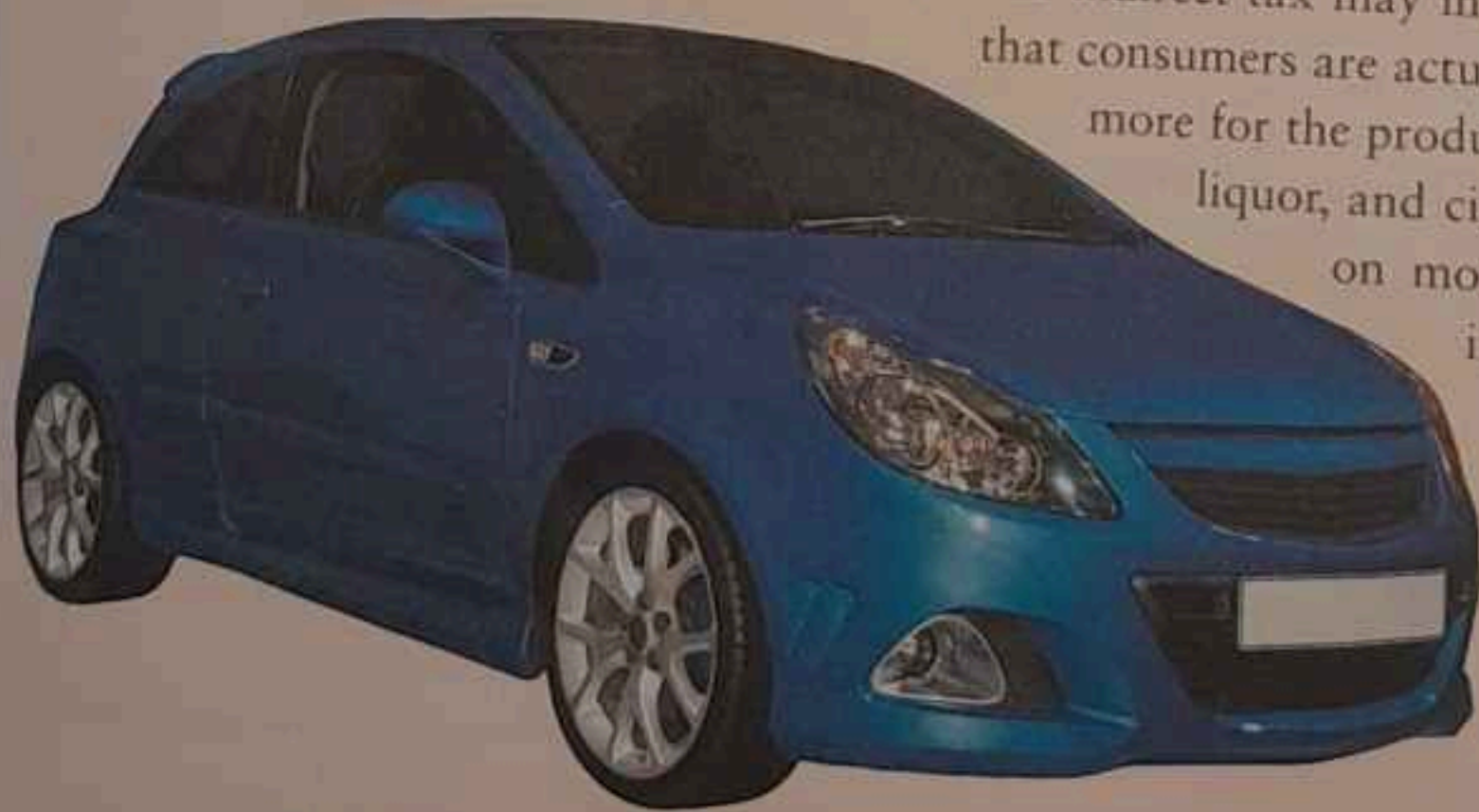
In the general sense, a direct tax is one paid directly to the government by the persons (juristic or natural) on whom it is imposed (filed). Examples include some income taxes, corporate taxes and transfer taxes such as estate (inheritance) tax and gift tax. In this sense, a direct tax is different from an indirect tax or 'collected' tax such as Value Added Tax (IVA). A 'collected' tax is one which is collected by intermediaries who turn over the proceeds to the government and file the related tax return. Some commentators have argued that 'a direct tax is one that cannot be shifted by the taxpayer to someone else, whereas an indirect tax can be.' In the United States, the term 'direct tax' has a different meaning for the purposes of constitutional law. Traditionally, a direct tax in the constitutional sense means a tax on property by reason of its ownership.

An indirect tax such as Value Added Tax (VAT), sales tax and Goods on Services Tax is a tax collected by an intermediary such as a retail store from the person who bears the ultimate economic burden of the tax (such as the customer). The intermediary later files a tax return and forwards the tax proceeds to government with the return. An indirect tax may increase the price of a good so that consumers are actually paying the tax by paying more for the products. Examples would be fuel, liquor, and cigarette taxes. An excise duty on motor cars is paid in the first instance by the manufacturer of the cars; ultimately the manufacturer transfers the burden of this duty to the buyer of the car in form of a higher price.

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

IMPORTANT VOCABULARY

intermediaries – *intermediarios*
to bear – *suportar*



COMPREHENSION

Answer the questions about the text.

1. What is the difference between direct tax and indirect tax?
2. Mention some examples for each of the taxes mentioned in the text.
3. To whom does the money paid in direct tax belong to?
4. What are the effects of indirect taxes on the prices of commodities?
5. Who pays direct taxes in the United States of America?
6. Is VAT an indirect tax? Why?

SPEAKING

Debate:

One kind of indirect tax that we pay for in our country is VAT. Discuss the impact of this tax on our cost of living. In your opinion if the government reduced or removed this tax would our cost of living improve?



GRAMMAR

Modal verbs **Must** and **Can't**

REMEMBER

Modal verbs **Must** and **Can't** are used to express obligation and prohibition.

e.g. You **must** pay attention in classes. You **can't** be distracted.

Complete the sentences with **must** or **can't**.

1. The library is a place to study. You _____ speak loud here.
2. Stop talking with your colleague. You _____ pay attention to you teacher.
3. My son has got the flu. He _____ go to school.
4. While driving you _____ use the mobile phone.
6. Your test is tomorrow. You _____ study.
7. You _____ miss classes today. You have already been absent the past three days.
8. You _____ behave yourself. You're not a child anymore.

WRITING

Write a composition about the differences between direct and indirect taxes and mentioning their importance to the development of a country.

PRE-READING

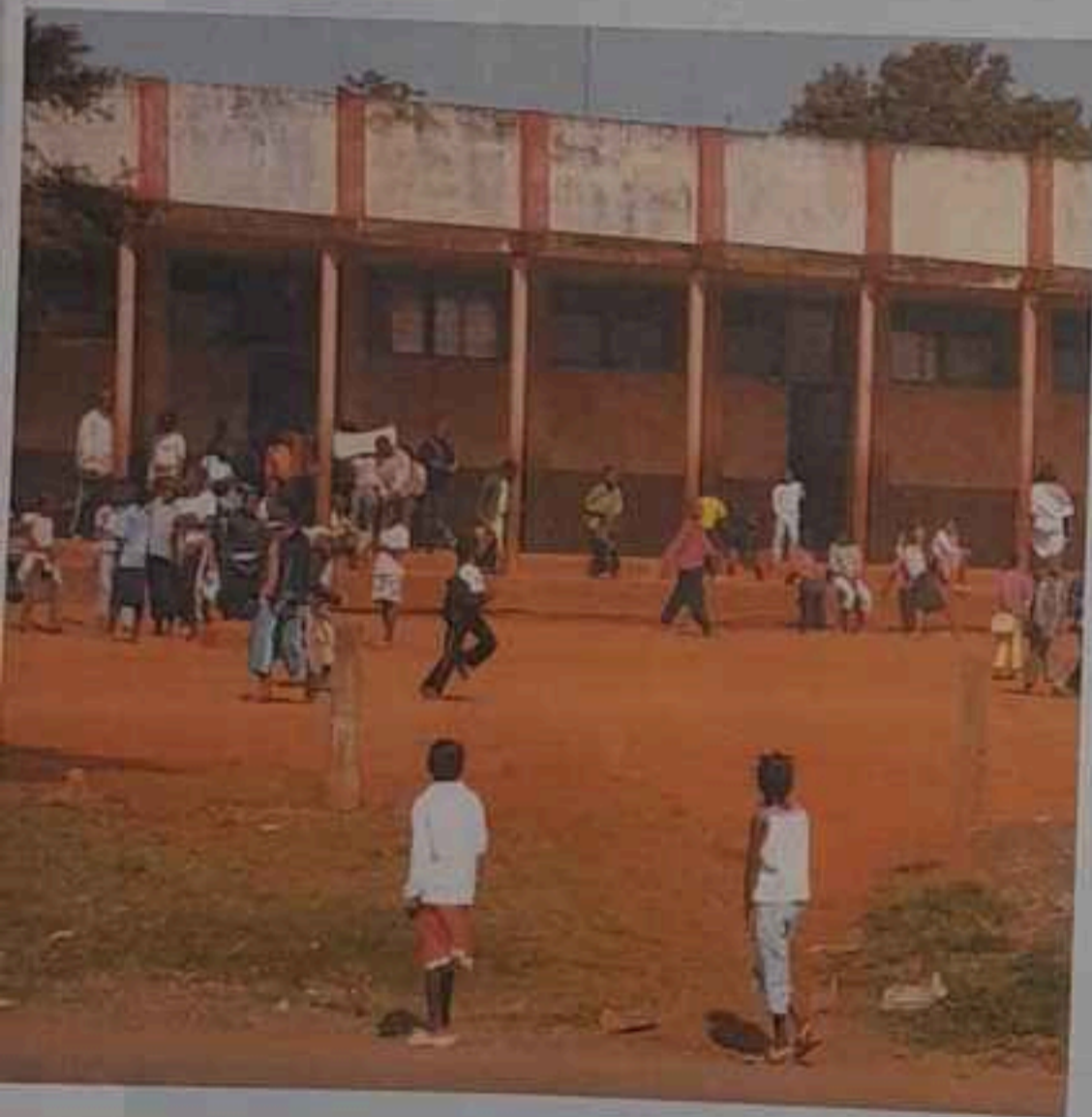
There are people who think that paying taxes has no real social effects. Express your opinion on this.

READING

Read the text and develop your knowledge on this issue.

The purpose and effects of taxes

Money provided by taxation has been used by states throughout history to carry out many functions. Some of these include expenditures on war, the enforcement of law and public order' protection of property, economic infrastructure and operation of government itself. Governments also use taxes to fund welfare and public services. These services can include: education system, health care system, pension for the elderly and public transportation. Colonial and modernizing states have also used cash taxes to draw or force reluctant subsistence producers into cash economies.



Governments use different kinds of taxes and vary the tax rates. This is done to distribute the tax burden among individuals/classes involved in taxable activities, such as business or to redistribute resources between individuals or classes in the population. Historically, the nobility depended economically on taxes applied to the poor. Modern social security systems are intended to support the poor, the disabled and the ones who are retired by imposing taxes on those who are working. In addition, taxes are applied to fund foreign aid and military ventures and also to influence the macroeconomic performance of the economy. The government's strategy for doing this is called its fiscal policy, or to modify patterns of consumption or employment within an economy, by making some classes of transaction more or less attractive.

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

VOCABULARY

Find words that can replace the underlined ones without changing the idea of the text.

1. expenditures _____
2. enforcement _____
3. support _____
4. modify _____

COMPREHENSION

Read the text and say whether the statements are true (T), false (F) or not stated (NS).

1. The government uses tax money to invest on whatever it considers valid.
2. Taxes may be used to build schools.
3. Public services like schools and hospitals depend on the taxes for their operations.
4. Governments use a single type of tax and do not vary tax rates.
5. In the past nobles depended on taxes paid by the poor.
6. Mozambican government does not collect taxes on the poor.

SPEAKING

In pairs discuss:

There are people who feel they should stop paying taxes because their money is not properly spent.

GRAMMAR

Have to

We use **have to** for daily routines and responsibilities.

*e.g. He **has to** get up early every day.*

*Do they **have to** travel often?*

Mustn't vs Don't have to

Remember that **mustn't** expresses prohibition. **Don't have to** expresses something that is not required.

*e.g. Children **mustn't** play with medicines.*

*I **don't have to** go to work on Fridays.*

A. Choose **have to** / **has to** or **don't have to** / **doesn't have to**.

1. All men _____ do military service in my country. It's obligatory.
2. He _____ pay his fees.
3. Policemen _____ wear a uniform.
4. Does Susan _____ work that much?
5. I _____ get up early on Sundays. I can stay in bed.
6. You _____ do it if you don't want to.

B. Use **must** or **have to** and give advice on the given topics.

1. Paying taxes: _____
2. Being honest in declaring ones income: _____
3. Report people don't pay taxes: _____

WRITING

Do a research about the taxes charged in Mozambique. Write a composition describing how well you think the government is using money from taxes.

PRE-LISTENING

Consider all the things that are being taxed in your community. Do you think they should all be taxed?

LISTENING

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

house rule dog trousers chicken shirts again meat understand savings

Tax everything I have

Tax his land, tax his _____,

Tax his bed in which he lays.

Tax his _____, tax his mule,

Teach him taxes is the _____

Tax his cow, tax his _____,

Tax his _____, tax his coat.

Tax his ties, tax his _____,

Tax his work, tax his dirt

Tax his food, tax his _____,

Tax him if he tries to think.

Tax his beverages, tax his beers,

If he cries, tax his _____

Tax his bills, tax his gas,

Tax his _____, tax his cash.

Tax him good and let him _____

that after taxes, he has no bread

Put these words upon his tomb,

"Taxes drove me to my doom!"

And when he's gone, we won't relax,

We'll still be after the inheritance tax.



IMPORTANT VOCABULARY

mule - *mula*

beverages - *bebidas*

COMPREHENSION

After reading and completing the poem, complete the paragraph below.

The subject of the poem is a man. That man represents everyone. In the poem it is said that people are taxed on _____, their _____, and even on _____ possessed like dogs or mules, or even on _____ like trousers, coats and ties. This poem is hyperbolizing reality in order to show that _____ are a heavy burden on everyone.

SPEAKING

Value Added Tax (VAT) is one of the taxes we have to pay. Some people who buy some products should not have this tax added to its price. Do you agree? Discuss this with your classmate.

GRAMMAR

Conditionals (revision)

Complete the sentences with the right form of the verbs.

Conditional type 1

1. If you (*send*) _____ this letter now, she (*receive*) _____ it tomorrow.
2. If I (*do*) _____ this test, I (*improve*) _____ my English.
3. If I _____ (*find*) your ring, I _____ (*give*) it back to you.

Conditional type 2

1. If I _____ (*win*) the lottery, I _____ (*have*) a chance to hit the jackpot.
2. If I _____ (*be*) rich, my life _____ (*change*) completely.
3. I _____ (*buy*) a desert island, if I _____ (*marry*) a rich man.

Conditional type 3

1. Our team _____ (*be*) in better shape if they _____ (*train*) harder the weeks before.
2. The game _____ (*be*) better if the trainer _____ (*send*) a substitute in during the second half.
3. If our team _____ (*win*) the match, they _____ (*move*) up in the league.

WRITING

Write a composition expressing your opinion on the following:

VAT, like most taxes, distorts possible trading scenarios. Prices rise and the quantity of goods traded decreases.

PRE-READING

1. What do you understand by the expression 'environmental tax'?
2. Talk about possible advantages and disadvantages of environmental taxes.

READING

Read the text and learn more about environmental taxes.

What Are Environmental Taxes?

Environmental taxes are an economic incentive to reduce pollution. Environmental taxes are a way for governments to influence waste disposal behaviour by levying taxes against practices or products which harm the environment. This can include greenhouse gas emitters like gasoline, products that contain toxic chemicals like batteries, industrial practices such as the use of agricultural pesticides, and disposable items like plastic bags.

A major goal of environmental taxation is to curb practices that harm the environment. For example, regions that suffer from air pollution can impose taxes on carbon emissions from sources such as coal power plants or gasoline sales. Industries and consumers who are faced with these taxes can either find innovative new solutions to reduce their environmental impact, or pay a higher premium to continue with business as usual.



European environmental taxes have demonstrated their benefits. In a Science Daily article, Steffen Kallbekken claims that a trial "congestion charge" in Stockholm, Sweden, reduced traffic by a fifth, lowered rush hour commutes by almost a third, and reduced emissions by 10 to 14 per cent. A report by the U.S. Environmental Protection Agency finds that environmental taxes in the 1990s led to an estimated 5 per cent reduction of carbon emissions in Finland and the Netherlands. It also notes that a 1991 Swedish industrial carbon tax increased the use of sustainable biofuels until the tax was eased two years later.

www.chow.com (abridged and adapted)

IMPORTANT VOCABULARY

disposable – descartável

Premium – prêmio de seguro

commutes – trajeto entre casa e o emprego

VOCABULARY

Find words that can replace the underlined ones without changing the idea of the text.

1. levying _____
2. curb _____
3. faced _____

COMPREHENSION

Read the text and say whether the statements are true (T), false (F) or not stated (NS).

1. Environment taxes are taxes that are paid by environmentalist.
2. The money collected from environmental tax helps governments to decrease pollution.
3. European environmental taxes never demonstrated their benefits.
4. Companies that do not manage to reduce pollution rate are closed.
5. A green house is a building with glass walls and roof; for the cultivation and exhibition of plants under controlled conditions.
6. Environmental taxes only started in the 1990's.

SPEAKING

Name some local companies that could be affected by this tax if it was taken seriously by the authorities.

GRAMMAR

Present Simple and Present Continuous (revision)

REMEMBER

We use the **Present Simple** for things in general or things that happen repeatedly. It also refers to permanent situations.

e.g. I live in Cabo Delgado.

Water boils at 100 degrees Celsius.

We use the **Present Continuous** for things happening around the time of speaking.

e.g. The children are playing outside.

Jane is writing a new novel.

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

1. We can go and finish our game outside. It _____ (not / rain) now.
2. She is a very good cook. She _____ (cook) for the mayor.
3. Isabel is tired of her job. She _____ (think) it is boring to do the same thing every day. At the moment she _____ (sleep).
4. _____ (you / watch) TV? If not, you can switch it off.
5. Mendes _____ (search) for a place to rent. He is currently _____ (live) with his parents and he wants to live alone.
6. What _____ (you / do) this evening?
7. What _____ (you / do) for a living?

WRITING

Imagine that there is a company that is greatly polluting the environment in your community. Write a letter of complaint to the responsible ministry. Don't forget to mention the specific harms the company represents to the environment.

PRE-READING

1. Have you ever heard of a disease called hepatitis A?
2. Do you know how it can be prevented?

READING

Read the text and develop your knowledge on this disease.



Hepatitis A

Hepatitis is an acute viral disease that attacks the lungs. It is caused by hepatitis A virus. This virus is usually spread from person to person by ingestion of contaminated food or water or through direct contact with an infected person. The disease is common in developing countries and in regions with poor hygiene standards. In these areas infection is very high and the disease is usually contracted in early childhood.

The following are some of the symptoms and signs of hepatitis A: fatigue, fever, abdominal pain, *nausea*, loss of appetite, yellowing of the skin or the white part of the eye and clay coloured faces. There is no specific treatment for hepatitis A. Patients are told to rest and avoid fatty foods and alcohol. They should also eat well-balanced meals and keep themselves hydrated. The disease can be prevented by a vaccine called hepatitis A and the practice of good hygiene and sanitation.

IMPORTANT VOCABULARY
contracted – *contraida*
nausea – *näusea*

VOCABULARY

Find words that can replace the underlined ones without changing the idea of the text.

1. ingestion _____
2. regions _____
3. childhood _____

COMPREHENSION

Complete the sentences below using the information from the text.

Hepatitis is a _____ disease; it is caused by a _____ called _____
 We can get the virus from _____ or _____. This is a very acute disease that is common
 in _____ or areas with _____ practices. Its symptoms can be _____

GRAMMAR

Reporting verbs

When using reported speech, it is common to use the reporting verbs **say** and **tell**.

*e.g. Peter **said** he wanted to visit his parents that weekend.*

*John **told** me he was going to stay late at work.*

These forms are perfectly correct for reporting what others have said. However, there are a number of other reporting verbs which can more accurately describe what someone has said. These verbs take a variety of structures. The following list gives you reporting verbs in various categories based on sentence structure. Notice that a number of verbs can take more than one form.

verb + object + infinitive	verb + infinitive	verb (that)	verb + gerund	verb + object + preposition + gerund	verb + preposition + gerund
advise encourage invite remind warn	agree decide offer promise refuse threaten	admit agree decide deny explain insist promise recommend suggest	deny recommend suggest	accuse blame congratulate	apologize insist
<i>e.g. Jack encouraged me to look for a new job.</i>	<i>e.g. She offered to give him a lift to work.</i>	<i>e.g. Tom admitted (that) he had tried to leave early.</i>	<i>e.g. He denied having anything to do with her.</i>	<i>e.g. He accused him of stealing the money.</i>	<i>e.g. She insisted on doing things her way.</i>

Complete the sentences with the right structure.

1. They _____ (invite / all their friends / attend) the presentation.
2. My brother _____ (refuse / take) no for an answer.
3. She _____ (agree / reconsider) our plans.
4. Ken _____ (suggest / study) early in the morning.

WRITING

Write an advert about how to avoid hepatitis A.

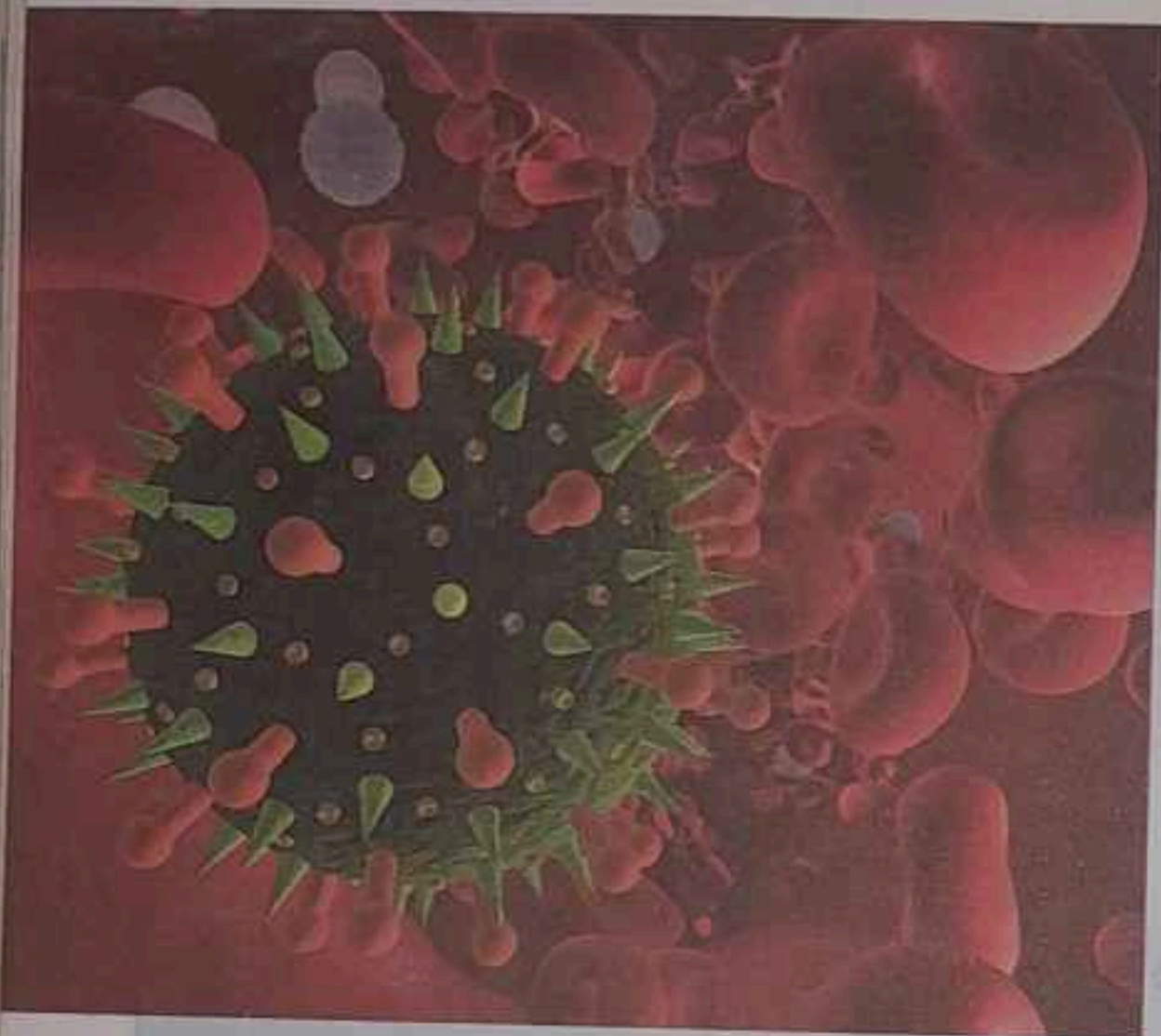
PRE-LISTENING

Flu is a very contagious disease. Do you know ways to protect yourself from the disease?

LISTENING

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

spread cure flu illness cough pandemic



Influenza

The name influenza comes from the Italian: influenza, meaning 'influence'.

However, influenza, commonly referred to as flu, is a very common _____. It is not limited to humans, most mammals and many birds can also catch the flu. It is caused by several different viruses which is why people can have the flu more than once. Human flu can pass from one person to another very easily. It is most commonly _____ by the microscopic droplets of mucus and fluid that are sent into the air when the sick person coughs or sneezes. Symptoms include _____, sore throat, muscle aches and pains, fever,

headache, and more rarely vomiting and diarrhoea. The flu can also lead to other diseases, such as pneumonia. This makes it especially dangerous to young children and old people. Although there is no _____ for the flu, antiviral drugs can be used to treat the illness so that it is not as severe and does not last as long. The flu season runs from late fall to spring and most people catch it in the winter months. When there are more cases of _____ than what it was expected, it can be called an epidemic. When there are a large number of cases of the same type of flu all over the world, it can be called a _____.

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

IMPORTANT VOCABULARY
mammals - mamíferos

VOCABULARY

Find words that can replace the underlined ones in the text without changing the idea.

1. limited _____
2. fluid _____
3. illness _____

COMPREHENSION

Answer the questions.

1. What are the causes of influenza?
2. In what language does the name influenza mean to influence?
3. Who else can be affected by influenza virus besides humans?
4. How does this disease spread?
5. What are the most common flu symptoms?
6. What is a flu pandemic?

SPEAKING

Discuss which measures we can take in order to prevent the spread of flu in our communities.

GRAMMAR

Reporting verbs (revision)

REMEMBER

We use **reporting verbs** to report what someone said more accurately than using **say** and **tell**. Here are some reporting verbs: **admit, agree, decide, deny, explain, insist, promise, recommend, suggest.**

Choose the correct reporting verb from the ones given and complete the reported speech in each exercise: **advised, warned, suggested, asked, offered, ordered.**

1. "I'd go and see a doctor if I were you."
Julie _____ me to go and see a doctor.
2. "Can you come and help me with this box?"
John _____ me to help him with the box.
3. "This is an exam Mr. Jenkins!! Shut up now!!!"
The headmaster _____ Mr. Jenkins to shut up.
4. "That road is very dangerous so just be very careful!"
His mother _____ him that the road was very dangerous and to be careful.
5. "Why don't we go and see that new film at the cinema."
Bill _____ going to see the new film at the cinema.
7. "I can come and look after the children tomorrow night."
Jane _____ to come and look after the children the following day.

WRITING

Write a composition about the flu. Mention its causes, symptoms and possible treatments.

PRE-READING

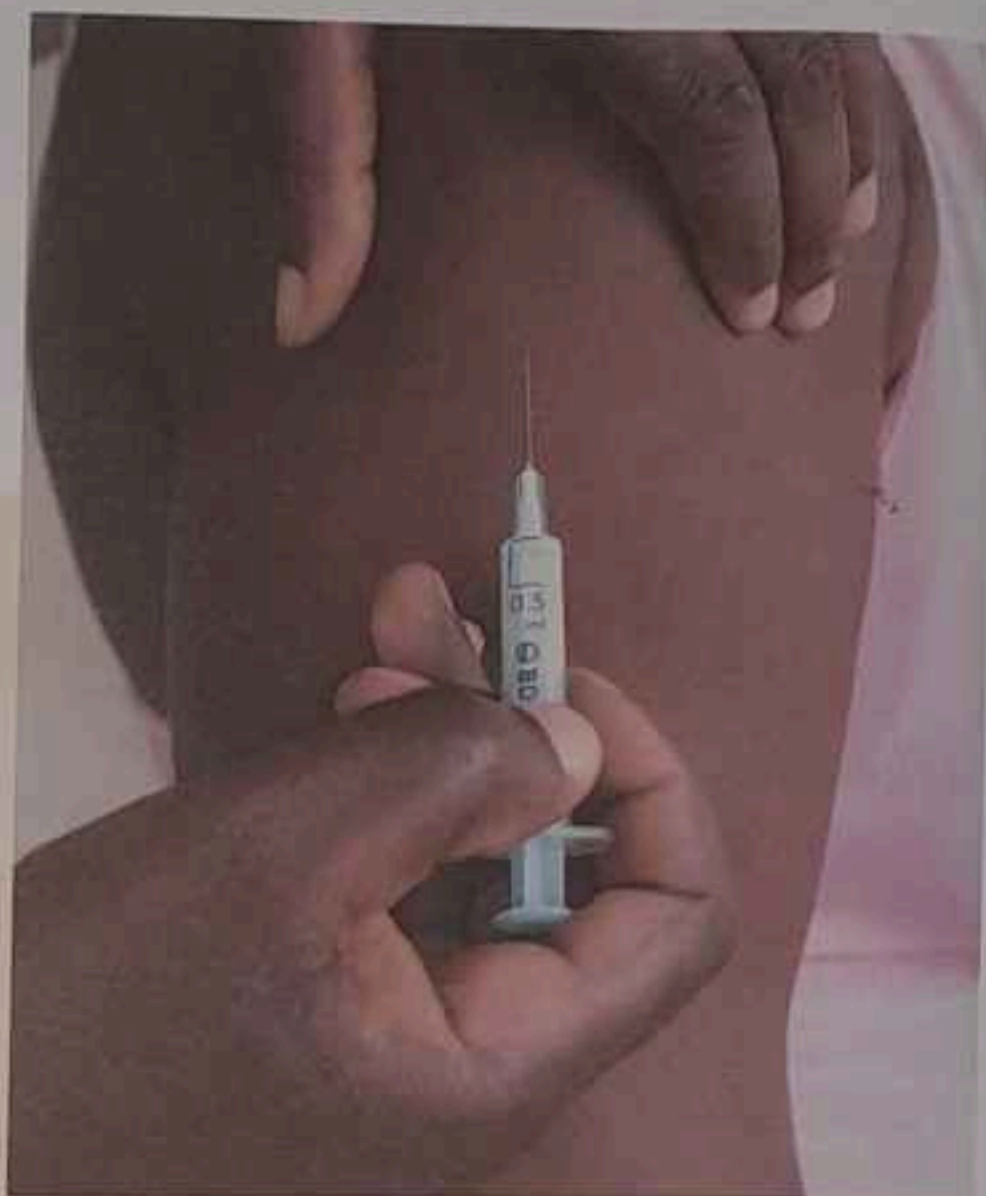
Before you read the text, make a list of all common childhood diseases that you know.

READING

Read the text and develop your knowledge on some childhood diseases.

Chicken pox

Chicken pox is a highly contagious illness caused by primary infection. If you have chickenpox as a child you will be immune for the rest of your life. Symptoms include: red, quite itchy, spots or blisters which are scattered over the entire body and also a moderate fever. Calamine is used to reduce itching. The disease is contagious from a few days before breaks out and no more than six days after the first spots appear. The child should be excluded from school during this period of time. It can be treated by antiviral medicine in serious cases.



Whooping cough

This disease is characterised by long fits of coughing followed by wheezy breathing and possibly vomiting. Symptoms are typically worse at night. The disease is especially contagious during the first week, while the child still has a trace of a cold. The infectiousness does, however, wear off in the following five to seven weeks. It is important to keep children infected away from other children under the age of one year. Children should be excluded from school five days after starting antibiotic treatment. Treatment: fresh air is important because of the risk of vomiting; the children should eat small meals more often, instead of a few large ones.

Hand, foot and mouth disease

This disease is contagious as long as blisters or spots are still present. Symptoms: children have a large number of small spots and blisters, particularly in the mouth, on the feet and hands. The disease can cause a slight fever for a few days. Treatment: as with most diseases that cause fever, it is important to make sure children get plenty to drink. If the ulcers in the mouth are severe it may help to mash up their food.

IMPORTANT VOCABULARY

trace - traço

wheezy - com pieira; associado a respiração difícil

COMPREHENSION

Complete the table below using the information from the text.

Disease	Symptoms	Treatment
		Expose children to fresh air and feed them frequently
Hand, foot and mouth disease		
	Red, quite itchy, spots or blisters all over the body	

SPEAKING

Work in pairs: Talk about the importance of immunising children against childhood diseases.

GRAMMAR

Reported speech

REMEMBER

When reporting speech the tense usually changes, usually you go back a tense.

Direct speech	Reported speech
Present simple <i>She said, "It's cold."</i>	Past simple <i>She said it was cold.</i>
Present continuous <i>She said, "I'm teaching English online."</i>	Past continuous <i>She said she was teaching English online.</i>
Present perfect simple <i>She said, "I've been on the web since 1999."</i>	Past perfect simple <i>She said she had been on the web since 1999.</i>

Complete the sentences in reported speech. Note the change of pronouns and tenses.

1. "Where is my umbrella?" she asked.

She asked _____

2. "How are you?" Martin asked us.

Martin asked us _____

3. He asked, "Do I have to do it?"

He asked _____

4. "Where have you been?" the mother asked her daughter.

The mother asked her daughter _____

5. "Which dress do you like best?" she asked her boyfriend.

She asked her boyfriend _____

WRITING

Write a text about the dangers of not immunising our children against common childhood diseases like chicken pox.

PRE-READING

With your partner discuss what you know about AIDS.

READING

Read the text and learn more about this dangerous epidemic.

AIDS

AIDS stands for: Acquired Immune Deficiency Syndrome. AIDS is a medical condition. A person is diagnosed with AIDS when their immune system is too weak to fight off infections. Since AIDS was first identified in the early 1980s, an unprecedented number of people have been affected by the global AIDS epidemic. Today, there are an estimated 34 million people living with HIV and AIDS worldwide. AIDS, is caused by HIV. HIV is a virus that gradually attacks

immune system cells. As HIV progressively damages these cells, the body becomes more vulnerable to infections. If left untreated, it can take around ten years before HIV has damaged the immune system enough for AIDS to develop. A person is diagnosed with AIDS when they have developed an AIDS related condition or symptom, called an opportunistic infection, or an AIDS related cancer. The infections are called 'opportunistic' because they take advantage of the opportunity offered by a weakened immune system. AIDS can be diagnosed when the number of immune system cells (CD4 cells) in the blood of an HIV positive person drops below a certain level.

There is still no cure for HIV. The only way to ensure that you avoid AIDS is to be aware of how HIV is transmitted and how to prevent HIV infection. Although there is no cure for AIDS, HIV infection can be prevented, and those living with HIV can take antiretroviral drugs to prevent or delay the onset of AIDS. However, in many countries across the world, access to prevention and treatment services is limited. Global leaders have pledged to work towards universal access to HIV prevention and care, so that millions of deaths can be averted. In many resource-poor countries antiretroviral treatment is not widely available. Even in wealthier countries many individuals are not covered by health insurance and cannot afford treatment.

Many people are never tested for HIV and only become aware they are infected with the virus once they have developed an AIDS related illness. These people are at a higher risk of mortality, as they tend to respond less well to treatment at this stage. Antiretroviral treatment can significantly prolong the lives of people living with HIV. Modern combination therapy is highly effective and someone with HIV who is taking treatment could live for the rest of their life without developing AIDS.

WORLD



DECEMBER 1st

VOCABULARY

Find words that can replace the underlined words/phrases without changing the idea of the text.

1. opportunistic _____

2. ensure _____

3. pledged _____

COMPREHENSION

Read the text and answer the questions.

1. What is AIDS?
2. What is the name of the virus that causes AIDS?
3. How is AIDS diagnosed?
4. How can one avoid AIDS?
5. What is the benefit of people with HIV doing antiretroviral treatment?



SPEAKING

Debate: AIDS has killed many people in Africa and all over the world. What do you think it should be done to reduce the number of infections? Is the use of condoms really important to reduce infection rates?

GRAMMAR

Phrasal verbs

A **Phrasal verb** is the combination of a **verb** + a **particle** (preposition or adverb) forming a verb with a different meaning. To learn more phrasal verbs look it up in a good dictionary and study their meanings.

*e.g. I **ran into** my teacher last night. (run into = meet)*

*He **ran away** when he was 15. (run away = leave home)*

Look for the meaning of the following phrasal verbs and write sentences with them.

1. go away: _____
2. shut up: _____
3. speak up: _____
4. run away: _____
5. get by: _____
6. throw away: _____
7. fill in: _____
8. wake up: _____
9. look out: _____
10. sit down: _____

WRITING

Write a composition about the economic impact of AIDS in Mozambique.

awareness

aids

people

hiv



PRE-READING

A good personal hygiene brings benefits to your health and helps prevent the spread of illnesses.

Do you agree?

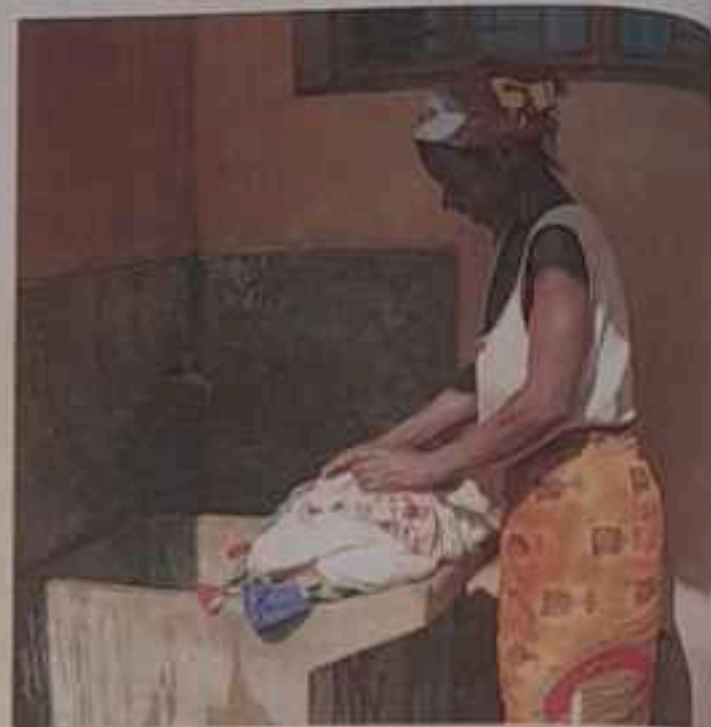
READING

Read the text and improve your knowledge on hygiene habits.

Good Habits Help Keep You Healthy

Good personal hygiene is essential to promoting good health. Personal hygiene habits such as washing your hands and brushing and flossing your teeth will help keep bacteria, viruses, and illnesses at bay. And there are mental as well as physical benefits. People who have poor hygiene – disheveled hair and clothes, body odor, bad breath, missing teeth, and the like – often are seen as unhealthy and may face discrimination. If you want to minimize your risk of infection and also enhance your overall health, follow these basic personal hygiene habits:

- **Bath regularly.** Wash your body and your hair often. This doesn't mean you need to shower or bath every day, you should clean your body and shampoo your hair at regular intervals that work for you. Human body is constantly shedding skin. That skin needs to come off. Otherwise, it will cake up and can cause illnesses. Not bathing can lead to an over accumulation of bacteria that can cause odor and certain types of infection, primarily in women.
- **Trim your nails.** Keeping your finger and toenails trimmed and in good shape will prevent problems such as hang nails and infected nail beds. Feet that are clean and dry are less likely to contract athlete's foot.
- **Brush and floss.** Ideally, you should brush your teeth after every meal. At the very least, brush your teeth twice a day and floss daily. Brushing minimizes the accumulation of bacteria in your mouth, which can cause tooth decay and gum disease. Flossing, too, helps maintain strong, healthy gums. The bacteria that builds up and causes gum disease can go straight to the heart and cause very serious valve problems. Unhealthy gums also can cause your teeth to loosen, which makes it difficult to chew and to eat properly. In order to maintain a healthy smile, visit the dentist at six-month intervals for checkups and cleanings.
- **Wash your hands.** Washing your hands before preparing or eating food, after going to the bathroom, after coughing or sneezing, and after handling garbage, goes a long way toward preventing the spread of bacteria and viruses. E. coli, hepatitis and other infectious diseases can be transmitted if you bring contaminated hands into contact with someone's face or body. Keep a hygiene product, like an alcohol-based sanitizing gel, handy for when soap and water isn't available. Don't use anything that has come into contact with another person's body fluids. This is a very important step in practicing good hygiene. Using someone's personal items could put you in danger of contracting a very serious illness or condition. Sometimes, even if you know someone, you should still refrain from her personal items.

**IMPORTANT VOCABULARY**

flossing – *passar fio dental*
enhancing – *realçando*

COMPREHENSION

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

1. Good personal hygiene practices help keep bacteria away.
2. Good hygiene habits are also important for a good mental health.
3. We all need to take a bath every day.
4. Infected nail beds can be prevented if you trim your nails.
5. We shouldn't brush our teeth after each meal.
6. It's important to wash our hands after sneezing.

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SPEAKING

Discuss with your partner how poor personal hygiene can lead to poor health.

GRAMMAR

Question tags (revision)

Question tags are the small questions that come at the end of sentences in speech. After a positive sentence we use a negative tag and vice-versa.

*e.g. It wasn't a very good film, **was it?***

*It was a good film, **wasn't it?***

Write question tags for the following questions:

1. She will not be late, _____? No, she is never late.
2. They have a car, _____? Yes, they do.
3. Tania isn't a singer, _____? No, she isn't, she is a teacher.
4. She is in love with my brother, _____? I think so. Just look at the way she is holding his hand.
5. You won't mind if I use your car, _____? No, I won't.
6. You can speak French, _____? Yes, I can.
7. The Smiths are on holiday, _____? Yes, they are.
8. She is collecting stickers, _____?
9. We often watch TV in the afternoon, _____?
10. You have cleaned your bike, _____?
11. John and Max don't like Maths, _____?

WRITING

Do a research within your community about personal hygiene practices, focusing on the habits described in the text. Write a text with your conclusions.

PRE-READING

1. What do you understand by the concept early pregnancy?
2. How do you view abortion?

READING

Read the text and learn more about the symptoms of early pregnancy.

Early pregnancy and abortion

The number of teenagers who are getting pregnant at an early stage is growing day after day. Some of them do not even know when they are pregnant and to make matters worse, do not even know what they should do. The following are some of the symptoms of early pregnancy:

1. **Nausea** with or without vomiting. Morning sickness, which can strike at any time of the day or night, sometimes begins as early as three weeks after conception. Nausea seems to stem at least in part from rapidly rising levels of oestrogen and progesterone, which cause the stomach to empty more slowly. Pregnant women also have a heightened sense of smell, so various odours — such as foods cooking, perfume or cigarette smoke — might cause waves of nausea in early pregnancy.
2. **Tender, swollen breasts.** Your breasts might provide one of the first symptoms of pregnancy. As early as two to three weeks after conception, hormonal changes might make your breasts tender, tingly or sore. You might also feel your breasts fuller and heavier.
3. **Increased urination.** You might find yourself urinating more often than usual, especially at night.
4. **Fatigue.** Fatigue also ranks high among early symptoms of pregnancy. During early pregnancy, levels of the hormone progesterone soar — which can put you to sleep. At the same time, lower blood sugar levels, lower blood pressure and increased blood production might team up to sap your energy.

Abortion is illegal in our country, although some people abort, they do it illegally. These women sometimes face the dire consequences, as these abortions most of the times are done by unqualified doctors. It is therefore wise not to abort but keep this precious God given gift.

IMPORTANT VOCABULARY

nausea - *enjoo*

conception - *concepção*

oestrogen and progesterone - *estrogênio e progesterona*

COMPREHENSION

1. How would you define early pregnancy?
2. Do the youths who get pregnant know the symptoms?
3. Mention some of the symptoms of early pregnancy.
4. Explain the causes of nausea in the first weeks of pregnancy.
5. Is abortion allowed in Mozambique?

SPEAKING

- Express your opinion on this topic: Abortion should be legalised in Mozambique. Discuss your point of view with your classmate.
- Imagine you have a friend who has just got pregnant and is planning to abort. What would you tell her?

GRAMMAR

Modal verbs Will and Shall

Modal verbs **shall** or **will** + **main verb** are used to create future tenses. These modals indicate an intention or an action that is expected to happen in the future. When used in statements, there is no difference in meaning between these two modals; however, shall is rarely used in American English.

e.g. I will / shall close the door for you.

In yes-no questions, **shall** and **will** have different meanings.

Will asks a favor.

e.g. Will you turn off the TV?

Will also asks for information or knowledge about somebody or something.

e.g. Will Tom ever pay you back?

Shall asks about a preference. In these examples, shall and should are synonymous.

e.g. Should / Shall I close the door?

Complete with the correct modal verb.

- I _____ talk to Lucy and let her know about your acts.
- _____ we start? If we keep waiting we _____ end up not discussing anything at all.
- "What _____ we do this weekend?" "We could go to Wimbledon, what do you think?"
- I can see that you are busy, so I _____ (not) take long.
- _____ you go with me?
- _____ you be finished soon?
- _____ we stay here?
- _____ do that for you if you like.
- _____ I do that or will you?

WRITING

Write an argumentative essay expressing that abortion should be legalized in Mozambique. State at least three arguments to support your opinion.

PRE-READING

Do you know what self-employment is?

READING

Read the text and have some tips on starting a business.

Tips to consider before starting a business

What is self employment? Anyone who works for themselves as a freelancer or independent contractor is a self employed professional. Earning income through work at home jobs, making money by selling products or otherwise running a home-based business, subcontracting – it all falls under the heading of self employment. Getting started is as simple (or as hard) as finding work and finding clients. But before getting started there are things to consider:

Financial systems – Having the correct credit management systems and payment procedures in place is essential to ensure the smooth running of any new business. Efficient cash flow is vital, especially throughout the first year, and systems need to be in order to ensure that money is coming into the business, as well as going out.

Legislation – You need to be aware of legislation that have a direct effect on your business – employment and health and safety regulations for example.

Professional advice – Experienced professional advice, like that of a chartered certified accountant, can provide essential financial management procedures to your business. Seeking professional advice especially during turbulent economic times, will allow you more time to develop your business without worrying.

Keep records – Keeping full and accurate records from the start will make it easier to work out what you owe in terms of tax and national insurance. All records must be kept for six years – both business and private. Failure to keep records could lead to paying a fine or, even worse, paying extra taxes. Do not forget, if you fail to keep accurate records, you can be fined.

**IMPORTANT VOCABULARY**

turbulent – *turbulento, agitado*
owe – *dever, estar em dívida*

COMPREHENSION

Based on the descriptions identify the item it refers to.

1. You should have enough money and management systems. It is vital to have enough money to buy things at the beginning of your business. _____
2. It is good and important to look for a trustworthy person or institutions that can advise you on how to run your business. _____
3. Store necessary documents and relevant papers for your business. _____
4. It is always good to be aware of the rules and regulations concerning your business or any matter related to it. _____

SPEAKING

Discuss in pairs: What characteristics should a person have to succeed as self-employed: flexibility, self-motivation, perseverance or other?

GRAMMAR

Past Continuous vs Past Simple (revision)

A. What were you doing at the times mentioned? Write sentences using the Past Continuous or Past Simple.

1. (Yesterday afternoon at 15:00) _____
2. (an hour ago) _____
3. (at 7 o'clock this morning) _____
4. (Last Monday at 14:00) _____
5. (at 04:30 this morning) _____
6. (Last Sunday at midday) _____

B. Complete the sentences using a correct possible ending.

1. She arrived when we _____
2. The phone rang while we _____
3. The accident happened when I _____
4. The radio was playing but no one _____
5. Jane fell asleep while she _____

WRITING

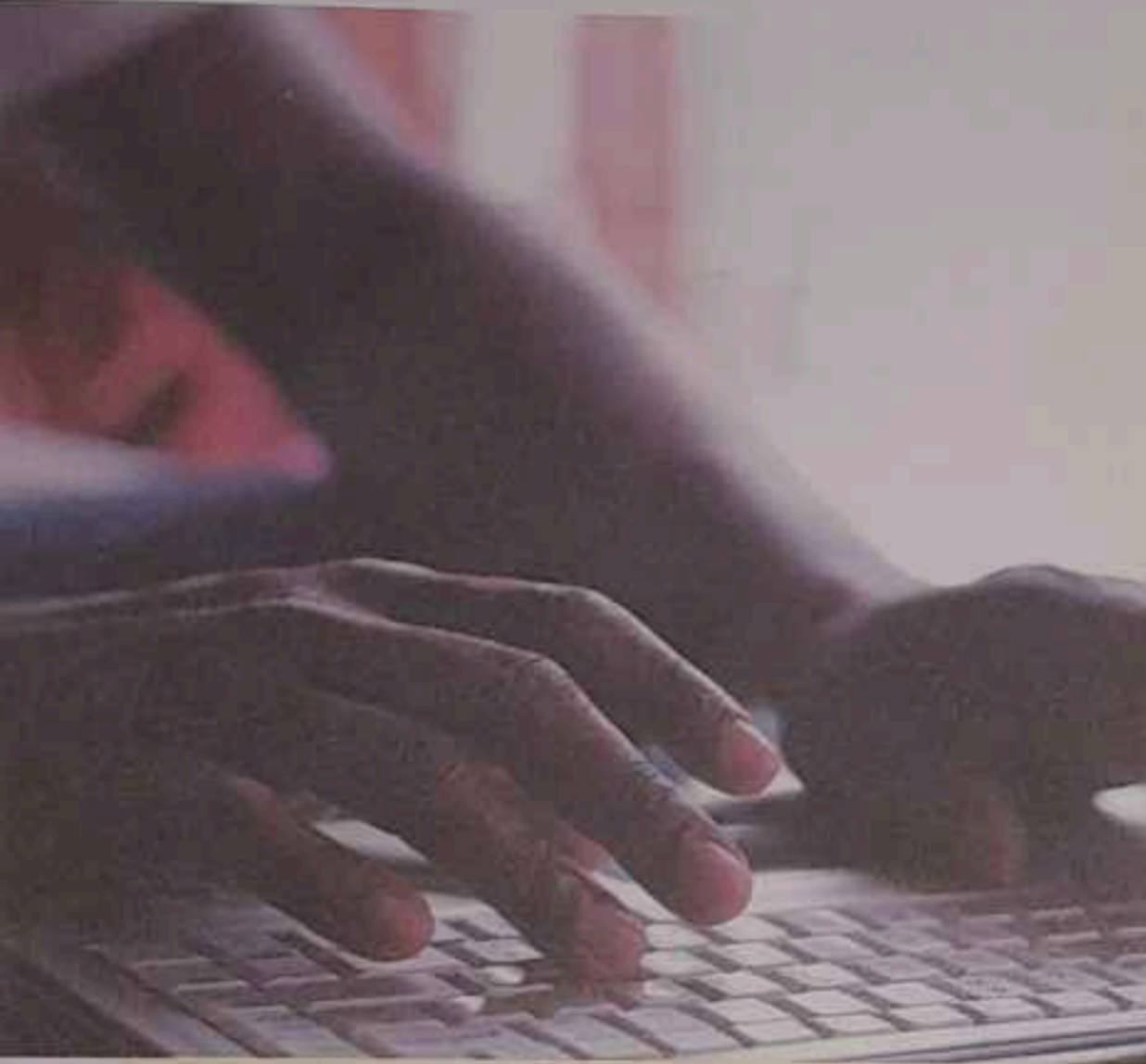
Do a research to find out how many people are self-employed in your community. Write report about it, briefly describing their job.

PRE-READING

Discuss: self-employment can be an important tool for reducing poverty.

READING

Read the text and develop your opinion on self-employment.

**Becoming self-employed**

There is encouragement from the government for people to become self-employed. At first it seems attractive, especially if you have recently become unemployed. Although one of the main attractions of becoming self-employed is the possibility of not having to work for somebody else, there are several disadvantages you should consider, as well. These include not being certain of having a regular income, having to arrange your own sick pay and pension and probably having to work long hours. If you are considering self-employment and do not have already an idea of what you want to do, you should consider something in which you can use

your expertise skills or something which you have previously done as a hobby. You may get any ideas by looking at books and leaflets at the local library or maybe if you talk to more experienced people from different areas. If you have the opportunity, you should undergo some training for the particular thing you wish to do or work on. For example, if you want to start raising chickens, proper training for keeping poultry, in general, will be necessary. Some other things that must be taken into account are: the premises that will be used in the operation of the business, the capital needed to make the investment and the licence needed. In sum, being self-employed can be a good way of reducing poverty in our country, however before taking that step it is always advisable to consider all the things implied.

VOCABULARY

Choose a word that can replace the underlined ones without changing the idea of the text.

1. attractions

a) attributes	b) fascinations	c) attires
---------------	-----------------	------------
2. income

a) salary	b) come in	c) incorrect
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COMPREHENSION

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

1. Governments are inspiring their citizens to be self-employed.
2. Being self-employed means getting money every day.
3. Only those who have lost their jobs can be self-employed.
4. It is also important to undergo training for a particular thing one wants to do.
5. There is no need to take into account running business premises before starting a business.
6. Self-employment is another way of reducing poverty.

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SPEAKING

Discuss some policies that can be taken to promote self-employment in your community.

GRAMMAR

Irregular verbs in the Past Simple

The past tense of irregular verbs **does not end in -ed**. You should learn them by heart.

Some of them have the same ending in the Past Simple and Past Participle.

e.g. pay – paid, cut – cut, put – put

Write sentences using the past of the following irregular verbs.

1. burst: _____
2. drink: _____
3. feed: _____
4. have: _____
5. kneel: _____
6. steal: _____
7. swim: _____
8. teach: _____
9. take: _____
10. write: _____

WRITING

Write a text about the reasons you would or wouldn't like to become self-employed in the future. Point at least three arguments to support your opinion.

PRE-READING

In group discuss how agriculture can be a form of earning money and reducing poverty.

READING

Read the text and discover a profitable business.

Mushrooms: Growing food on waste



Food security at the household level continues to be a major concern for many African governments and citizens, especially in light of growing climate uncertainties. For example, over the past two years, West Africa has faced severe droughts and in Central Africa rainfall amounts have been lower than usual. Mushrooms have been called the food of the gods because of their wonderful flavour, however for the last number of years they have been underutilized in East Africa. Now, with the challenges of food security and land scarcity, the edible fungus is becoming increasingly popular in East Africa. Mushrooms are high in nutritional content and are relatively easy to grow. In addition to their numerous health benefits, there are also environmental benefits to growing them. Mushroom farming doesn't require a lot of space and can even be grown in the comfort of your home with waste organic matter. With the minimum materials needed, mushroom farming can be developed into a profitable enterprise. In what concerns health benefits, it is important to mention that more and more people are becoming health conscious and changing their eating habits which has contributed to the growing mushroom industry in East and Central Africa. Mushrooms don't contain cholesterol or fats. They contain 2.9% proteins, 3.4 % iron, 2.72% Vitamin B complex and 3.1% calcium. In what relates to environmental benefits, growing mushrooms puts little strain on the environment as they can be grown on decomposing organic matter. Different species of mushrooms can be grown in different climates. They can grow in a small room inside the house or on a small piece of land outside the house. They require little watering – twice a day – and in less than one week, you can start harvesting a nutritious product for home consumption or to sell! The amazing thing is that mushrooms add value to agricultural residues and can be grown from almost anything: bean shells, straw, maize residue, cotton, saw dust and even paper! More and more organisations are facilitating the growth of mushrooms for farmers and are doing so for the following reasons:

- Increasing land scarcity is requiring people to begin off-farm activities as a means of alternative livelihood income-generation;
- Although they thrive in cool places, it is easy to create a favorable environment to grow them even in hot countries by building sheds. Their minimal requirements make mushrooms an ideal food product to grow in many parts of the continent.

IMPORTANT VOCABULARYscarcity – *escassez*profitable – *lucrativo*decomposing – *em decomposição*

COMPREHENSION

Read the text and say whether the statements are true (T), false (F) or not stated (NS).

1. These last five years West Africa has suffered serious droughts.
2. Growing mushrooms is becoming more and more popular in East Africa.
3. Mushrooms are high in cholesterol and fats.
4. Mushrooms are very difficult to grow.
5. There are environmental benefits to grow mushrooms.
6. There's an opportunity for women to become stakeholders in the chain of the growing mushroom industry in Africa.



SPEAKING

Work in pairs: discuss the possibility of growing mushroom in your community.

GRAMMAR

Present Perfect Continuous

We use the **Present Perfect Continuous** to show that something started in the past and has continued up until now. "For five minutes," "for two weeks," and "since Tuesday" are all time expressions which can be used with the Present Perfect Continuous. Form: **has/have + been + gerund**

*e.g. They **have been talking** for the last hour.*

Put the verbs into the correct form (present perfect continuous).

1. He _____ (work) in this company since 1985.
2. I _____ (wait) for you since two o'clock.
3. Mary _____ (live) in Germany since 1992.
4. Why is he so tired? He _____ (play) tennis for five hours.
5. How long _____ (learn / you) English?
6. We _____ (look for) the motorway for more than an hour.
7. I _____ (live) without electricity for two weeks.
8. The film _____ (run / not) for ten minutes yet, but there's a commercial break already.
9. How long _____ (work / she) in the garden?
10. She _____ (not / be) in the garden for more than an hour.

WRITING

Write a composition about the importance of mushroom farming for the eradication of poverty in Mozambique. Do you think mushroom farming would be a good business in Mozambique? Write an essay pointing at least three arguments to support your opinion.

PRE-LISTENING

1. Do you know what guinea fowls are?
2. Do you know how they can be kept?

LISTENING

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

vulture agricultural alarm species rough helmet

Keeping guinea fowl

Guinea fowl are native to Africa. Their name is derived from Guinea, part of the west coast of Africa. They have been traced back as far as ancient Greeks and Romans who raised them for table birds. Early settlers brought guineas to the United States. There are three _____ of guinea fowl:



The vulturine (*Acryllium vulturinum*) is from the semi-arid regions of East Africa. The vulturine is sensitive to cold. It has a helmetless head and resembles the look of a _____.

The crested (*Guttera pucherani*) is from South Africa. They can be distinguished from other guineas by their black head plumes.

The helmeted (*Numinidae meleagris*) is the most common species of guinea fowl. They are named for the bony _____ on their head. Only three colours are recognised for exhibition purposes: pearl grey, African white and lavender.

There has been an increasing demand for guinea fowls recently. They are _____, vigorous, hardy and basically disease free birds. The following are some of the reasons for raising guineas fowls:

1. For shows – this kind of bird is not common in Mozambique. The bird may be kept with the aim of exhibiting it at _____ shows;
2. For income – the bird can be sold or eaten. Its meat is greatly nutritional. Besides the meat, the eggs can also be sold and eaten;
3. Farm yard watchdog – they usually sound an _____ when a strange thing happens in the farm thus they make a good watchdog;
4. Snake control – they are known to overpower egg-eating snakes which makes them good snake controllers.

Jacque Jacob and Tony Pescantore – University of Kentucky, College of Agriculture (abridged)

IMPORTANT VOCABULARY

semi-arid – *semi-árido, seco*
exhibition – *exposição*

COMPREHENSION

Answer the questions.

1. Where are guinea fowls original from?
2. Who introduced them into the United States?
3. How many guinea fowl species exist? Name them.
4. What is the scientific name of the helmeted guinea fowl?
5. Describe the features of the crested guinea fowl.
6. What is the economic interest of keeping guinea fowls?



SPEAKING

In pair discuss: the advantages and disadvantages of keeping guinea fowls.

GRAMMAR

Past Perfect Continuous

We use the **Past Perfect Continuous** to show that something started in the past and continued up until another time in the past. "For five minutes" and "for two weeks" are both time expressions which can be used with the Past Perfect Continuous. Form: **had been + present participle**

*e.g. You **had been waiting** there for more than two hours when she finally arrived.*

Write sentences in the Past Perfect Continuous using the information below.

1. (I / work / hard / all day / before / my sister / arrive)

2. (They / be / tired / they / play / football)

3. (She / gain / weight / she / be / eat / too much)

4. (Mike / want / sit down / stand / all day)

5. (He / fail / the final test / (not) attend / the classes)

WRITING

Conduct a research to find out if there are people in your community keeping guinea fowls for a living. Write a report about it.

PRE-READING

Do you know which domestic birds can be included in the category of 'poultry'?

READING

Read the text and have more information on poultry farming.

The importance of rural poultry in household and national economy

Keeping poultry in national economies of developing countries and its role in improving the nutritional status and incomes of many small farmers and landless communities has been recognized by rural development agencies in the last two decades. In nearly all African countries, poultry production in rural areas is predominantly based on a free-range system utilising indigenous types of domestic fowl. The system is characterised by a family ownership of the birds. The birds are then left to scavenge to meet their nutritional needs. The feed resources vary depending on local conditions and the farming system. Housing may not be provided. Where this is done, usually local materials are used for construction. The health of the birds is not guaranteed because there are no disease control programmes. The birds are exposed to many disease conditions. Newcastle disease has been noted as the most prevalent and devastating poultry disease in many African countries. Parasites are also prevalent due to favourable conditions. In spite of this low-input by rural farmers on their production, free-range birds play many socio-economic roles. They produce eggs. Eggs are a high protein, nutritious food with very little waste. When properly managed 10 hens may produce: 2000 eggs/year = 40 eggs/week = 2kg of eggs. More intensive farmers keep their chickens in a chicken coop. It's important to invest on a good housing, preventing chicken to become vulnerable to the attack of predators. It is a good idea to feed chicken on grains that are high in minerals. Research conducted in Ethiopia by Hawassa University has shown that chickens who scavenge for their food have an unbalanced diet. They, in particular, lack calcium and other minerals. It is also important to have clean, fresh water available for your brood. It is a good idea to have the water at chickens shoulder height so that they do not wet the area around them. Waterers must be cleaned on a daily basis. Many parts of Africa have unreliable water supply and this makes a water tank a good idea. It is also important to invest in vaccination in order to prevent the exposure to devastating poultry diseases.



IMPORTANT VOCABULARY

predators – *predadores*

coop – *capoeira*

grit – *grão de areia, arenilo*

COMPREHENSION

Answer the following questions about the text.

1. Is keeping poultry an important activity to rural farmers in Africa? Why?
2. What is the most prevalent poultry disease?

3. Is it important to invest in vaccination? Justify your answer.
4. Investing in chicken coops is important, too. Why?
5. Why is it a good idea to have water tanks?

SPEAKING

In pairs discuss: poultry farming has the potential to reduce poverty and to provide sustainable food resources.

GRAMMAR

Verb Tenses (revision)

Write sentences with the following verbs:

produce lend forbid invest wear burst prevent keep use feed

Present Continuous I

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

Past Continuous

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

Present Perfect Continuous

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

Past Perfect Continuous

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

WRITING

Write a composition about the advantages of poultry farming at home. Point at least three advantages.

PRE-READING

Do you know anyone who does rabbit home farming?

READING

Read the text and learn how to start rabbit farming.

Start a Rabbit Farm

Are you planning to start a business raising rabbits for commercial use? Then, our guide can help you learn the basics of starting a rabbit farm right out of your backyard.

Rabbitry Facilities and Equipment Needs – Rabbit farming requires modest investment as it needs only simple facilities and small land area. A small rabbit farm could have 15 to 100 rabbits requiring low startup capital. To start your rabbit farm, prepare a rabbit hutch that is well lit and well ventilated with heating and cooling systems. Metal cages are usually recommended for its ease of cleaning. Equip the cages with feed hopper, watering system, and nest box.

Rabbit Breeding Guide – Rabbits are used for their wool, fur, and meat. They are also used as testing specimens by laboratories. Their breeds usually determine how they are used. And so, before starting a rabbit farm, it is important that a prospective rabbit breeder determines to whom he should sell his rabbits. Will it be to restaurants, meat shops, individual purchasers, schools, laboratories, hospitals or breeders? One can advertise his business in rabbit journals, rabbit farm periodicals and by joining rabbit exhibits. Breeding stock for a rabbit farm may be bought from local breeders. Medium-sized rabbits breed at 6 to 7 months of age and give birth after a month of gestation. Female rabbits can produce up to 50 live rabbits annually, with births high during the summer. They produce an average of 9 kits per birth.

Rabbit Farming Essentials – Check with your local office about regulations that you must comply with in relation to rabbit farming. If you are planning to sell rabbit meat, you should think of slaughtering and storage facilities in addition to your usual farm facilities. Maintain a sanitary operation to prevent the outbreak of disease in your farm that could potentially be damaging to the business.

In <http://www.startupbizhub.com/start-a-rabbit-farm>.



COMPREHENSION

Read the text and say whether the statements are true (T), false (F) or not stated (NS).

1. Rabbit farming requires a big startup investment.
2. Rabbits are not used for scientific research through lab experiences.
3. Rabbits are also farmed for their fur.
4. There is no need to have a license for breeding rabbits for labs.
5. Constructing rabbit housing from material you already have helps reduce your investment.

SPEAKING

Discuss the economic benefits of doing rabbit home farming.

GRAMMAR

Reflexive pronouns/ Reciprocal pronouns

We use **reflexive pronouns** when the subject and the object are the same person.

*e.g. She made this skirt **herself**. (That is, nobody helped her.)*

*I cut **myself** when I was peeling a clove of garlic.*

Reflexive pronouns are formed by adding **self** (singular) or **selves** (plural) to **my, your, our** (possessive adjectives) or **him, her, it, them** (object pronouns).

Let us have a look at them now: **myself, yourself, himself, herself, itself, ourselves, yourselves, themselves**.

We use the **reciprocal pronoun 'each other'** when the action is between two people, not reflexive:

*e.g. They kissed **each other**. He connected the computers to **each other**.*

When there are more than two people we use **one another**.

*e.g. The team shook hands with **one another**.*

If we say that *John writes to Mary* and that *Mary writes to John*, we are talking about a reciprocal action. This sort of actions are expressed by **each other** or **one another**.

*e.g. They write to **each other** / **one another** once a month.*

Fill in the gaps with the appropriate pronoun.

- Ingrid, Paul! Please behave _____.
- The pop star _____ attended the wedding ceremony, as she had promised.
- Alice and John collected stickers _____.
- We send letters to _____ regularly. She's, in fact, my best friend.
- We looked at _____ in amazement, but we didn't say anything.
- Make _____ at home, John. I'll be right back.
- We've known _____ since we were kids. We even were at school together.
- I made a fool of _____ by saying that stupid thing.
- He hurt _____ when he was playing soccer.
- Jenny and Kate have been playing tennis with _____ for months now.

WRITING

Conduct a research to find out how many people keep rabbits in your community. Write a report about it.

PRE-READING

What traditional stories do you know?

READING

Read the text and learn more about oral literature.

Karingana wa karingana

In the Mozambican Bantu-Language called "Changana", Karingana stands for "the beginning of a story". This is where many oral traditional stories

begun. The stories were told in different places and with different characters, but no matter their nature they all had one single aim: to educate new generations according to the values from the past. Those stories could take the form of legends, sayings, songs or chants. Let us see the definition of two of them.

A legend: A legend is a narrative that people tell as a true story. Sometimes the details are difficult to confirm, but usually the story names people and identifies locations. The person telling the story usually does not claim to be an eyewitness to the events, having heard it from someone who knows someone who heard it from someone who was really there, instead... Legends often contain a morality and are told to uphold the values of the community. They often involve supernatural or religious elements.

Songs and Chants: the tradition of telling stories included the habit of singing and chanting. Chanting is the rhythmic singing of words or sounds accompanied or not by music.

Mozambican ethnic groups used oral literature as a means of communicating as well as retaining information about the past and present aspects of life. It was through oral literature, oral traditional stories, that many communities were able to pass on their customs and traditions from their generation to the next, emphasizing certain virtues. Story telling goes beyond mere entertainment and is based on the premise that knowledge and expertise is in the minds of elder members of the community.

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

IMPORTANT VOCABULARY

saying - *dito, adágio*

claim - *reclamar, reivindicar*

VOCABULARY

Find words that can replace the underlined ones without changing the idea of the text.

1. characters _____

2. eyewitness _____

COMPREHENSION

Read the text and say whether the statements are true (T), false (F) or not stated (NS).

1. 'Karingana' means 'listen to me'.
2. We no longer tell stories in Mozambique.
3. Stories used to be told exclusively to children and at night.
4. The elderly had the duty to make sure that all children were at home on time.
5. Chants and legends were a form of telling stories.

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SPEAKING

In groups discuss: telling and listening to stories is the way we make sense of our lives.

GRAMMAR

Reported speech (reporting in the past)

When reporting in the past tense, the verb in the direct speech usually changes from the present to the past.

*e.g. We **need** to talk to your teacher. They claimed that they **needed** to talk to our teacher.*
(*need becomes needed*)

Write the following sentences into the reported speech.

1. Henry doesn't like going out very much.

He _____

2. Sometimes we meet friends in Madrid at the weekend.

They _____

3. I don't go to the gym very often.

She _____

4. He never gets up early on Sundays.

He _____

5. She doesn't have enough time to do everything.

She _____

WRITING

The oral tradition of storytelling has almost disappeared. Think about possible ways to bring this tradition back.

PRE-READING

In pairs think about:

1. Mozambican writers that you know.
2. The titles of their books.
3. What is your favourite?

READING

Read the text and learn more about three mozambican writers.

Mozambican writers of all times

Luis Bernardo de Honwana: his full name is Luís Augusto Bernardo Manuel, born in 1941, in Maputo. He lived in Moamba until the age of seventeen. He attended the town's secondary school and was also a journalist there. Later, he moved to Portugal where he studied in the University of Porto. Honwana studied drawing and painting for some time and participated at art exhibitions. In 1964 he published a book of tales entitled *Nós Matámos o Cão Tinoso*, one of the most remarkable works in Mozambican literature.

Noémia de Sousa: Carolina Noémia Abranches de Sousa Soares was born on September 20th, 1926, in Maputo. Many of her poetic work is still to be published. She wrote as if she was predestined to do it, rejecting the traditional European norms and creating dozens of poems between 1949 and 1952, many of them published in Mozambique and abroad.

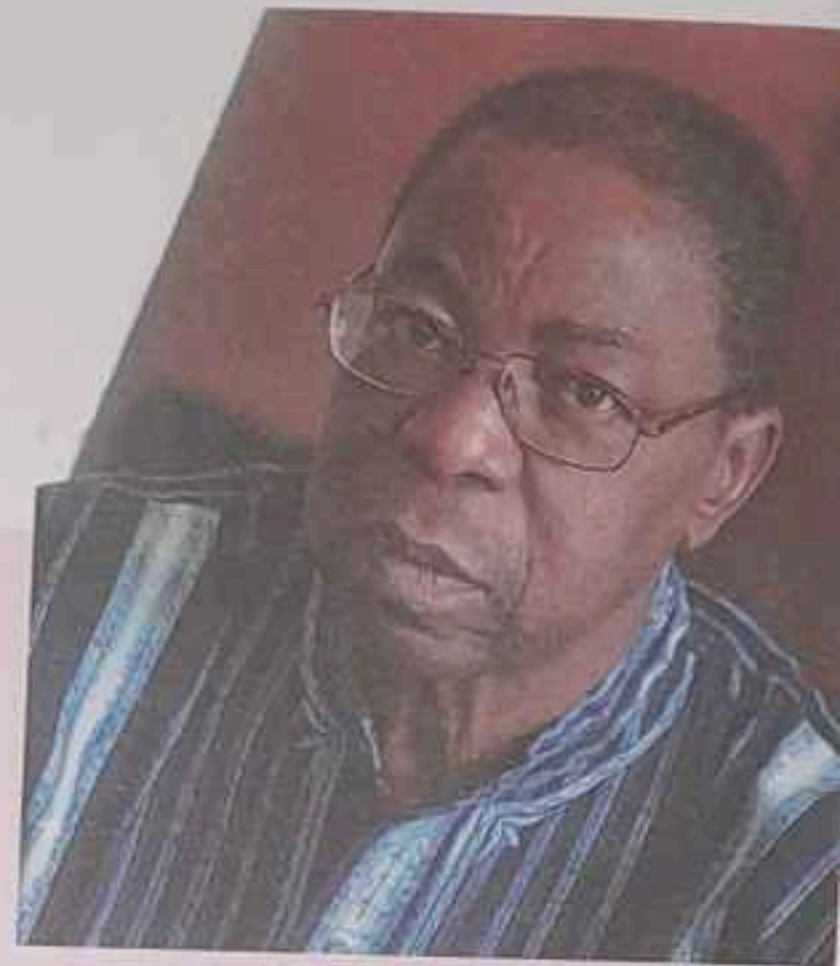


Mia Couto: Mia Couto was born in 1955, in the province of Beira. He was a son of a Portuguese emigrant that arrived in Mozambique in the early 1950s. He attended primary school in Beira. In 1971, he began studying Medicine at the University of Lourenço Marques, where racism was clearly an important issue. At this time, the regime constrained the university students, which led him to cooperate with FRELIMO. After the Portuguese revolution and the independence of Mozambique, he interrupted his studies and started working, first in *A Tribuna*, along with Rui Knopfli. He collaborated with the magazine *Tempo* until 1981, and remained in *Notícias* until 1985. His first book, *Raiz de Orvalho*, was published in 1983.

VOCABULARY

Find words that can replace the underlined ones without changing the idea of the text.

1. remarkable _____
2. norms _____
3. interrupted _____



COMPREHENSION

Complete the table below using the information from the text.

Name of the writer	Date and place of birth + additional information	Published works
Noémia de Sousa		
	1955, in Beira. Quitted studying medicine	
		<i>Nós Matamos o Cão Tinhoso</i>

GRAMMAR

Participial prepositions

A **participial preposition** is a participle (an **-ed** or **-ing** verb) that functions as a preposition. Some of the most common examples are: **assuming, considering, during, given, notwithstanding, provided, regarding, and respected.**

Participial prepositions are a subset of participles that, due to widespread long-time usage habits, have become acceptable as prepositions. Here are a few examples of conventional participial prepositions used correctly:

*e.g. **Sitting** on the porch, it started to get cold.*

***Considering** that the whole idea behind poetry is to convey meaning through sound, his work is brilliant.*

***Given** that the profit margin is high, his estimates seem to be somewhat on the mark.*

***Assuming** the talks start, they may still go nowhere.*

Complete the following sentences putting the verb in its participle form.

- _____ (*provide*) that you convince yourself of the need to change your diet i'll give you a rest.
- _____ (*regard*) which types of sexual health education should be given to young people, that differs around the world.
- _____ (*consider*) applying for a job with a company or organization in Southampton or moving with your company?
- _____ (*judge*) by the colour of your nose. I am sure you have been out all day long.
- _____ (*give*) that it is Tuesday, I cannot allow you a half day leave.
- _____ (*base*) on my test, you are pregnant.
- _____ (*assume*) that the Earth is round, it should be circumnavigable.
- _____ (*regard*) your dog, there are a few things I would like to discuss.

WRITING

Do a research in order to write a short biography of a Mozambican writer of your interest. Use the texts on the previous page as models to create the short biography.

PRE-READING

Before reading the text discuss with your partner:

1. Which Mozambican poets do you know?
2. Do you like poetry? Why?

READING

Read the text and learn more about three mozambican poets.

Mozambican poetry

António Rui de Noronha is considered one of the precursors of Mozambican literature. His poems appear enclosed in the majority of poetical anthologies and his name is frequently cited in the studies of Mozambican poetry.

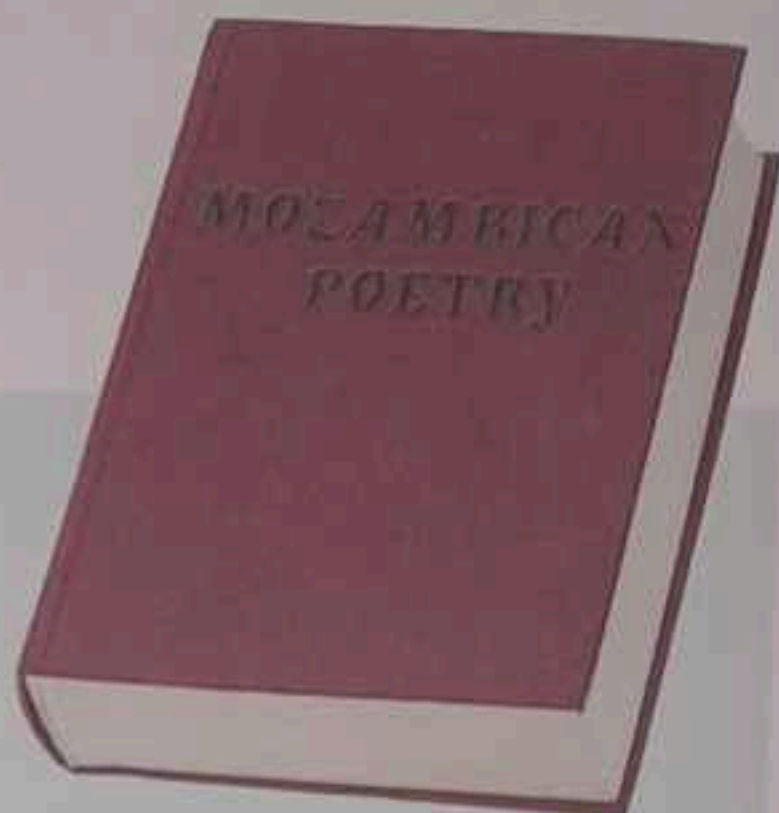
José Craveirinha is considered, by many, the greatest poet of Mozambique. His poems address such issues as racism and the Portuguese colonial domination of Mozambique. As a journalist, Craveirinha contributed to numerous Mozambican magazines and newspapers, including *O Brado Africano*, *Notícias*, *Tribuna*, *Notícias da Tarde*, *Voz de Moçambique*, *Notícias da Beira*, *Diário de Moçambique*, and *Voz Africana*. Craveirinha also wrote under the pseudonyms Mário Vieira, José Cravo, Jesuíno Cravo, J. Cravo, J.C., and Abílio Cossa. He was imprisoned in solitary confinement by the fascist Portuguese PIDE regime from 1965 to 1969 for his membership of FRELIMO, the leading movement for the liberation of Mozambique from Portuguese rule. When FRELIMO seized power in 1974, Craveirinha was freed from prison and appointed vice-director of the national press. Craveirinha was awarded the Prémio Camões, the highest honour for lusophone literature, in 1991. He was considered several times for the Nobel Prize for Literature.

Jorge Rebelo is one of the great African poets, a lawyer and a journalist. Rebelo studied at the University of Coimbra in Portugal, was secretary for information for the Mozambican anti-Portuguese guerrilla group FRELIMO, and edited the magazine *Mozambique Revolution*. Though José Craveirinha is called the "poet of Mozambique," Rebelo is known as the "poet of the Mozambican revolution." Rebelo's poetry is didactic and single purposed: he is a poet of and for the Mozambican freedom fighters. Indeed, Rebelo's poetry can be seen as a chronicle of the fight for Mozambican independence and a call to arms. His poetry is included in selected anthologies as Mário de Andrade's *Literatura Africana de Expressão Portuguesa* (1967) and Margaret Dickinson's *When Bullets Begin to Flower* (1972).

COMPREHENSION

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

1. António de Noronha is a poet.
2. José Craveirinha is considered the precursor of Mozambican poetry.
3. José Craveirinha was also a journalist.
4. Rebelo's poetry is detached from Mozambican reality.
5. Rebelo is a poet, a journalist and a lawyer.



GRAMMAR

Pronouns with quantifiers

Quantifiers are words that are used to state quantity or amount of something without stating the actual number. Quantifiers answer the questions "How many?" and "How much?"

There are three main types of quantifiers. Quantifiers that are used with countable nouns, quantifiers that are used with uncountable nouns, and quantifiers that are used with either countable or uncountable nouns.

	Countable nouns	Uncountable nouns	
much	-	x	I don't have much money.
many	x	-	I don't have many apples.
few*	x	-	We know few people in the area. I would like to get to know more.
a few**	x	-	We know a few people in the area. I know enough people to keep me happy.
little*	-	x	I know little English. I am going to have a problem getting around England.
a little**	-	x	I know a little English, at least enough to get England.
enough	x	x	I have enough money.
plenty	x	x	I have plenty of money.

***few / little** – means that is not enough of something.

*There are **few** apples.* (There are not enough apples.)

*There is **little** money.* (We can't buy a lot of expensive food.)

****a few / a little** – means that there are not a lot of something, but there is enough.

*There are **a few** apples.* (There are enough apples.)

*I know **a little** English.* (He knows enough English to manage.)

Fill in the gaps with one of the following quantifiers: much, many, a lot of, most, a little, little, a few, few.

- I've unfortunately had _____ headaches already because of stress.
- Our yard looks awful this summer. There are too _____ weeds.
- I didn't use _____ fertilizer last spring, and that has made a difference.
- I'm afraid it's rained _____ times this summer which is why the grass is brown.
- _____ of the advice I have ever received from so-called "experts" has been useless.
- They said that just _____ help could make a big difference.
- _____ people know as much about computers as Tomas.
- It does us _____ good when the banking system collapses.

WRITING

Write a composition about what makes poetry important in our lives and society.

PRE-READING

1. Make a list of all your school rules and regulation.
2. Which ones do you think are hard to follow?

READING

Read the text and develop your opinion on school rules.



Students' conduct

A school is a place where every Jim and Jack acquires scientific knowledge and other social norms. In order to assure normal functioning, every school has its rules and regulations. These are either for the teachers and for the students. They are established by the school's committee. These rules are meant to organise both the students and the teachers, to correct bad practices students may have, to enable the smooth functioning of the school and above all, to create a good learning environment. The following is a selection of some of the most common students' conduct rules found in many schools: Students shall conduct themselves in an orderly, responsible and sober manner. No student of the school shall:

1. disrupt teaching, study, research or administrative work;
2. cause or threaten to cause injury or otherwise prevent any member of the school and its staff from carrying on his/her work, or do any act likely to cause such disruption;
3. damage or vandalise school property, or perform any kind of act likely to cause such damage;
4. behave dishonestly, which includes dishonesty in academic matters such as falsification of evidence or plagiarism;
5. commit a criminal offence;
6. use mobile phones or Mp3 players in the classroom;
7. smoke or take any drugs.

Some of these conducts have caused a lot of discussions and debate among parents and students. There are some who believe these rules to be too strict and do not allow students to be free at school. On the other hand, there are some who believe these set of rules are only meant to educate students whose behaviour seems to be getting worse year by year.

IMPORTANT VOCABULARY
sober manner - *modos sóbrios*

VOCABULARY

Find the meaning of the underlined idiomatic expression from the text: Jim and Jack.

COMPREHENSION

Read the text and say if the statements below are true (T), false (F) or not stated (NS).

1. Schools usually have regulations to keep students from learning.
2. School regulations are meant only to teachers.
3. Students under stress can smoke freely.
4. School regulations are made to organise the school.
5. Some parents do not agree with some school regulations.
6. Schools have strict rules against cheating on tests.
7. Sabotage of school property is not a bad thing.

SPEAKING

Work in pairs: what is the importance of establishing rules in a school environment?

GRAMMAR

Used to + infinitive

Used to + infinitive refers to a past activity or activities that no longer happen at the time of speaking.

*e.g. I **used to play** table tennis. (now I don't)*

*When I was young I **used to sleep** early. (now I don't)*

*We **used to live** in a small house. (now I don't)*

1. Imagine that you are now a grandparent. Tell your grandchildren things you used to do when you were a teenager.

2. Choose verbs from the list below and write five sentences with the structure used to + infinitive.

run sleep eat study love read select kiss cut talk

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

WRITING

Write down a text about five serious school behaviour problems and how you would handle them if you were a teacher.

PRE-READING

Our prisons are overcrowded. With your partner talk about ways to solve this problem.

READING

Read the text and learn more about the history of prisons.

**What are prisons for?**

Prison is a word derived from old French (*prisoun*). It is a place for the confinement of persons in lawful detention, especially persons convicted of crimes. These people are denied their normal freedom. That is to say, they cannot move freely nor do other things freely. They become prisoners. When someone is sent to prison we usually say that he has been imprisoned or incarcerated. These two words are generally related to words like correction centre, jail and detention centre.

Imprisonment is also necessary while in the course of a judicial process. Law offenders must be imprisoned while they wait for legal judgment and conviction. However, sometimes it happens that innocent people are kept imprisoned as well as those who do not go face to face with the ruling government. These are known as political prisoners.

The history of prison dates way back to Bible times. The Old Testament describes how prisoners were treated and the kind of conditions they lived in. One good example is the imprisonment of Joseph. The way we nowadays see prisons is different, however. Prisons are used for taking away a person's freedom, as a punishment for breaking laws. They also keep dangerous people away from the public. But prisons are also communities where people live and work, where babies are born and people die of old age. And they must be used as the places that will provide for the correction of behaviours that threaten life in communities. And that is what people are expecting prisons to do nowadays, and in fact what is really happening through their rehabilitation programs. Through rehab they try to help prisoners get some skills that will make it easier for them to fit back into society as law abiding citizens. That means nowadays people in prison can get education and training, which might include doing exams and having a job while they serve their sentence.

IMPORTANT VOCABULARY

law offenders - *transgressores da lei*
confinement - *reclusão, prisão*

VOCABULARY

Find the meaning of the underlined idiomatic expression from the text: face to face.

COMPREHENSION

Answer the following questions about the text.

1. What is the origin of the word 'prison'?
2. What does it mean to be deprived from normal freedom?
3. What expressions can we use to say that someone was sent to prison?
4. Is it possible to imprison someone before its conviction?
5. What are the main purposes of prisons?

SPEAKING

In pairs discuss: all prisons should have rehabilitation programs.

GRAMMAR

Used to + gerund

Used to + gerund means that someone is/was accustomed to doing something because it has done / did it many times.

*e.g. Now that I work as a watchman, I am **used to sleeping** late.*

*They lived in a very cold country; they were **used to playing** football under very cold weather.*

Choose verbs from the list below and write five sentences with used to + gerund.

teach cheat sleep talk cook design request use impress study eat

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

WRITING

Based on what you have read write a text saying what you think prisons should be like. Point at least three characteristics which you think the prisons should have.



PRE-READING

Some countries are at war because of religion differences. What do you think about this?

READING

Read the text and develop your opinion on religious intolerance.

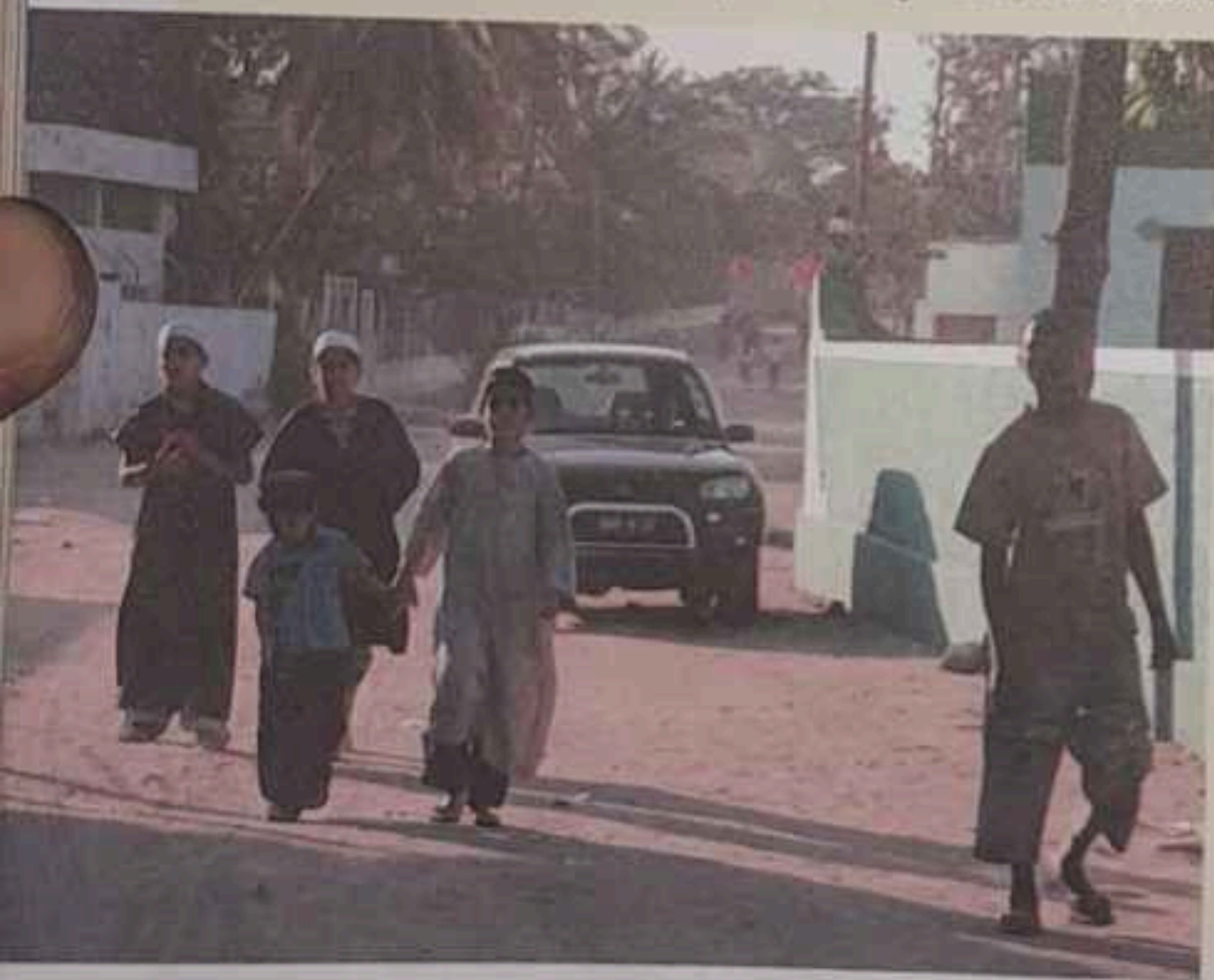
Against religious intolerance and violence

Religious hatred, oppression and violence in the world is not only appalling, but it is also difficult for many people to understand. No one doubts that religion is largely the product of one's birthplace and early teaching among family. Most people inherit their religion as if they inherited eye colour or other physical feature, and what they learn as a child is very difficult to change when they grow up. This means that the religion embraced greatly depends upon the place, or even the country of birth. Why should there anyone regard other with a different religion as enemy? What is in the root of intolerance?

The search for the truth – the right thing would be to believe that all sets of religious beliefs are equally true. But again, religions differ greatly. Many people consider their own beliefs to be true and others to be at least partly false. However, it is desirable for any individual to suppress its own religious beliefs in order to accept the right of another person to follow a different religion. It is not necessary to accept other's beliefs as valid. A tolerant person merely extends to

all people a fundamental human right: the freedom of religious belief. We are religiously tolerant when we give others the freedom to do things and believe in things, even though we feel that they are wrong! To some people, this is not easy. Some people feel their religion is the only 'true faith', and that the oppression followers of another religion is to promote God's will in society. We support their right to believe this. But we oppose them if they want to take action to oppress others.

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



VOCABULARY

Which words can substitute the underlined ones without changing the overall meaning of the text?

1. appalling

a) beautiful

b) tactful

c) awful

d) stressful

2. tolerant

a) prejudiced

b) narrow-minded

c) disapproving

d) benevolent

COMPREHENSION

Read the text and say if the statements below are true (T), false (F) or not stated (NS).

1. Religious intolerance was common in the past.
2. We should regard people with different religious beliefs as personal enemies.
3. Our place of birth is one of the contributing factors for the religion we embrace.
4. Religious tolerance is growing in the world.
5. Being religious tolerant implies accepting the premises of other religions.
6. Some people consider their religion as the only true faith.

SPEAKING

In pairs debate: Religious intolerance is a major source of violence in the world today.

GRAMMAR

Verbs with two objects

Many English verbs take two objects – one **direct object** and one **indirect object**. The direct object usually refers to an **object**. The indirect object usually refers to a **person** and comes first.

e.g. He gave his daughter a camera for Christmas. (Indirect object – his daughter, direct object – camera)
Could you lend me some money? (Indirect object – me, direct object – money)

Some common verbs can be followed by two objects: **bring, buy, cost, get, give, leave, lend, make, offer, owe, pass, pay, play, promise, read, refuse, send, show, sing, take, teach, tell, wish, write.**

Position of the direct and indirect objects:

The indirect object usually comes before the direct object. We can also put the indirect object after the direct object. When the indirect object comes after the direct object, it usually has the preposition **to** or **for** before it.

e.g. She sent the flowers for me, not for you.
I handed my credit card to the salesman.

Complete the sentences with the words in brackets in the correct order.

1. I promised to deliver _____ (parcel / the / her)
2. We have already shown _____ (the / Mrs. Clark / to / project)
3. We will write _____ (letter / a / John)
4. I can lend _____ (book / her / the)
5. They will immediately send _____ (a / us / to / fax)
6. They've bought _____ (daughter / new / a / flat / their)

WRITING

Write a composition expressing your opinion on the following:

The discussion of differences and similarities between religions and the exchange of spiritual experiences are helpful tools to understand the value of other traditions.

PRE-READING

What types of violence against women do you know?

READING

Read the text and get to know five different kinds of violence against women.

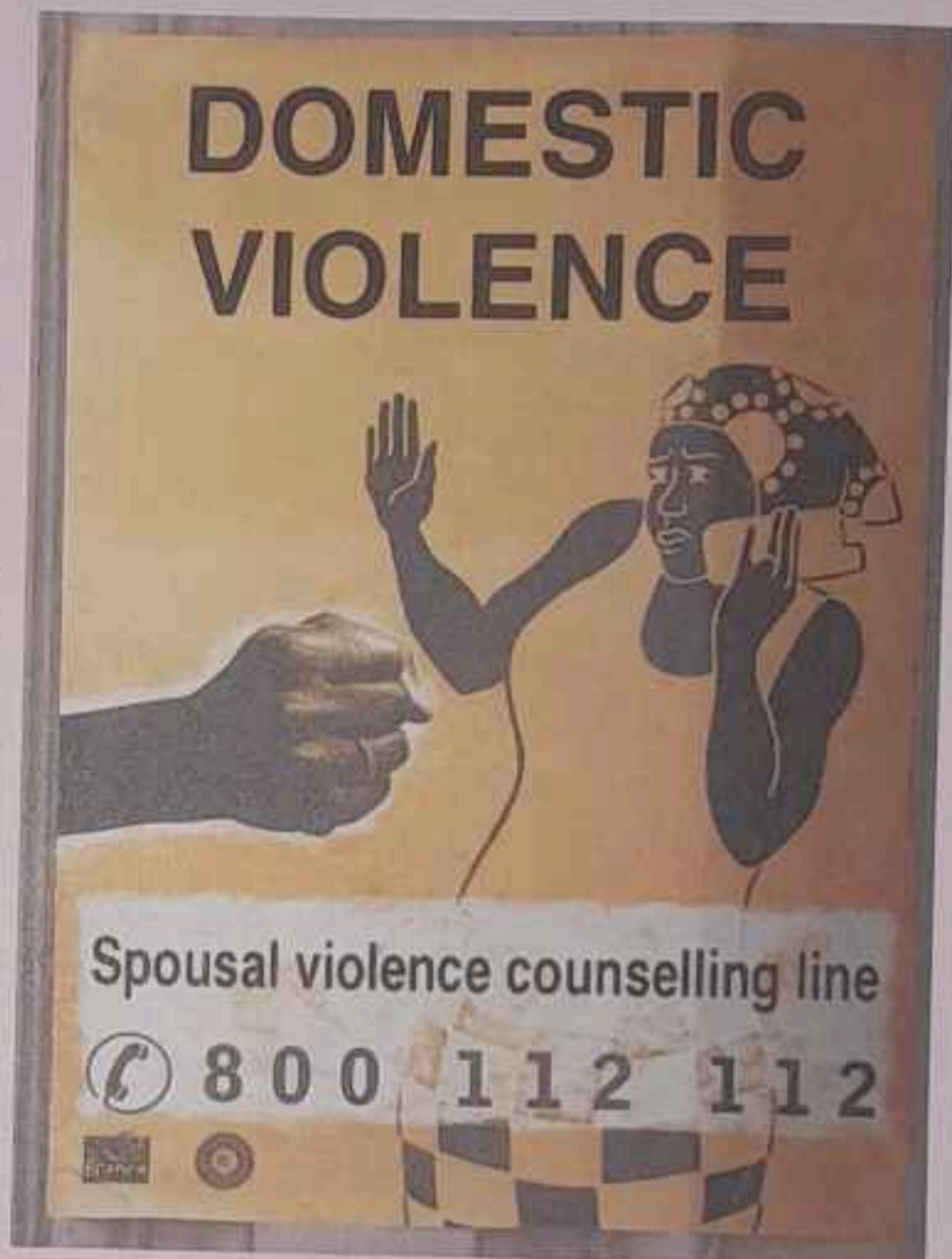
What is violence against women?

There are many different kinds of violence against women. The following are some of them:

1. **Domestic violence.** This happens when a husband or a boyfriend abuses his wife or girlfriend. The abuse can be any form of scolding or beating up. Some activists include harsh words and remarks as a form of violence. Other forms of abuse can come in a less direct but nevertheless annoying way: controlling the woman's money, what she does, where she goes and sometimes even who she talks to.
2. **Rape.** This happens when a woman is forced to have sex. Some people think that married people cannot be raped but activists have reported cases of women who have been raped by their own husbands.
3. **Sexual harassment.** This is intimidation, bullying or coercion of a sexual nature, or the inappropriate promise of rewards in exchange for sexual favors.
4. **Female circumcision.** In some parts of Africa before a girl reaches puberty her female genitalia is cut away or mutilated. This is also a form of violence against women since it twists their sexual pleasure. It also makes child bearing very painful.
5. **Witch burning.** This is a common practice in some parts of Africa. Although wizards may be known and criticized, only witches are generally burned. Research has shown that the targeted witches are usually successful women and that they are burnt without any proof.

Violence against women also include: homicide, psychological abuse, dating violence, spousal abuse, courtship violence and date rape. Some of the root causes of Domestic Violence include: power and control, growing up in a cycle of violence and abuse, and a distorted concept of manhood.

If you or someone you know is affected by domestic violence, please call the confidential National Domestic Violence Line.

**IMPORTANT VOCABULARY**

scolding - *censura, repreensão, descompostura*
mutilate - *mutilar*

COMPREHENSION

Read the text and say if the statements below are true (T), false (F) or not stated (NS).

1. Violence against women is only when women are beaten by men.
2. There is no violence against women in Mozambique.
3. Rapping can only happen to single women.
4. In some parts of Africa female circumcision is still made.
5. Burning witches is not an expression of violence against women.
6. Violence against women is not a crime.

SPEAKING

In groups discuss: Domestic violence also targets men. Which do you think is more common – violence against men or women? Why?

GRAMMAR

Third conditional

The **third conditional** is used to talk about an imaginary situation in the past and to describe its result.

Third conditional sentences consist of two clauses: an **'if' clause** (if + past perfect) and a **main clause** (conditional)

e.g. If it had snowed, we could have gone skiing. Regret: It didn't snow, so we couldn't go skiing

If clause	Main clause	Explanation
If I had studied harder,	I would have passed the exam.	I failed the exam, because I didn't study hard enough.
If she had not broken the window	she would have not been caught.	She was caught because she broke the window.

Write sentences in the third conditional using the following information.

1. He (*not sleep*) / crash the car _____
2. Malinda (*have*) money / she (*go*) to the concert _____
3. I (*not arrive*) late / I (*lose*) the job _____
4. Wind (*not be*) so strong / the bridge (*not collapse*) _____
5. I (*not kiss*) my neighbour / my wife (*not go*) mad _____
6. We (*have*) a big house / we (*not sleep*) on the veranda _____

WRITING

Imagine a situation of domestic violence against a man. Write a story describing that situation and including at the end a possible solution to the problem.

PRE-READING

Do you think there are instances where you can take the law into your own hands?

READING

Read the text about the detention of hijackers.

**Hijackers in detention**

The hijackers of a local train were caught and taken to the police station last night. They were caught in the outskirts of Maputo close to the newly built Zimpeto Stadium. Police spokesman told the journalists they had received anonymous calls from various residents of Zimpeto describing the suspects. Although there were police patrolling the area, it wasn't possible to identify the hijackers. As the calls continued, the police decided to establish road blocks in every half a kilometer. After three hours of close checking and patrol, the police finally managed to arrest the hijackers as they were trying to run away. One of the hijackers, a young man of twenty years, told the police they had had serious disagreements due to unfair sharing of the stolen goods. He also informed the police that the operation included some professional hijackers from South Africa and Angola. Their detention has been greatly welcomed by many citizens who also have called upon the need to tighten public transport security. The minister of Public Affairs has promised to work with the neighbouring to bring to book the hijackers who are still on the run.

IMPORTANT VOCABULARY

due - *devido*

bring to book - *cadastrar*

COMPREHENSION

Answer the questions about the text.

1. What did the hijackers do?
2. Where were they caught?
3. How did the police catch them?
4. Who informed the police about the hijacker's whereabouts?
5. Where else do you think you could hear this kind of story?
6. What was the reaction of the population in general?

SPEAKING

In pairs discuss: **organized crime is on the rise and leading to panic in many cities.**

GRAMMAR

Reported Speech – Statements

- 1) If the sentence starts in the present, there is no change of tenses in reported speech.

e.g. Susan: I work in an office.

Susan **says that she works** in an office.

- 2) If the sentence starts in the past, there is often change of tenses in reported speech.

e.g. Susan: I work in an office.

Susan **said that she worked** in an office.

- 3) If the sentence contains an expression of time, you must change it as well.

e.g. Peter: I worked in the garden yesterday.

Peter **said that he had worked in the garden the day before.**

Tense changes

From	To
Present Simple	Past Simple
Past Simple	Past Perfect
Present Perfect	
Past Perfect	
will	would
Progressive forms	
am / are / is	was / were
was / were	had been
has been	
had been	

Expressions of time changes

this (evening)	that (evening)
today / this day	that day
these (days)	those (days)
now	then
(a week) ago	(a week) before
last weekend	the weekend before / the previous weekend
here	there
next (week)	the following (week)
tomorrow	the next / following day

Change the following sentences into the reported speech:

- I live in New York. She says _____
- Lucy is reading a book in front of the fire. Jim said _____
- They visited Japan last month. Kate said _____
- He hasn't been to school this week. His mother said _____
- I will stop smoking on Tuesday. Paul said _____

WRITING

Write a composition about how the government can help reduce organised crime in Mozambique. State at least two suggestions, explaining their importance.

PRE-READING

What human universal rights do you know?

READING

Read the text and learn more about human rights.

Human rights

Human rights are rights inherent to all human beings, whatever nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status. We are all equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent and indivisible. Universal human rights are often expressed and guaranteed by law, in the forms of treaties, customary international law, general principles and other sources of international law. International human rights law lays down obligations of governments to act in certain ways or to refrain from certain acts, in order to promote and protect human rights and fundamental freedoms of individuals or groups. Human rights are inalienable. They should not be taken away, except in specific situations and according to due process. For example, the right to liberty may be restricted if a person is found guilty of a crime by a court of law. All human rights are indivisible, whether they are civil or political rights, such as the right to life, equality before the law and freedom of expression; economic, social and cultural rights, such as the rights to work, social security and education, or collective rights, such as the rights to development and self-determination, are indivisible, interrelated and interdependent. Non-discrimination is a cross-cutting principle in international human rights law. The principle applies to everyone in relation to all human rights and freedoms and it prohibits discrimination on the basis of a list of non-exhaustive categories such as sex, race, colour and so on. At the individual level, while we are entitled to our human rights, we should also respect the human rights of others.

HUMAN RIGHTS

IMPORTANT VOCABULARY

entitled - *com direito a*

interrelated - *interligado*

customary - *consuetudinário, costumeiro*

inalienable - *inalienáveis*

VOCABULARY

Find words that can replace the underlined ones without changing the idea of the text.

1. inherent _____

2. refrain _____

3. treaties _____

COMPREHENSION

Answer the following questions about the text.

1. What are human rights?
2. Why is it legitimate to say that human rights are inalienable?
3. In what situations can we restrict human rights?
4. Is there a non-discrimination principle inscribed in the Human Rights laws?

SPEAKING

If you were called to take part in one of the following Human Rights Organizations, which one would you choose? Justify your choice to your colleagues.

Amnesty International Conducts research and generate action to prevent and end grave abuses of human rights, and to demand justice for those whose rights have been violated.

Human Rights Watch Advocates freedoms in connection with fundamental human rights, such as the freedom of religion and the press.

International Committee of the Red Cross Works worldwide to provide humanitarian help for people affected by conflict and armed violence.

Women in Action Focus on empowering women to free themselves and be able to make their own choices by increasing their knowledge.

GRAMMAR

Reported Speech – Questions

If we report what another person has said, we usually do not use the speaker's exact words (direct speech), but reported speech. Therefore, you need to learn how to transform direct speech into reported speech. Let's look at changes when it comes to questions.

Questions

When transforming questions, you have to transform the question into an indirect question and use the interrogative **if / whether**.

Type		Example
with why	Direct speech	"Why don't you speak English?"
	Reported speech	He asked me why I didn't speak English.
without why	Direct speech	"Do you speak English?"
	Reported speech	He asked me if I spoke English.

Complete the sentences in reported speech. Note the change of pronouns and tenses.

1. "Where is my umbrella?"

She asked _____

2. "How are you?"

Martin asked us _____

3. "Do I have to do it?"

He asked us _____

4. "Where have you been?"

The mother asked her daughter _____

WRITING

Write an educational poster with ten things we all can do to help promote Human rights.

PRE-READING

Discuss: good parenting and good school guidance are important to keep young people away from drugs.

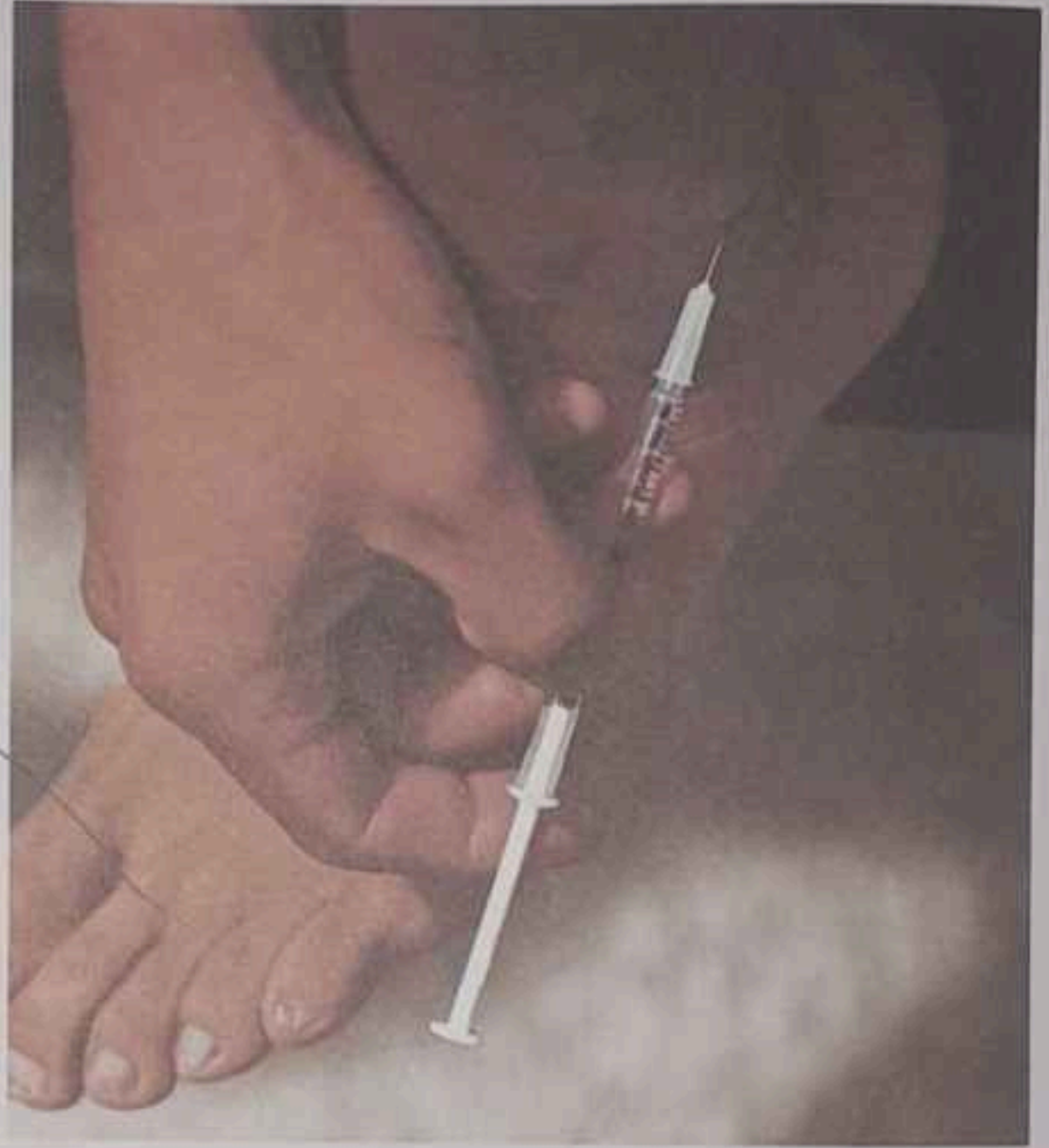
READING

Read the text and learn more about drug addiction.

Reasons for addiction

People who experiment drugs can easily get addicted because drugs either make them feel good, or stop them from feeling bad. However, there is a thin line between sporadic consumption and drug addiction and very few addicts are able to recognize when they have crossed that line. The use of drugs increases gradually over time. Smoking a joint with some friends at the weekend, or taking ecstasy at a rave, or cocaine at an occasional party, for example, can easily change into using drugs a couple of days a week. Getting and consuming the drug becomes more and more important, and when you notice you're already hooked. There are several reasons for people trying drugs. Some experience drugs to get calmer in periods of anxiety or huge stress, to feel more energetic or combat depressive feelings, or even to feel more confident in social engagements. There are also people who start taking drugs to help them cope with panic attacks or get relief from chronic pain. And until they find an alternative to deal with those situations, new and healthy ways to help them overcome their problems, their drug use will continue. And as drug abuse takes hold, it is likely to start getting late for work or school. School or job performances progressively deteriorate, and addicts start neglecting social or family obligations. What might have begun as a voluntary choice turns into a physical and psychological urge.

Everyone can overcome an addiction with the right treatment and the support of their beloved ones. The first thing to do is to recognize there's a problem...

**IMPORTANT VOCABULARY**

joint – *passa (droga)*
cope – *lidar com*

VOCABULARY

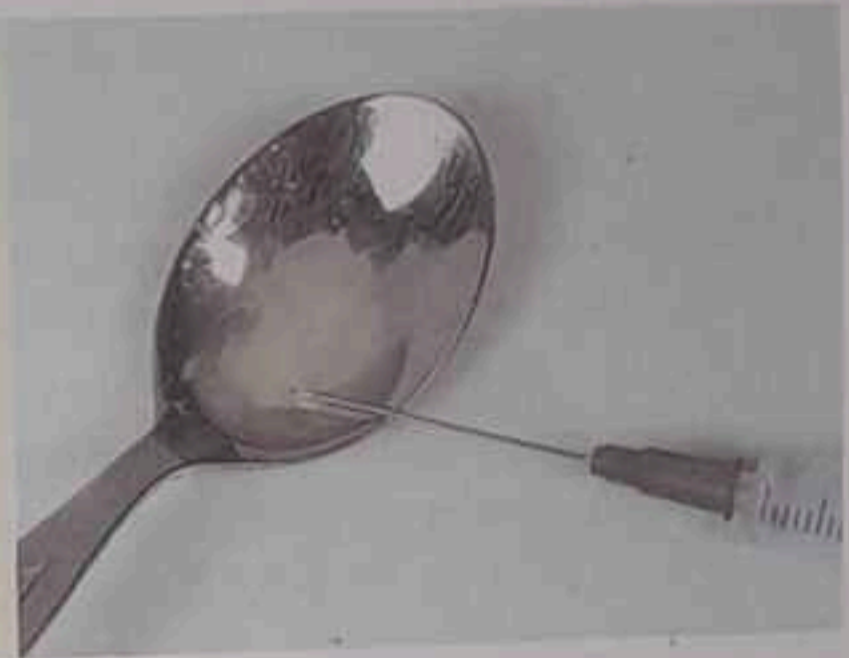
Find words that can replace the underlined ones without changing the idea of the text.

1. sporadic _____
2. gradually _____
3. energetic _____
4. deteriorate _____

COMPREHENSION

Answer the questions about the text.

1. How do you define 'drug addiction'?
2. What factors can lead to drug addiction?
3. Do addicts easily recognize their addiction?
4. Are there any ways of quitting drug addiction?
5. What are the social effects of drug abuse?



SPEAKING

With your partner discuss the social effects of being a drug addict, take some notes and make a presentation to the class.

GRAMMAR

Prefixes before adjectives

We can form the opposite of many adjectives or give the negative meaning by adding a negative prefix.

Have a look at these examples:

happy → unhappy fair → unfair friendly → unfriendly

These are the most common negative prefixes used with adjectives:

dis-	il-	im-	in-	ir-	un-
disrespectful	illegitimate	impossible	indecent	irrelevant	unreasonable
dissatisfied	illogical	immature	incapable	irregular	unfortunate

Complete the following adjectives with the right prefix.

1. _____ possible
2. _____ certain
3. _____ rational
4. _____ patient
5. _____ honest
6. _____ legal
7. _____ understand
8. _____ logical

WRITING

Conduct a research to find out how people in your community view drug addicts and write a report about it. Include in your report at least three different points of view.

PRE-READING

Are you aware of the health consequences of smoking?

READING

Read the text and learn more about the dangerous effects of smoking.

The effects of smoking

Nicotine is the addictive drug in tobacco smoke responsible for addiction.

Addicted smokers need enough nicotine over a day to 'feel normal' – to satisfy cravings or control their mood. The amount of nicotine smokers need determines how much smoke they are likely to inhale, no matter what type of cigarette he smokes.

Along with nicotine, smokers also inhale about 4,000 other chemicals in cigarette smoke. Many of these chemicals come from burning tobacco leaf. Some of these compounds are chemically active and trigger profound and damaging changes in human body.

There are over 60 known cancer-causing chemicals in tobacco smoke. Smoking damages nearly every organ in our body, causing many diseases and reducing health in general. The most damaging compounds in tobacco smoke include:

1. **Tar** – this is the collective term for all the various particles suspended in tobacco smoke.
2. **Carbon monoxide** – this odourless gas is fatal in large doses because it takes the place of oxygen in the blood. Each red blood cell contains a protein called haemoglobin – oxygen molecules are transported around the body by binding to, or hanging onto, this protein. However, carbon monoxide binds to haemoglobin better than oxygen. This means that less oxygen reaches the brain, heart, muscles and other organs.
3. **Metals** – tobacco smoke contains dangerous metals including arsenic, cadmium and lead. Several of these metals are carcinogenic.
4. **Radioactive compounds** – tobacco smoke contains radioactive compounds, which are known to be carcinogenic.

Tobacco also affects our respiratory system, circulatory system, immune system and the musculoskeletal system. Is it really worth smoking?

Better health channel (adapted and abridged)

IMPORTANT VOCABULARY

inhale – *inalar*

trigger – *desencadear, causar*

odour – *odor, cheiro*



COMPREHENSION

Read the text and complete the table below.

Name of substance	Dangers associated
	Replaces the oxygen in the blood.
Metals	
	Affects the breathing system making it hard for the smoker to breathe normally.
Radioactive compounds	

SPEAKING

In pairs discuss possible reasons why young people start smoking.

GRAMMAR

Adjectives – comparative degree

When we compare two things we use an adjective and **than**.

With short adjectives we add **-er** to the adjective.

*e.g. My house is **bigger than** yours.*

*She is **taller than** me.*

*My younger brother is **clever than** me.*

We use **more** with long adjectives (three syllables or more).

*e.g. Zainabo is **more beautiful than** Palmira.*

*The movie Titanic was **more romantic than** many others I had seen before.*

What is the comparative of the following adjectives?

Adjective	Comparative
Hot	
Pretty	
Exciting	
Clean	
Interesting	
Big	
Expensive	

WRITING

Write a text stating the numerous reasons for people to quit smoking.

PRE-READING

With your partner discuss the things that help people quit smoking.

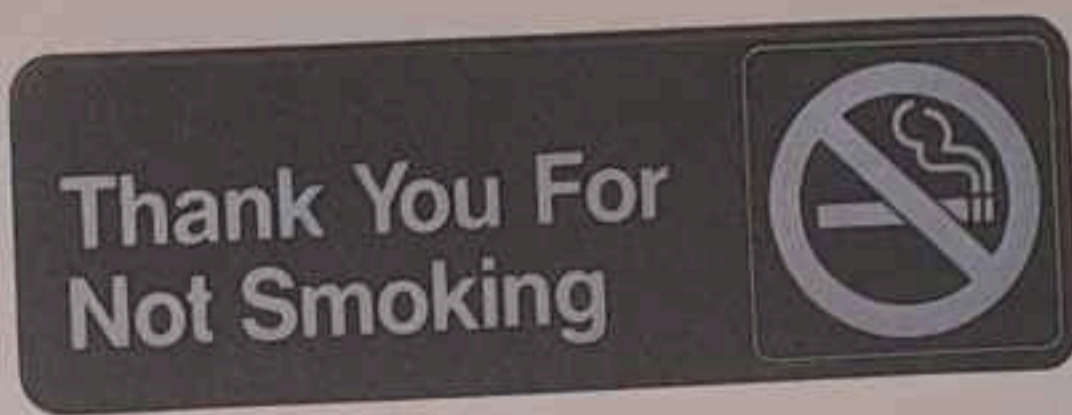
READING

Read the text and have some tips on how to quit smoking.

Tips on quitting smoking

Smokers often make several attempts to quit smoking before they can manage to succeed. Following some simple strategies and getting extra support when you need it, can provide you with the help you need to become, and remain, a non-smoker. Courses and counselling can provide extra support, however you can find nicotine replacement therapy available in pharmacies and your doctor can also prescribe you medication that can be helpful.

The following are some tips that helped many smokers to definitely quit smoking:



1. Decide on a quit date and stick to it.
2. Tell your family and friends of your intention to stop smoking and ask for their support.
3. Remember prior attempts to quit and what went wrong. Plan how to avoid the same pitfalls this time.
4. Decide on what strategy to use. For example, whether to use nicotine replacement therapy or to attend group courses.
5. Write a list of all the reasons why you want to stop smoking and refer to this list whenever you feel tempted to light up a cigarette.
6. Throw away all cigarettes, lighters and ashtrays in your home and car. If your partner is also a smoker, persuade him/her to quit too or at least to only smoke outside the house and away from you.
7. Anticipate situations you are aware may jeopardise your efforts to quit smoking.
8. Reduce possible weight gain by eating more fruit, vegetables and wholemeal cereals and consuming less fat and alcohol. Do some exercise such as walking or swimming.
9. Your body will absorb more caffeine than usual in the few weeks after quitting. Cut down on coffee and tea for the first month or so to prevent caffeine-induced anxiety and restlessness.

IMPORTANT VOCABULARY

ashtray – cinzeiro
prior – prévio, anterior

COMPREHENSION

Read the text and say if the statements below are true (T), false (F) or not stated (NS).

1. It is easy to quit smoking.
2. Eating sweets can help smokers to quit more easily.
3. There is no need to decide on a date to quit.
4. Smokers can never stop smoking.
5. Throwing away cigarettes is helpful.
6. One can only stop smoking with the help of a doctor.
7. Anticipating risky situations is important.

SPEAKING

In pairs discuss how you would advise someone to stop smoking.



GRAMMAR

Adjectives – superlative degree

The **superlative** is used to compare more than two things or people. With adjectives of one syllable, we add **-est**. With adjectives of three syllables or more, we use **the most** before the adjective.

- e.g. This is **the biggest** house in the street.*
*Tania is **the most beautiful** girl in our class.*
*Patricia is **the youngest** girl in my class.*

What is the superlative form of the following adjectives?

Adjective	Superlative
Hot	
Pretty	
Exciting	
Clean	
Interesting	
Big	
Expensive	



WRITING

Write an essay about the advantages of not smoking. State at least three advantages.

PRE-LISTENING

Do you think teenagers are susceptible to influences from the media?

LISTENING

Listen to your teacher reading the text.

Alcoholism and alcohol abuse facts

Alcohol abuse is a disease that is characterized by the sufferer having a pattern of drinking excessively despite the negative effects of alcohol on the individual's work, medical, legal, educational and/or social life.

Signs of alcohol intoxication include the smell of alcohol on the breath or skin, glazed or bloodshot eyes, the person being unusually passive or argumentative, and/or a deterioration in the person's appearance or hygiene.

Almost 2,000 people under 21 years of age die each year in car crashes in which underage drinking is involved. Alcohol is involved in nearly half of all violent deaths involving teens.

Alcoholism is a destructive pattern of alcohol use that includes a number of symptoms, including tolerance to or withdrawal from the substance, using more alcohol and/or for a longer time than planned, and trouble reducing its use. Alcohol, especially when consumed in excess, can affect teens, women, men, and the elderly quite differently. Alcohol dependence has no single cause and although genes can have a contribution to alcoholism they can't be the sole cause for it. Alcoholism is rather the result of a complex group of genetic, psychological and environmental factors. There are numerous individual treatments for alcoholism, including individual and group counseling, support groups, residential treatment, medications, drug testing, and/or relapse-prevention programs.

WHO (World Health Organization) (adapted)

IMPORTANT VOCABULARY

beverages - *bebidas*

compulsion - *compulsão*



VOCABULARY

Find words that can replace the underlined ones without changing the idea of the text.

1. sufferer _____

2. underage _____

3. consumed _____

COMPREHENSION

Answer the following questions about the text.

1. According to the text what is alcohol abuse?
2. What are the signs of alcohol intoxication?
3. Can we blame genetics for alcoholism?
4. What kind of treatments can be used to combat alcoholism?

SPEAKING

In groups, discuss ways to help alcohol-dependent people.



GRAMMAR

Adjectives (revision)

Fill in the blanks with the correct form of the words in brackets (comparative or superlative).

1. My house is _____ (*big*) than yours.
2. This flower is _____ (*beautiful*) than that one.
3. This is the _____ (*interesting*) book I have ever read.
4. Non-smokers usually live _____ (*long*) than smokers.
5. Which is the _____ (*dangerous*) animal in the world?
6. A holiday by the sea is _____ (*good*) than a holiday in the mountains.
7. It is strange but often a coke is _____ (*expensive*) than a beer.
8. Who is the _____ (*rich*) woman on earth?
9. The weather this summer is even _____ (*bad*) than last summer.
10. He was the _____ (*clever*) thief of all.
11. My suitcase is _____ (*large*) than yours.
12. I have just a little money. Then I'll have _____ (*cheap*) menu.
13. She thinks that Chinese is _____ (*difficult*) English.



WRITING

Write a composition about the harmful effects of alcohol overconsumption. Point at least three harmful effects.

PRE-READING

Do you think teenagers are susceptible to influences from the media?

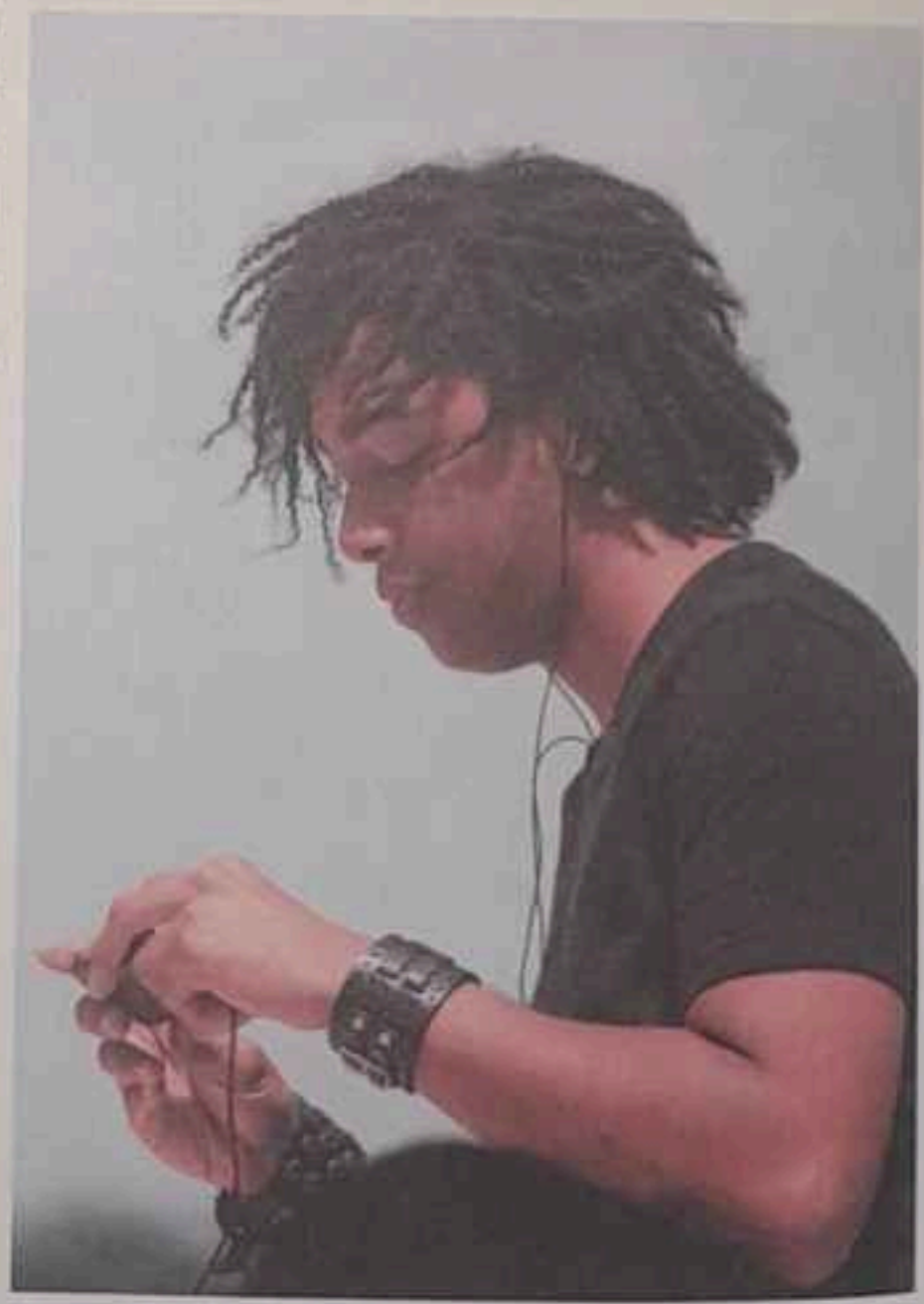
READING

Read the text and learn more about the influence of music on young people.

Entertaining or promoting substance abuse?

Recent studies have revealed that young people spend about 2.5 hours listening to music. This has become a motive of great concern to many parents not only because of the amount of time spent but because of the kind of music they listen to. Many popular songs contain explicit reference to drug and alcohol abuse. This means that young people can get in touch with many references to substance abuse in only an hour. The exposure to images of young people smoking in films can also be influential. This becomes worse in the third world countries; ignorance and poverty also take their stand as the youth are indirectly forced to follow such depicted life styles.

A young single mother interviewed in an alcohol rehab centre confessed that she started abusing alcohol when she started to live as her idol Amy Winehouse. 'I could spend hours and hours to find out what she was doing and how I could imitate her. I later found out that she had a habit to abused on alcohol so I decided to start drinking, I never realised that I was becoming addicted until I started to miss classes and spending nights out boozing. It was not only Amy's imitation that ruined my life, some films and songs were all about being free and doing whatever we desired. That also contributted for me falling into the trap.'



It is time to do something, we need to be entertained that is true, but for how long should we stay back as we witness our children being silently killed? Being hauled to high risky behaviour? The Media and all forms of entertainment should be greatly censored before they are broadcasted.

The New York Times.com (abridged and adapted)

IMPORTANT VOCABULARY

explicit - *explicito*
booz - *bebida*

VOCABULARY

Find words that can replace the underlined ones without changing the idea of the text.

1. explicit _____
2. idol _____
3. hauled _____

COMPREHENSION

Answer the questions about the text.

1. What is the most common time-consuming activity among young people?
2. According to the text, what kind of music, films and programs do young people enjoy?
3. What impact do these programs, music and films have on youth?
4. Explain how music or films can lead to substance abuse.
5. What relation is there between the media and high risk behaviours among young people?

SPEAKING

Discuss the following: Governments should ban all films and songs that help promote substance abuse.

GRAMMAR

The future using shall/will

When we give information about the future or predict future events that are not certain we usually use **shall/will**.

*e.g. "Who do you think **will** win the election?" "I'm not sure but I think the current party **will** win."*

We can also use **shall/will** to make promises for the future.

*e.g. When leaving work I would say - "Goodnight, I'**ll** (I **will**) see you tomorrow."*

Shall/Will is often used when we just decide to do something.

*e.g. The phone is ringing - If I decide to answer the phone I would say - "I'**ll** (I **will**) get it."*

It can also be used in formal situations to express planned events and is preferred in formal written English.

*e.g. The party **will** start at 10.00pm.*

Express the meaning of will and shall in the following sentences.

1. "Thou shalt not steal." _____
2. It shall rain. _____
3. We will meet you at one o'clock. _____
4. They know they shall win the prize. _____
5. Will I eat my dinner? _____
6. Into what room shall I go? _____
8. You shall hear from point to point how we are faring. _____

WRITING

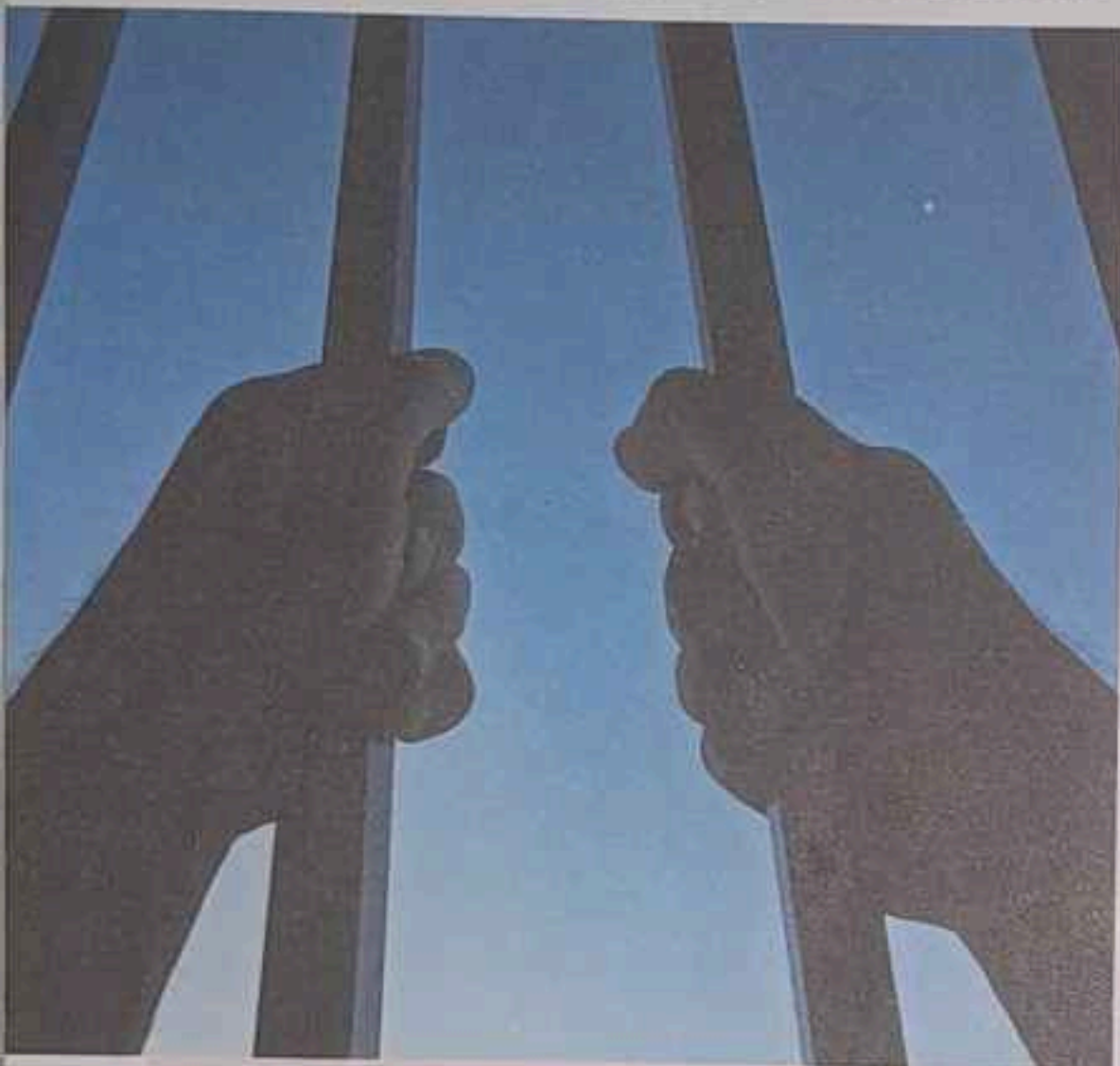
Some songs and movies are a bad influence for the youth. They convey the wrong message in terms of drug use. Do you agree? Point at least three arguments to support your opinion.

PRE-READING

Do you think drug users are more likely to commit crimes? Justify your opinion.

READING

Read the text and develop your opinion on this issue.



Drug-related crimes

Many of the law offenders arrested recently are drug users. The term "drug-related crimes" has been subject to criticism as it does not clearly define the specific nature or range of such crimes. Crimes that occur as a result of drug use, crimes that emerge as the result of the offender's need to support his/her drug consumption, and crimes that occur as a result of drug trafficking and distribution are all considered "drug-related crimes." While most drug-related crimes can be in one of these categories, some may include more than one classification.

Some studies conducted by non-governmental organisations have shown that drug addiction can lead to property crimes and robberies. Drug

and alcohol abuse are behind higher rates of domestic violence, child abuse and sexual violence. Drug use is more closely linked to robbery and property crime than to violent crimes. Many addicts commit crimes in order to get enough money to buy drugs. In prisons, those convicted of violent crimes are less likely to have used drugs than those convicted of property crimes. Yet, at least a quarter of men who commit crimes of domestic violence also have drug abuse problems. Women who are drug addicts are more likely to be the victims of those abuses.

Drug use and criminal behaviour certainly seem to be correlated. It is more likely for drug users to feel the urge to commit crimes than non-users; many inmates were often under the influence of drugs at the time they committed their transgressions, and drug trafficking and distribution generate violence.

Bureau of Justice Statistics (2000). *Criminal Victimization in the United States* (adapted and abridged)

IMPORTANT VOCABULARY
inmates – presos, prisioneiros

VOCABULARY

Find words that can replace the underlined ones without changing the idea of the text.

1. emerge _____
2. convicted _____
3. transgressions _____

COMPREHENSION

Answer the following questions about the text.

1. What do you understand by the expression 'drug-related crimes'?
2. Why has the expression been subjected to criticism?
3. Establish a relation between drug addiction and crime.
4. Why are drug users more likely to become criminals than non-users?
5. What does the expression 'drug trafficking' mean for you?

SPEAKING

Discuss: Does drug-related crime occur in your community?

GRAMMAR

A. Use the verbs below to write sentences in the Future Simple with will or shall.

1. give: _____
2. celebrate: _____
3. play: _____
4. be: _____
5. put: _____
6. plant: _____
7. cook: _____

B. Change the order of the words or groups of words to make a correct sentence.

1. tomorrow / I / will / you / call

2. You / do / think / in / we / time / finish / will / ?

3. I / have / go / a / will / if / like / will / you

4. arrive / 6.00 / at / shall / we

5. salad / will / a / green / I / have

6. call / her / shall / you / for / I / ?

WRITING

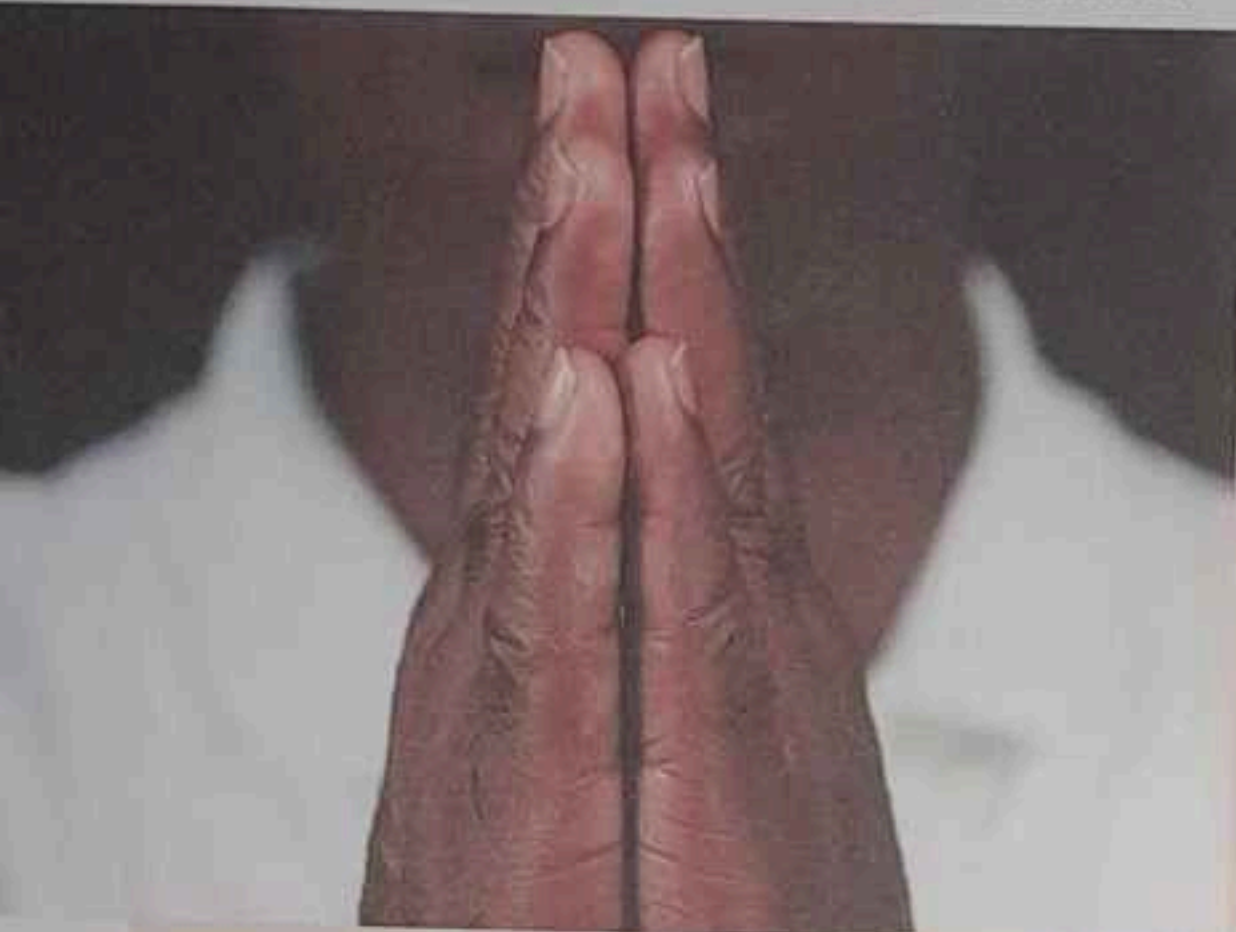
Some people say that drug-related crimes are on the rise because legal penalties are not severe enough. Do you agree? State your reasons.

PRE-READING

What is a belief? How would you define it?

READING

Read the text and learn more about belief formation.



A closer look at beliefs

A belief is the psychological state in which an individual holds a proposition to be true.

The term is widely used in many different areas such as religion and philosophy. It has also been the reason for many debates on what exactly means to believe in something. Beliefs are divided into two groups, namely: core beliefs – the ones that are actively thought about, the ones that are the very essence of how we see ourselves, other people, the world and the future - beliefs that may be attributed

to someone who has not thought about the issue.

Beliefs are formed in many different ways and can also take many different forms depending on the place or people. The following are some of the common aspects that rule belief formation:

1. It is during childhood that most beliefs are internalised. For instance, when it comes to politics, most people are influenced by the most famous or common political party in their community.
2. People may adopt the beliefs of a well-known leader, even if those beliefs may lead to actions which are clearly not in their own best interest.
3. Some health conditions or traumatic events can lead to radical changes in what someone holds as personal beliefs.

No matter how beliefs are formed, the fact is they greatly influence the way people live and behave in a particular situation. Beliefs may even lead to the deed of immoral acts.

Wikipedia (adapted and abridged)

IMPORTANT VOCABULARY

core – *central*

internalise – *interiorizar*

VOCABULARY

Find words that can replace the underlined ones in the text without changing the idea.

1. attributed _____

2. forms _____

3. immoral _____

COMPREHENSION

Answer the following questions about the text.

1. How would you define belief?
2. Mention two areas in which beliefs play an important role.
3. In which categories can you divide beliefs?
4. Explain what is involved in each category.
5. Explain how the hold of beliefs can affect people's lives.

SPEAKING

Discuss the importance of religious beliefs in the formation of personality.

GRAMMAR

Should and should not

We use **should** and **shouldn't** to give advice or to talk about what we think it is right or wrong.

You should means: I think it is a good idea for you. **You shouldn't** means: I think it is a bad idea for you.

Should is used to express the opinion of a speaker and it often follows I think or I don't think.

*e.g. You look tired. You **should** rest.*

*Malinda works very hard. She **should** receive a reward.*

*I **shouldn't** have told her the truth.*

Complete the following sentences with **should** or **shouldn't**.

1. You _____ be cruel with children.
2. I don't think you _____ drink beer like that.
3. You _____ do more exercises if you want to lose weight.
4. We _____ urinate in public places.
5. They _____ increase the amount of sugar they take.
6. Where _____ I park my car?
7. Young boys _____ spend so much of their free time watching TV.

WRITING

Write a composition about a particular belief of yours. Mention in which it relies on and how it affects the way you view the world.



PRE-READING

1. What African beliefs, myths, traditional stories do you know?
2. Make a list of those you think are kind of strange.

READING

Read the text and discover an interesting belief.

Malaika

There are myths, legends, traditional stories that are part of African mythology and African life. One of them is Malaika. Malaika are good spirits sent from heaven to help people. They can assume human form. Malaika love people and work for their benefit. God created Malaika spirits especially so they might *keep people on the straight path*. They sit on people's right shoulders and whisper in their ears what they should or should not do. Malaika do not have the need for



food. Malaikas have been created from the Light, God's first creation, so they are entirely transparent and cannot think evil or disobey God. Only God itself can decide when to send Malaika spirits to help a human being in distress. Normally Malaikas are invisible, but once, a long time ago, God sent a special Malaika spirit – Mikail – to defeat a very powerful evil spirit: Karina. Mikail appeared to her in his full heavenly glory, so dazzling that Karina was defeated by merely seeing him. She looked like an old woman after that encounter. It is a fact that angels are constantly guarding heaven against the attacks of *shaitani* by throwing rockets (*shihabu*) at them, which we see as falling stars. Death too, is a form of Malaika, who serves God by taking the souls when He decided time has come for them to die. God can also send angels to battle against his enemies, the unbelievers. The Malaika *wawitas*, the Fighting Angels, drop burning stones on the enemies.

<http://www.a-gallery.de/docs/mythology>

IMPORTANT VOCABULARY

dazzling – *brilhante, resplandecente*

VOCABULARY

A. Find words that can replace the underlined ones without changing the idea of the text.

1. assume _____
2. distress _____
3. encounter _____

B. What is the meaning of the idiomatic expression: keep people on the straight path.

COMPREHENSION

Answer the following questions about the text.

1. According to the text, what does Malaika mean?
2. What is the relationship between Malaika spirits and people?
3. How do Malaika spirits help people?
4. Who was Mikail and what did he do?
5. According to the text, death and angels are two forms of Malaika spirits. What does each one of them do for humans?
6. Who are the 'Malaika wawitas'? What is their function?

SPEAKING

In groups of not more than five people discuss how the belief in Malaika spirits may affect the way people in your community behave.

GRAMMAR

Have to

Have to is used to express certainty, necessity, and obligation.

*e.g. This answer **has to** be correct. (certainty)*

*The soup **has to** be stirred continuously to prevent burning. (necessity)*

*They **have to** leave early. (obligation)*

REMEMBER

Do not have to vs. **Must not**

Do not have to suggests that someone is not required to do something.

Must not suggests that you are prohibited from doing something.

*e.g. You **must not** eat that. (It is forbidden, it is not allowed)*

*You **don't have to** eat that. (You can if you want to, but it is not necessary)*

"Must or Have to?" Fill in the gaps with the right choice.

1. You _____ wear a tie if you want to go to that restaurant. It's one of their rules
2. I _____ go away on business. My boss wants me to visit a firm in Japan.
3. You _____ speak too loud, the baby is sleeping.
4. I _____ work my English. I want to speak fluently.
5. You _____ smoke in Paul's car or he'll get very angry with you.
6. I really _____ remember to post that letter before five o'clock.

WRITING

Write a composition describing an African belief. Mention its origin and the people who follow it.



PRE-READING

Discuss the role of religion in the maintenance of peace in our country.

READING

Read the text and learn more about religion in Mozambique.

Religion in Mozambique

Mozambique religion is an eclectic blend of Roman Catholicism, Islam, non-Catholic Christian faiths and a few other indigenous religions. However, Christianity in its varied forms is the most widely followed religion in Mozambique. About 25% of the total population of Mozambique do not adhere to any particular faith. Of the remaining population, most are followers of the Roman Catholicism. Islam and Zionism are the next two most widely practiced religions in Mozambique. According to the census conducted by the National Institute of Statistics in 2007, 56.1% of the population of Mozambique are Christian, 17.9% are Muslim, 18.7% have no religion and 7.3% follow other beliefs.

Religious communities are dispersed throughout the country. The Northern provinces are predominantly Muslim, particularly along the coastal strip, but some areas of the Northern interior have a stronger concentration of Protestant or Catholic communities. Protestants and Catholics are generally more numerous in the southern and central regions, but Muslim minority populations are also present in these areas.

The National Directorate of Religious Affairs in the Ministry of Justice states evangelical christians represent the fastest growing religious group in the country. Generally religious communities tend to draw their members from across ethnic, political, economic and racial lines. The growing South Asian immigrant population is predominantly Muslim.

There are 732 religious denominations and 144 religious organizations registered with the Department of Religious Affairs of the Ministry of Justice. Major Christian religious groups

include Anglican, Baptist, the Church of Jesus Christ of Latter-day Saints (Mormons), Congregational, Methodist, Nazarene, Presbyterian, Jehovah's Witnesses, Roman Catholic, Seventh-day Adventist, and Universal Church of the Kingdom of God, as well as evangelical, apostolic and Pentecostal churches.

**IMPORTANT VOCABULARY**

protestant - *protestante*

minority - *minoria*

denominations - *designações*

COMPREHENSION

Answer the following questions about the text.

1. When was the National Institute of Statistics census conducted?
2. What is the dominant religion in Mozambique?
3. What is the dominant religion in the Northern region?
4. What is the fastest growing religion in Mozambique?
5. How many religions are there in Mozambique?

SPEAKING

Work in pairs: What is your religion? Describe its basic principles and beliefs.

GRAMMAR**Don't have to**

We use **don't have to** when we want to express that it isn't necessary to do something.

*e.g. I **don't have to** work more in order to be successful.*

*I **don't have to** cook today, my husband will.*

*John **doesn't have to** do any work at home.*

Write the negative form of the following sentences.

1. We have to clean these plates today

2. She has to take the old passport with her.

3. The teacher has to explain clearly all the new input.

4. Secondary students have to wear school uniforms.

5. They have to pay the rent before they get the new house.

6. She has to look after all her brothers though she is still young.

WRITING

Write a composition about one of the following topics:

- The importance of religion in our lives.
- The importance of respecting different religious beliefs.

PRE-READING

1. Have you ever heard the word 'ethnic'?
2. Can you name some African ethnic tribes?

READING

Read the text and improve your knowledge on ethnic religions.

What are ethnic religions?

Ethnic religions may include officially sanctioned and organised civil religions with an organised clergy. They are characterised by the fact that their adherents are generally defined by ethnicity and that those who want to join are those who have undergone cultural assimilation. Some of the factors that are used to identify them are: culture, regional custom and national customs, to mention but a few.

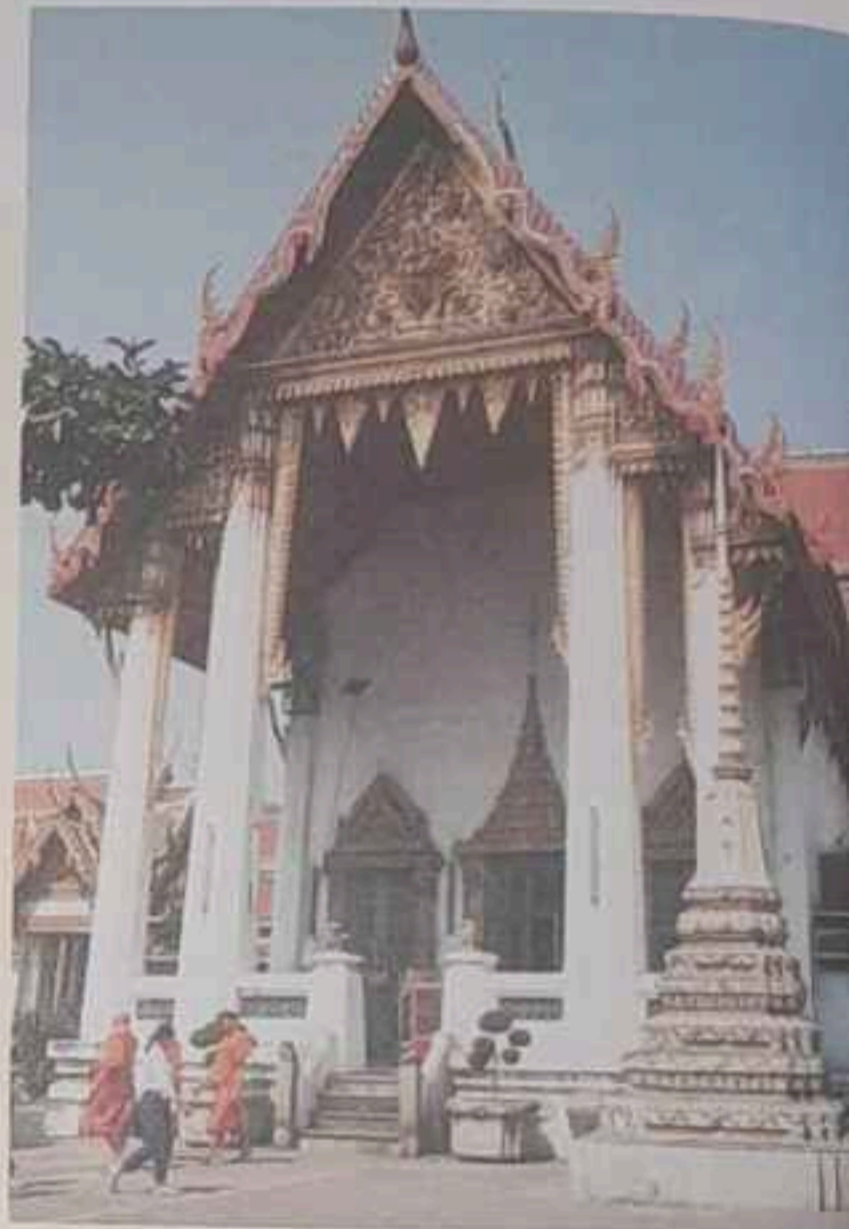
Ethnic religion started to be side-lined due to the growth and spread of Christianity, Muslim and Buddhism religions. These religions referred to it as a form of paganism due to the fact that many ethnic religions focus on the worship of idols. In Africa people find it hard to completely quit on their ethnic religion, therefore they practice both Christianity and ethnic religion. Some stay loyal to Christianity, but when something out of the ordinary happens in their life, they turn to ethnic religion. The following are some examples of ethnic religions in the world:

1. Candomblé or umbanda from Brazil
2. Rastafarism from Jamaica
3. Shinto from Japan
4. Muism from Korea

<http://en.wikipedia.org>

IMPORTANT VOCABULARY

adherents – *aderentes, adeptos*
clergy – *clero*



COMPREHENSION

Answer the following questions about the text.

1. What is an ethnic religion?
2. What characterises ethnic religions?
3. What are the factors that one may use to identify them?
4. How do Christianity, Muslim and Buddhism religions refer to ethnic religions?
5. How do Africans view ethnic religion?

PEAKING

Do you know any ethnic religion in your country? Share with your colleague the information you have about it.

GRAMMAR

Modals Should / Should not / Have to / Don't have to (revision)

A. Complete the sentences with should / shouldn't / have to / don't have to.

1. You look tired. I think you _____ take a few days off.
2. Alice works very long hours. She _____ talk to her boss.
3. I have an English test tomorrow.
I _____ worry if I were you. You have worked really hard.
4. I don't think you _____ go out so much.
5. I'm sorry, but you _____ leave now.
6. You _____ put peppers on your pizza, but you can if you want to.
7. A secretary _____ to be a woman. A secretary can be a man.

B. Use the following modals to write sentences:

1. Have to

2. Don't have to

3. Has to

4. Doesn't have to

5. Should

6. Shouldn't



WRITING

Choose an ethnic religion from the ones mentioned in the text and write an essay about it. Find out what their core beliefs are and how they differ from other religions.

PRE-READING

What do you know about 'Jehovah's Witnesses'? Who are they? What do they believe in?

READING

Read the text and learn more about Jehovah's Witnesses.

Who are Jehovah's Witnesses?

Jehovah's Witness is a Christian denomination for non-Trinitarian belief.

Witnesses only believe in a single, solitary God and his name is Jehovah. Jesus, as Jehovah's son, is a separate individual second only to his father. The holy spirit is simply Jehovah God's active force. Whenever God causes something to happen, he uses his holy spirit to do it.

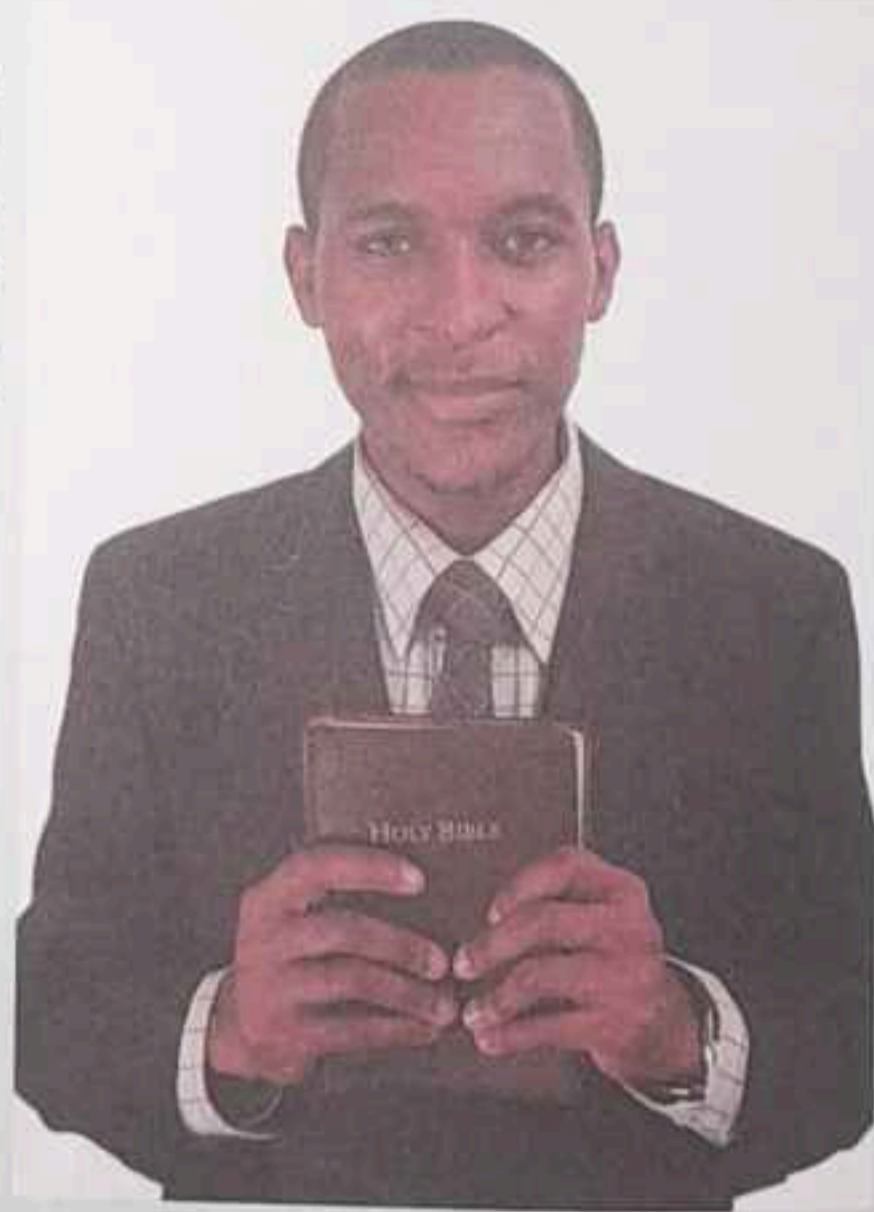
Witnesses believe that Michael the Archangel is the only thing which Jehovah created personally. They also believe that Jesus was in fact Michael made flesh.

Witnesses believe that Hell, as mentioned in the Bible, merely describes the grave after death.

Witnesses believe only the Baptized are full fledged Jehovah's Witnesses. The Watchtower Society requires some training (usually a year or more) and door-to-door preaching before allowing anyone to join by getting baptized.

There are Jehova's witnesses all over the world with more than seven million members being involved in door to door preaching. The name Jehova's witness comes from the Bible (Isaiah 43: 10-12). Jehova's Witnesses are known for: door-to-door preaching, distributing Bible literature such as the *Watchtower and awake*, their refusal of military service and blood transfusion and the use of God's name - Jehovah (salms 83:18).

Jehovah's Witnesses are like everyone else. They have normal problems - economic, physical, and emotional. They make mistakes like everybody else because they are not infallible. However they try to learn from their experiences and they diligently study the Bible in order to find answers and the right principles to improve themselves. They devote themselves to serve according to God's will and in all their activities they seek guidance from God's Word and his holy spirit.



Watch Tower Bible and Tract Society of Pennsylvania (abridged and adapted)

IMPORTANT VOCABULARY

denomination - *denominação, designação*
patent - *patente*

COMPREHENSION

Read the text again and say if the statements below are true (T), false (F) or not stated (NS).

1. There are only Jehovah's Witnesses in the United States.
2. Jehovah's Witnesses believe doing military service is a sin.
3. Just like Rastas, they believe in one god only.
4. Their name was created by Charles Russell.
5. The only thing that identifies them is door-to-door preaching.
6. They agree with blood transfusions.
7. They believe that only their members will not be judged by Jehovah.

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SPEAKING

In pairs, discuss the importance of respecting other people's beliefs.

GRAMMAR

Modal verbs Might and Will

The modals **might** and **will** just like any other modal verbs change the meaning of a verb and are placed right before the verb.

The modal **might** expresses a possibility. In the negative we use **might not**

*e.g. They said it **might** rain today.*

*The team is playing very well. They **might** win the game.*

The modal **will** is used to express a promise and certainty

*e.g. I **will** buy you a present soon.*

*He **will** be here by November.*

A. Rewrite the following sentences using the modal might.

1. Perhaps the teacher is not feeling well. _____
2. Perhaps I won't make it for the party. _____
3. Perhaps Joanna went home early. _____
4. Perhaps she doesn't love me anymore. _____
5. Perhaps she was not in a good mood last night. _____

B. Write sentences with the modal verb will expressing promise and certainty.

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

WRITING

'Religious tolerance is not religious indifference. It consists of valuing the right of other people to hold beliefs that you consider to be wrong.'

Write a composition expressing your position on this statement.

PRE-LISTENING

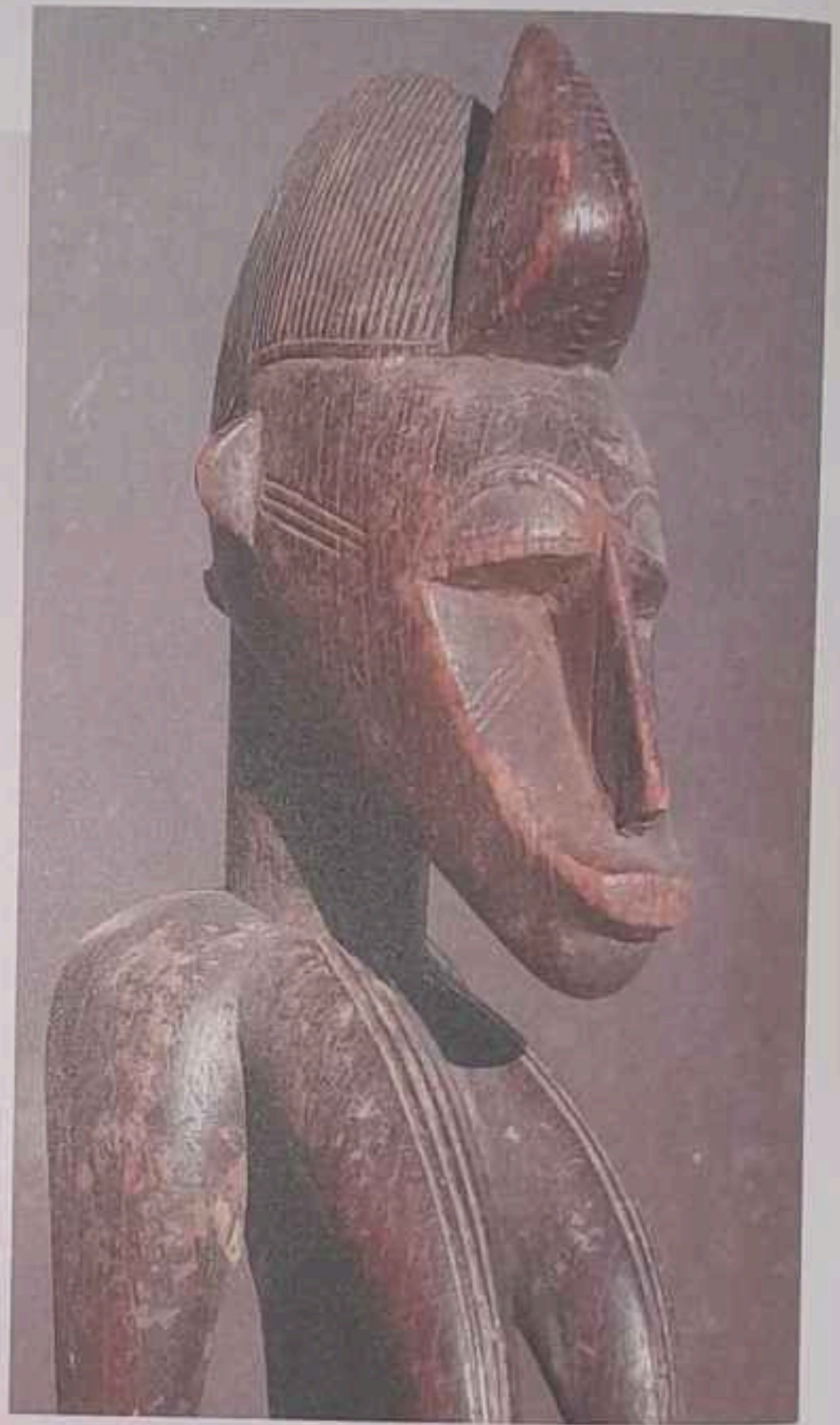
1. Make a list of some of the African traditions you know.
2. Describe at least one.

LISTENING

Listen to your teacher reading the text.

The Akan religion

The Akan people of Ghana and Ivory Coast believe in a supreme god who takes on various names depending upon the region of worship. According to Akan mythology, at one time the god interacted with man, but after being continually struck by the pestle of an old woman pounding fufu, a traditional Ghanaian food, he moved far up into the sky. There are no priests that serve him directly, and people believe that they may make direct contact with him. Besides this focus on theism, Akan mythology shares animism and ancestor worship with the other African traditional religions. Spirits are known as *abosom*. They receive their power from the supreme god and are most often connected to the world as it appears in its natural state. These include ocean and riverine spirits and various local deities. Priests serve individual spirits and act as mediators between gods and mankind. Nearly everyone participates in daily prayer, which includes the pouring of libations as an offering to both the ancestors, who are buried in the land, and to the spirits who are everywhere. The Earth is seen as a female deity and is directly connected to fertility and fecundity.



IMPORTANT VOCABULARY

pounding – *triturar*

pestle – *molho de manjeriçao*

VOCABULARY

Choose a word that can replace the underlined ones without changing the overall meaning of the text.

1. deities

a) priests

b) divinities

c) warriors

2. libations

a) offerings

b) freedom

c) beverages

3. ancestors

a) forefathers

b) mothers

c) descendants

COMPREHENSION

Read the text again and say if the statements below are true (T), false (F) or not stated (NS).

1. Akan is a tribe from Swaziland.
2. The god of the Akans has many names and surnames.
3. The Akan's bible is very old.
4. Most of the things they believe in are based on what their ancestors believed in the past.
5. Fufu is a traditional food.
6. Priests mediate between gods and mankind.
7. Daily prayer includes donation to the spirits.

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SPEAKING

Discuss the importance of preserving African traditional religions.

GRAMMAR

Modal verbs Must and May

The modals **have to** and **must** show an obligation or a necessity to do something.

*e.g. Children **must** listen to their parents.*

The modal verb **may** is used to express possibility and to ask for or give permission.

*e.g. **May** I remove the chairs?*

*You **may** leave, the teacher is not coming today.*

Complete the sentences with the right modal verb: **must** or **may** (affirmative and negative forms).

1. You _____ buy that CD. We have got so many CDs at home.
2. Jack _____ not have been upset. Perhaps he was tired.
3. Look at my car. It's really dirty. I _____ wash it as soon as possible.
4. John, you _____ leave the table when you have finished your dinner.
5. You _____ remember what I said to you. It's very important.
6. Listen, please. You _____ speak during this exam.
7. You _____ put the chains on the wheels. It's going to be snowy.
8. In Turkey all men _____ do military service.
9. _____ I open the window a bit, please?
10. You _____ play the piano.

WRITING

Conduct a research to find out which African traditional religions subsist in your community. Write a report about it, describing at least one traditional religion.

PRE-READING

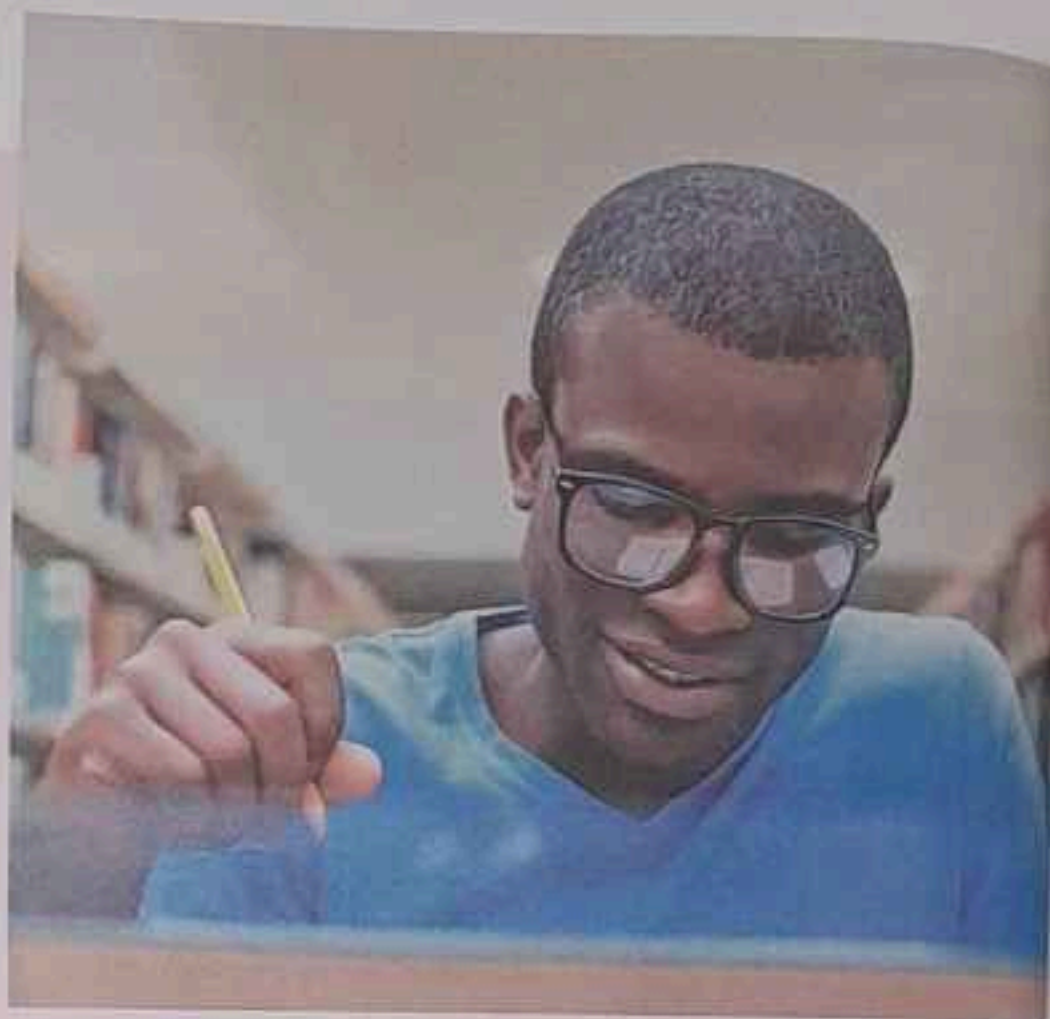
What does it mean to be a grown up in your community?

READING

Read the text and have some advice on how to face the real world after school.

Facing the real world

Transition from secondary school to post-secondary education or to the world of work is an important moment in the life of every student. Planning for this period of transition must be considered extensively and intensively during secondary school years. Many believe that planning should begin even before secondary school. Teachers, parents and students must cooperate on the development of a personalised transition plan and ensure that it is delivered in well-laid-out steps. Deciding whether or not to pursue college studies is



a big decision, as well as choosing the right career. However, planning for the future is not something to do at once. It's a continuous process. Career planning should follow three steps in order to guarantee the right career decisions are taken:

First, take a realistic look at your strengths, weaknesses, and interests.

Consider: What do you think about yourself?; What types of work, school courses and activities appeal to you significantly? What interests you?; What do you do well now, and what are your best skills?; What values do you have regarding work?

Second, explore your options. It's hard to know what you want to do "when you grow up" if you aren't even aware of the possibilities. Here are just a few ways to find career information:

If you are in school, see your counselor and talk to your parents; spend time with people whose activities interest you; volunteer or work in a job that interests you; discuss your career and educational plans with your parents, counselor, or other interested people.

Finally, consider issues that can affect your plans.

Take appropriate actions to accomplish your goals. Consider: What do you need to study?; What schools offer the training you need?; How will you pay for school?; How will you manage family or relationship commitments?

IMPORTANT VOCABULARY
issues – *assuntos, aspetos*

<http://www.inclusion.com> (adapted and abridged)

VOCABULARY

Find words that can replace the underlined ones without changing the idea of the text.

1. well-laid-out _____

2. significantly _____

COMPREHENSION

Read the text and say if the statements below are true (T), false (F) or not stated (NS).

1. The transition period from school to the world of work is not important.
2. Finishing secondary school is the most important event in a student's life.
3. Career planning should start when one is still at secondary school.
4. Only parents should be involved in the planning.
5. The government should by all means let students do what they want.

SPEAKING

In pairs, discuss: What are your plans for the future?

GRAMMAR

Passive Voice

In an active sentence, the person, animal or thing which does the action is the subject of the sentence.

*e.g. They **make** cars in Birmingham.* (make = active verb, cars = object)

The **passive voice** is used when we want to focus attention on the person or thing affected by the action.

*e.g. Cars **are made** in Birmingham.* (Cars = subject, are made = passive verb)

Present Simple Passive

We form the Present Simple Passive like this: **Present Simple of to be + past participle** of the verb:

*e.g. I **am not allowed** to see you.*

Present Perfect Passive

We form the Present Perfect Passive like this: **Present Perfect of to be + past participle** of the verb.

*e.g. The car **hasn't been washed**.*

Complete the sentences using the Present Simple and the Present Perfect Passive.

1. Many different languages _____ (*speak*) in Africa. (Present Simple)
2. Football _____ (*play*) in most countries of the world. (Present Simple)
3. The bill _____ (*pay*) by Ken. (Present Perfect)
4. The thieves _____ (*not / catch*) by the police. (Present Perfect)
5. Every four years a new president _____ (*elect*) (Present Simple)

WRITING

Write a composition expressing what your career goals are and how you plan to achieve them.

PRE-READING

It is not an easy thing to choose a career. Discuss how parents and teachers can help students to make the right choice.

READING

Read the text and have some tips on how to choose a career.



How to choose a career

College students often assume that career planning will take care of itself when the time comes. Panic sets in during their senior year with the realization that they must soon face the work world, but have no idea what they will do. To help avoid this, parents can be encouraged to get involved. Their job is not to make decisions for their child, but to act as collaborators or coaches, by showing them what choosing a career involves. And choosing a career involves four stages:

Self-awareness: the first stage of career choice is self-awareness. This involves looking at your skills, values, interests, personality and analysing where your strengths and weaknesses lie. This is important both for choosing the right career and being successful in interviews where you will be faced with questions which will put you to the test.

Opportunity awareness: once you have done some preliminary self-analysis, the next stage is to gather information on the opportunities available to you. There is a range of resources to help you here: you can ask experienced people, read career guidance magazines, or listen to career talks. Some parents and teachers also can help.

Making decisions: this involves deciding on what you want to do and how you will do it. It is advisable to talk to people who have been or are doing a similar career to find out where to start. Friends, family and tutors can all play an important part here.

Taking action: this is the final process of career planning. It involves finding out about the employers that offer the kind of job you are willing to join, search for vacancies, preparing applications and attending interviews.

IMPORTANT VOCABULARY

career – *carreira, vida profissional*

VOCABULARY

Find words that can replace the underlined ones without changing the idea of the text.

1. preliminary _____
2. opportunities _____
3. employers _____

COMPREHENSION

Answer the questions about the text.

1. Why do some students fail to plan their future career?
2. In your opinion are such reasons justifiable?
3. Mention the stages one has to follow when planning a future career.
4. Explain what each stage involves.
5. Which is the most critical stage? Why do you think so?

SPEAKING

In groups debate: What are your goals for the future? What are your career expectations?

GRAMMAR**Passive Voice****Past Simple Passive**

We form the **Past Simple Passive** like this: **Past Simple of to be + past participle** of the verb.

*e.g. She **was injured** in the car crash.*

Past Perfect Passive

We form the **Past Perfect Passive** like this: **Past Perfect of to be + past participle** of the verb.

*e.g. The room **had been cleaned** before we arrived.*

Change the following sentences into the **Passive Voice**.

1. Her parents gave her a computer for her birthday.

2. He sold his new car.

3. They had tested the students before they arrived.

4. The teachers organised the party.

5. They didn't make their beds.

6. They had not bought the paper.

WRITING

Write a text about the following: "Without the proper guidance, many college students are destined to settle for the wrong career."

PRE-READING

1. Have you ever written a formal letter?
2. What are the differences between formal and informal letters?

READING

Read the text to learn how to write a formal letter.

Rules for writing formal letters

In English there is a number of conventions that should be used when writing a formal or a business letter. Try to write as simply and as clearly as possible, and try not to make it longer than necessary. Also remember not to use informal language like contractions. The following are the contents of a formal letter:

Addresses:

- 1) your address; the return address should be written in the top right-hand corner of the letter.
- 2) the address of the person you are writing to should be written on the left, starting below your address.

Date:

You can write the date on the right or on the left of the line after the address you are writing to. Write the month as a word.

Salutation or greeting:

Use *Dear Sir* or *Madam*, if you do not know the name of the person you are writing to. However it is always advisable trying to find the name out. If you know the name, use the title (*Mr*, *Mrs*, *Miss* or *Ms*, *Dr*, etc.) and the surname only. If you are writing to a woman and you do not know whether she is *Mrs* or *Miss*, you can use *Ms*, the title used for married and single women.

Ending a letter:

- 1) *Yours faithfully* – if you do not know the name of the person, end the letter this way.
- 2) *Yours sincerely* – if you know the name of the person, end the letter this way.
- 3) *Your signature* – sign your name, then print it underneath the signature. If you think the person you are writing to might not know whether you are male or female, put your title in brackets after your name.

<http://usingenglish.com> (abridged and adapted)

IMPORTANT VOCABULARY

conventions – *convenções, conjunto de regras*

COMPREHENSION

Read the text and complete the paragraph below.

When writing formal letters we should follow certain _____ The letters should be _____ and _____. It is advisable to avoid _____

The address of the person writing the letter should be on the _____ side of the page and the address of the person you are writing to should be on the _____ side of the page. Do not forget to include the date. It is advisable to start with a correct form of _____ followed by the surname only. We usually _____ the letter with "Yours faithfully" or "Yours sincerely".

SPEAKING

Work in pairs to debate the following: Nowadays people privilege e-mails over letters, however there is a set of writing rules we all should know.

GRAMMAR

Future Simple with Going to

We use **Future Simple with Going to** to express a conclusion regarding the immediate future (based on evidence in the present situation).

*e.g. The sky is absolutely dark. It is **going to** rain.*

*Look at that car. It is **going to** crash into the red one.*

A. Put the verbs into the correct form.

1. It is so cold! It _____ (snow)
2. The sun _____ (shine) tomorrow.
3. There are a lot of black clouds. It _____ (rain)
4. What is the weather forecast? It _____ (be) hot tomorrow.

B. Write sentences about the future using going to.

1. She is very unhappy: _____
2. He is afraid: _____
3. Sam is very tired: _____
4. Phil is going into the library: _____
5. Jill is going into the restaurant: _____
6. They are angry: _____
7. Kate is outside the bank: _____

WRITING

Imagine you're applying for a job. Write a formal letter following the rules you have learned.

PRE-READING

Make a list of all different types of formal letters that you know.

READING

Read the text and have an example of an application letter.

Layout of a formal letter

Samuel Neves de Jesus
Casa N.º 146, Q. 5
Bairro Munhava central
Beira
Moçambique

4th October, 2010

Mr Arbara Hama
Project manager – FIPAG
Av. de Moçambique
N.º 566
Maputo

Dear Mr Hama
Application for a part time job as a driver

I'm writing to apply for a job as a part-time driver. I am a middle-aged man and have a vast experience on the business. I hold a professional driving licence which was issued on 24th January, 1990. I have worked as a *chauffeur* for the governor of Sofala for six years, and for several travel companies. I am hard-working and prepared to work until late hours.

Looking forward to hearing from you soon.

Yours sincerely,

Samuel Neves de Jesus

IMPORTANT VOCABULARY
chauffeur – motorista

COMPREHENSION

Answer the questions about the text.

1. What qualities for the job did he stand out in his letter?
2. What are his previous work experiences?
3. What is the name of the company whose job he is applying for?
4. What post is Samuel applying for?
5. Why does he end the letter with 'yours sincerely'?

SPEAKING

Debate in pairs: Do you think Samuel will get the job he is applying for?

GRAMMAR

Future Simple with Going to

We use the **Future Simple with Going to** to express future plans or what one intends to do in the near future.

e.g. We are going to spend our Easter holiday in Dubai.

Tania is going to buy a new car.

They are going to meet at midnight.

A. Write the verbs into the correct form. Use the Future going to.

1. According to the weather forecast it _____ (rain) cats and dogs.
2. I _____ (eat) porridge.
3. We _____ (visit) you next week.
4. We _____ (not / help) you.
5. _____ (cook / you) that?
6. She _____ (buy) a ticket for Lira's concert.
7. _____ (leave / they) the house?

B. Choose four verbs and write sentences in the Future going to.

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

WRITING

A Cosmetics Company based in Tete is looking for a guard. Write an application letter for this job.

PRE-LISTENING

What is a CV? What is it used for?

LISTENING

Listen to your teacher reading the text.

The layout of a *Curriculum Vitae*

A CV – Curriculum Vitae – is an outline of a person's educational and professional history, usually prepared for job applications. A CV is the most flexible and convenient way to make applications. It conveys your personal details in the way that presents you in the best possible light. A CV is a marketing document in which you are marketing something: yourself!

There are many ways to design a CV. The following are just some of the rules that should be followed when writing a CV:

Make sure you type your CV. Handwriting may be interpreted as lack of interest.

Print your CV on good quality white paper, generally A4 paper. There should be a gap of at least two centimetres on the top, bottom, left and right. Use a good font size. A lot of people use font size 12 and Times New Roman. If you have a lot of information to include you may use font size 10. It is advisable to use bold or italics to emphasise important words. Do not underline any words, only section titles.

Your CV should cover the following items clearly and in brief:

- Name
- Address
- Employment
- Education
- Other skills
- Personal details

The order can change depending on your personal style, however you should be careful in order to avoid an awkward CV.

VOCABULARY

Find words that can replace the underlined ones in the text without changing the idea.

1. design _____

2. advisable _____

3. important _____

COMPREHENSION

Answer the questions about the text.

1. What is a *Curriculum Vitae*?
2. Why is it correct to say that a CV is a 'marketing document'?
3. What kind of font and font size should we use in a CV with a lot of information?
4. Where should we place the address?
5. What kind of information should we include after information related to education?
6. What kind of information should we include after the one concerning work experience?

SPEAKING

In pairs discuss the importance of having your CV updated.

GRAMMAR

Verbs with prepositions

Many verbs that are used without an object are normally followed by a prepositional phrase. Some verbs take a particular preposition: **belong to, consist of, happen to, hint at, hope for, insist on, lead to, listen to, pay for, qualify for, refer to, relate to, sympathize with.**

With verbs that are used without an object, different prepositions are used to introduce different types of information:

'about' indicates the subject matter:	care, complain, do, dream, explain, hear, know, speak, talk, think, write
'at' indicates direction:	glance, glare, grin, laugh, look, point, shoot, shout, smile, stare
'for' indicates purpose or reason:	apologize, apply, ask, leave, look, search, wait
'into' indicates the object involved in a collision:	bump, crash, drive, run

Complete the sentences with the correct preposition.

1. The accident sadly resulted _____ the death of a man.
2. Nurses are very badly paid, I think they should insist _____ higher rates of pay.
3. Do you qualify _____ a state pension when you are 55?
4. Keep enough money to pay _____ your ticket.
5. Have you heard _____ what had happened to him? Oh, I don't care _____ him.
6. The bus ran _____ the wall of a house.
7. People started to shout _____ the driver.

WRITING

Imagine yourself a couple of years from now. Write your *Curriculum Vitae*. Include your personal information, education, personal details and work experience.

PRE-READING

Imagine you are going to a job interview. How would you dress yourself? Why?

READING

Read the text and have some tips on how to succeed at a job interview.



At the interview

If you have to go to an interview, act your best to be the successful candidate. The first minutes are crucial; try your best to establish a friendly approach: smile, relax, shake hands, and address the person interviewing you by its name or a suitable title. Above all, show interest in what is being said. As soon as the interview starts, listen carefully to every question and think before giving any answer. It is normal to be nervous, however, try your best to be relaxed and do not provide for information which is not true. If you give false information you will have

problems in the future, more exactly as soon as the employer finds out that you are not exactly what you said you were. It is important that you avoid answering 'yes' and 'no', provide supporting arguments to the "Yes" or "No" given.

Try to avoid looking at the interview as an examination in which you are the weakest part. Interact with the interviewer but be careful in order to avoid embarrassing moments. Take advantage of every interview you undergo to gather information for other interviews. After the interview and while it is still fresh analyze your performance.

IMPORTANT VOCABULARY

approach - *abordagem*
employer - *empregador*

VOCABULARY

Replace the underlined words without changing the idea of the text.

1. address _____

2. problems _____

3. interact _____

COMPREHENSION

Read the text and say if the statements below are true (T), false (F) or not stated (NS).

1. If you are called for an interview do not stress out.
2. When the interviewer addresses you a question do not answer him.
3. It is always good to tell lies.
4. When going to an interview you must wear a suit.
5. It is not good to shake hands with the interviewer.
6. If you get nervous chew a gum, it always helps.

SPEAKING

Imagine you are going to an interview. How would you prepare yourself?

GRAMMAR

Verbs with prepositions

There are more prepositions used to introduce different types of information with verbs that are used without an object:

'of' indicates facts of information:	hear, know, speak, talk, think
'on' indicates confidence or certainty:	congratulate, count, depend, plan, rely
'to' indicates the listener or reader:	complain, explain, listen, say, speak, talk, write
'with' indicates someone whose opinion is the same or different:	agree, argue, disagree, side

Complete the sentences with the correct preposition.

1. I want to talk _____ the group _____ their exams.
2. When will you write _____ Bill _____ your plans?
3. The buses are often late, so you can't depend _____ them.
4. Have you heard _____ what had happened _____ him?
5. He was always arguing _____ his brother.

WRITING

Chose one of the topics below and write a composition:

- What is the best way to cope with job interview stress?
- Imagine you are going to interview someone. Write five questions you would ask.

PRE-READING

In your opinion what is news?

READING

Read the text and develop your view on the definition of news.

What is news?

There are things that we take for granted and that we never stop to think what exactly they are. News, for example, all of us follow the news, but have you ever tried to define news or rather say what it is? I interviewed a few people on the streets in Beira and Nampula about this and these were the results: 60% of young people in Beira believe that news is what comes from the media. Adults, however, had a different point of view: for them news is anything that really touches them. I asked them to give examples and they referred the State visit of the president as one example of news and the donation of funds from NGO's as an example of what is not news. In Nampula, they all agreed on one thing, news is what you hear, read, watch or are told about. News for them is 'novelty'. And you, how would you define news?

Here are some famous people's opinions on the subject. Some of them are clear and reasonable while others are deeply cynical. Some opinions are the result of years of professional experience while others are just expressions of wit. But all of them are worth thinking about.

1. When a dog bites a man that is not news, but when a man bites a dog that is news.

Charles Anderson Dana, American journalist, 1819-1897

2. What you see is news, what you know is background, what you feel is opinion.

Lester Markel, American journalist, 1894-1977

3. News is anything that's interesting, that relates to what's happening in the world, what's happening in areas of the culture that would be of interest to your audience.

Kurt Loder, American journalist, b. 1945



4. News is what somebody somewhere wants to suppress; all the rest is advertising.

Lord Northcliffe, British publisher, 1865-1922

Despite all the differences all definitions share a common ground: news is the communication of selected information on current events which is presented by print, broadcast, Internet, or word of mouth to a mass audience.

IMPORTANT VOCABULARY

cynical - único

wit - graça, perspicácia

COMPREHENSION

Answer the questions about the text.

1. What is the text about?
2. What did people interviewed in Beira say about the subject?
3. What did people from Nampula say about the subject?
4. Complete the table below.

Name	Definition given of news	Year
		1865-1922
	Anything that's interesting, that relates to what's happening in the world and that interest us.	
Charles A. Dana		

SPEAKING

In groups discuss definition(s) of news.

GRAMMAR

Should + have

We can use **should + have** to talk about past events that did not happen.

*e.g. They **should have** remembered that their guests don't eat pork.*

*I **should have** bought a new bulb when I was in town.*

*I **should have** let her know what was happening but I forgot.*

We can also use **should not (shouldn't) have** to regret past actions.

*e.g. I **shouldn't have** shouted at you. I apologise.*

*We **shouldn't have** cheated on our father.*

Match the phrases from column A with the phrases from column B.

A.

1. He should have called me.
2. She should have sent all of us a reminder.
3. I should have been there.
4. He should have explained it better.
5. I should have paid for launch.
6. Malinda should have apologized.

B.

- a. but she didn't.
- b. but I was held up in traffic.
- c. but she just stayed silent.
- d. but I excused myself by saying I had no money.
- e. but he didn't.
- f. but he didn't.

WRITING

Imagine you're a reporter. Choose a recent international happening of your interest and write an article about it.

PRE-READING

Discuss this with your colleague: In your opinion should freedom of press mean the break of privacy?

READING

Read the text and learn more about press freedom.

Freedom of the press

Freedom of the press is freedom of communication and expression through various electronic media and published materials. This freedom means the media will function with the absence of any interference from Government authorities.

Many countries have laws that protect the media, though in some cases these laws are not respected. According to Reporters Without Borders, more than a third of the world's people live in countries where there is no press freedom. Overwhelmingly, these people live in countries where there is no system of democracy or where there are serious deficiencies in the democratic process. Freedom of the press is an extremely problematic concept for most non-democratic systems of government since strict control of access to information is critical to the existence of most non-democratic governments and their associated control systems and security apparatus. To this end, most non-democratic societies employ state-run news organizations to promote their propaganda, critical to maintaining an existing political power base and suppress (often very brutally, through the use of police, military, or intelligence agencies) any significant attempts by the media or individual journalists to challenge the approved "government line" on contentious issues. In such countries, journalists operating on the fringes of what is deemed to be acceptable will very often find themselves the subject of considerable intimidation by agents of the state. This can range from simple threats to their professional careers.

It is important then for states to respect freedom of the press. According to the Declaration of the International Human Rights everyone has the right to freedom of opinion and expression. This right includes freedom to hold opinions without interference, and impart information and ideas through any media, regardless frontiers. When the media is allowed to make use of its freedom, they operate in a fear-free environment leading to well informed citizens.

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

IMPORTANT VOCABULARY

impart – comunicar

BREAKING NEWS

COMPREHENSION

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

1. Freedom of the press is a law that allows radios to give wrong information.
2. Only electronic media are protected by this law.
3. Freedom of the press applies to all forms of media.
4. There is freedom of the press in non-democratic states.
5. Non-democratic states use the media as vehicles of their propaganda.
6. Less than a third of world's population live in countries with no press freedom.

SPEAKING

In groups discuss if our national media have the necessary freedom to report all kinds of news.

GRAMMAR

Word order

In a normal (declarative) sentence, the **subject** of a sentence comes in front of the **verb**. The **direct object** (when there is one) comes directly after it.

e.g. The man wrote a letter.

Note that by **the subject**, we mean not just a single word, but the subject noun or pronoun plus descriptive phrases that go with it. The rest of the sentence, the part that is not the subject, is called the predicate.

e.g. People who live in glasshouses shouldn't throw stones.

If a sentence has any **other parts** to it – **indirect objects, adverbs or adverb phrases** – these **usually** come in the following places:

The position of the **indirect object**:

The indirect object follows the **direct object** when it is formed with the preposition **to**.

The indirect object comes in front of the direct object if **to** is omitted.

e.g. The doctor gave some medicine to the child.

The doctor gave the child some medicine.

Adverbs or adverb phrases can come in three possible places:

Before the subject

e.g. Yesterday the man wrote a letter.

After the object

e.g. The man wrote a letter on his computer in the train.

In the middle of the verb group.

e.g. The man has already written his letter.

Arrange the words in order to make correct sentences.

1. They / flowers / sell _____
2. Last month / Kate/ on a trip / went / to Paris _____
3. She / often / to the cinema / goes / with her friends _____
4. My mother/ a pair of new trousers / gave / for my birthday / me _____
5. I / already / that book / read / have _____
6. He / eats / veggy food / sometimes _____

WRITING

Conduct a research to find out how many people read newspapers or watch the news in your community. Write a report about it.

PRE-READING

How often do you read newspapers? Do you consider it important to do so?

READING

Read the text and learn more about the structure of a newspaper.



The average daily newspaper includes a large amount and variety of reading matter than most readers realize. In just one issue of a large daily paper, which contains from 60,000 to 80,000 words, it is usual to find examples of practically every type of literary composition. The contents range from news of accidents and crime to humorous and serious verse, from market reports to a short story or a chapter of a novel, cosmetic formulas, from argumentative editorials to reports of matches.

These contents correspond to the various parts of a newspaper:

1. **General News** – This contains the most important news both here and abroad. It is usually found on the front page of the newspaper. The title of the most important news is printed in big bold letters. It is called banner headline.
2. **Local and Foreign News Section** – Part of this section contains news from the towns and cities of the nation. Another part contains news from abroad.
3. **Editorial Page** – Printed in this section are articles called editorials. An editorial gives views or opinions of the editor or publisher on certain issues or events.
4. **Sports Page** – This page contains news about sports events in and out of the country. It also contains people well-known in sports.
5. **Classified Ads Section** – This section contains advertisements which fall under headings like Help Wanted, For Lease or Sale, Wanted to Buy. Also found in this section are personal and legal notices.
6. **Business and Finance Section** – This section provides businessmen and people interested in business with information on banking, foreign exchange rates, imports and exports, and prices of prime commodities.
7. **Entertainment Section** – This section contains information about movies, radio, television, and other activities for entertainment.
8. **Society Page** – This section contains news about important or well-known people who are celebrating special occasions or performing at a particular place.
9. **Travel and Tourism Section** – This section provides a guide to enjoyable travel. It directs tourists to scenic vacation spots and gives information on the activities in these places. Also found in this section are the schedules of the departure and arrival of ships and airplanes, both domestic and international.
10. **Announcements and Obituary Page** – This section provides news on the activities of the different religious sects, such as fellowships, seminars, prayer meetings, bible studies. A list of people who died and the time and place of their burial is found in the obituary page.

IMPORTANT VOCABULARY

- amount – *quantidade*
- abroad – *no estrangeiro*
- printed – *impresso*
- classified ads – *anúncios classificados*

VOCABULARY

Replace the underlined words without changing the idea of the text.

1. contains _____
2. advertisements _____
3. enjoyable _____

COMPREHENSION

Answer the questions about the text.

1. How many words can an average daily paper contain?
2. What are the contents of a daily paper?
3. How many parts can an average daily newspaper have?
4. What is the Entertainment section about?

SPEAKING

Imagine you are a journalist. Which kind of news would you like to specialise in? Why?

GRAMMAR

Would rather + infinitive

We use **would rather** + the **infinitive** to express preferences in the present. It can be used as an alternative to would prefer to followed by an infinitive (without to).

e.g. I would rather not go to the cinema tonight.

Everybody wants to help with the cleaning but I would rather do it myself.

Write sentences with would rather + infinitive. Use the given verbs below.

1. dance: _____
2. clean: _____
3. write: _____
4. read: _____
5. kill: _____
6. buy: _____
7. sweep: _____

WRITING

Imagine you are a newspaper reporter. Select a recent event or situation that was important to your community and write an article for the Local and Foreign News Section.

COMPREHENSION

Read the text and say if the statements below are true (T), false (F) or not stated (NS).

1. There is only one television station in Mozambique.
2. Much of Mozambique's territory isn't covered by Radio Mozambique.
3. The private media print has been growing fast.
4. The number of private electronic newspapers has increased.
5. *Notícias* is a weekly newspaper.

SPEAKING

In groups discuss the advantages and disadvantages of private radios and TV stations.

GRAMMAR

Relative Pronoun That

A relative pronoun is a pronoun that introduces a relative clause. It is called a "relative" pronoun because it "relates" to the word that it modifies. Relative pronoun **that** can be used for people** and things and **as subject and object** in defining relative clauses (clauses that are essential to the sentence and do not simply add extra information).

How to know if the pronoun is a subject or an object pronoun? If the relative pronoun is followed by a verb, the relative pronoun is a subject pronoun. Subject pronouns must always be used.

*e.g. The apple **which** is lying on the table.*

If the relative pronoun is not followed by a verb (but by a noun or pronoun), the relative pronoun is an **object pronoun**.

*e.g. The apple **which** I ate at home.*

Decide whether the relative pronoun is a subject pronoun or an object pronoun.

1. The apples that are lying on the table are bad. _____
2. This handsome man, that drives the red car, is my boss. _____
3. I don't like the table that stands in the kitchen. _____
4. An aeroplane is a machine that flies. _____
5. Did you know that agoraphobia is a morbid fear of open spaces? _____
6. This is the only film that scares me. _____
7. This is the most wonderful evening that I could spend with him. _____
8. Mrs Smith, that is very rich, has bought a castle. _____

WRITING

Write a composition about the advantages of having both Public and Private Media in Mozambique. State at least three advantages.

PRE-READING

In your opinion what will be our main source of energy in the year 2025?

READING

Read the text and improve your knowledge on ecological fuels.

Fuel of the future

Now that we are in the 21st century, many scientists feel it's time to create fuels to supplement or even replace fossil fuels. They want to eliminate our dependency on fossil fuels for two reasons. One is the fact that the high rate of fossil fuel consumption causes considerable damage to our environment. The other is that the last ten years were marked by a high rise in the cost of fuel. The prices have been going up annually, sometimes on a daily basis. War in producing countries and social instability have also taken their part in making sure that the most wanted fuel products become scarce. Some scientist are doing their best to find out what can substitute fossil fuel which is becoming scarce day by day. What will the fuel of the future be? Two possibilities:

Ethyl fuel; this is also called grain alcohol. It is one of the oldest drugs that have existed; its use in locomotive was introduced by Ford Model T Company in the 1900's. It is obtained from different plants like maize and apple. Ford claimed that it is present in any plant. Today it is used as the main fuel in countries like Brazil but the ethyl is obtained from sugarcane. Other countries are also trying to follow the example of Brazilians.

Biodiesel; this is a fuel that is obtained from vegetables or animal fat. It is typically made by chemically reacting lipids from vegetables or animal fat. It can be used alone or blended with other fuels like petrol diesel.

IMPORTANT VOCABULARY

scarce - escasso

lipids - lipidos



Biodiesel

VOCABULARY

Replace the underlined ones without changing the idea of the text.

1. fossil _____

2. locomotive _____

COMPREHENSION

Read the text again and say if the statements below are true (T), false (F) or not stated (NS).

1. We still depend on fossil fuel nowadays.
2. Fossil fuel consumption has environmental impact.
3. Wars and social instability are the only causes of the rise of the price of fuel.
4. Fossil fuels are becoming scarce from day to day.
5. The fuel of the future is going to come from plants and stones.

SPEAKING

What do you think is going to happen to national car producers and sellers due to the rise in the fuel price? Discuss with a classmate.

GRAMMAR

Present Perfect

We use the **Present Perfect** to say that an action happened at an unspecified time before now. You cannot use the **Present Perfect** with specific time expressions such as: *yesterday, one year ago, last week, when I was a child, when I lived in Japan, at that moment, that day, one day, etc.*

*e.g. I **have seen** that movie twenty times.*

*I think I **have met** him once before.*

***Have you read** the book yet?*

A. Fatima has been working since morning. Report what she has done using the present perfect tense. Use the verbs in brackets.

1. She (*clean*) all the rooms. _____
2. She (*washed*) her clothes and mine as well. _____
3. She (*pick*) the fallen leaves. _____
4. She (*cook*) lunch for guests. _____
5. She (*help*) her mother to remove rubbish in the kitchen. _____

B. Write sentences in the Present Perfect.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

WRITING

Write a composition about how you imagine your community will be like in the year 2025.

PRE-READING

How do you think the world will be like in the year 2025 in fields like education, medicine and agriculture in terms of technology?

READING

Read the text and learn more about technological changes related to education and medicine.

Technology and the future

Technology has been changing at a very fast pace. We have seen and felt it over the past decades. It has become part of our day to day life, improving the way we live and communicate, making us wonder what the future holds for us in terms of technology. Here are two important areas in which major technological development has taken place:



Education: There's been exponential advancement in educational technology over the past few years. Nowadays many classrooms are equipped with overhead projectors, interactive whiteboards enabling new classroom methodologies.

Medicine: Advances in technology have also made possible to prevent and detect serious diseases in early stages or to treat them more efficiently. Here are three examples:

In the treatment of cardiovascular disease, the use of coronary stents – artificial tubes used in cases of coronary heart disease to keep the arteries open – have halved the number of those dying from heart attacks or suffering heart failure.

Those who suffer from diabetes – a disease which is becoming increasingly common, and which places a substantial burden on health systems – now have access to very accurate blood glucose monitoring technologies. This means that they can monitor on a daily basis and control their condition much more effectively. Those people undergoing surgical procedures also benefit from the ongoing advances in medical technology. The minimally-invasive surgical techniques which are now used can mean a shorter recovery time, compared with over a year for older procedures.

COMPREHENSION

Read the text again and say if the statements below are true (T), false (F) or not stated (NS).

1. There hasn't been technological progression over the last years.
2. Advances in technology have contributed to our quality of life.
3. The field of Education hasn't benefited from technological progressions.
4. In Medicine it is now possible to prevent and treat diseases more effectively due to technology.

Technology made our lives simple. We can sit in a corner and get connected to the world, turning the world into a 'global community'. In groups discuss the role of technology in our lives today. Have we become too dependent?

GRAMMAR

Future Perfect Continuous

We use the Future Perfect Continuous to show that something will continue up until a particular event or time in the future. "For five minutes", "for two weeks," and "since Friday" are all durations which can be used with the Future Perfect Continuous.

Future Perfect Continuous has two different forms: "will have been doing" and "be going to have been doing."

Future Perfect Continuous with 'Will'

Form: **will have been + main verb + ing**

e.g. You will have been waiting for more than two hours when her plane finally arrives.

Future Perfect Continuous with 'Be Going To'

Form: **am/is/are + going to have been + main verb + ing**

e.g. You are going to have been waiting for more than two hours when her plane finally arrives.

Note: It is possible to use either 'will' or 'be going to' to create the Future Perfect Continuous with little or no difference in meaning.

Change the verb into the correct form.

1. By midnight, you _____ (dance) for 4 hours.
2. By dinner, she _____ (cook) the whole afternoon.
3. He _____ (work) there for 10 years by 2015.
4. By next year, I _____ (study) English for 7 years.
5. By next week, we _____ (renovate) for over a month.
6. In 2012, they _____ (live) here for 4 years.
7. Before December, Barbara _____ (teach) for a year.
8. By this time tomorrow, I _____ (do) this exercise for a long time.

WRITING

In your opinion which revolutionary changes took place in technology over the last two decades? Write a composition about it, mentioning at least two examples of technological changes and describing them.

PRE-READING

1. What climate changes do you think will affect Mozambique the most in the future?

READING

Read the text and have some tips on how to protect the Earth.

Ways of going green and save the Earth

Greenhouse gas emissions decrease substantially from present levels. Greenhouse gas concentrations in the atmosphere will increase during the next century unless more frequent and intense. Increased greenhouse gas concentrations are very likely to raise the Earth's average temperature (more frequent hot days and nights, more regions affected by drought, heat waves, rising sea levels) and it is estimated that as many as 250 million people could face increased water stress by 2020. The magnitude of these changes, however, is uncertain, because fortunately more people are going green. There are many things we can do to reduce our carbon footprint and that can also make our lives better. Here are a few:

Save energy: buy energy saving bulbs, these are generally written CFL free. If you can't find them in your area you can buy fluorescent bulbs, since they are environment friendly. Unplug appliances that you are not using.

Save water: make sure all taps are well closed when you are not using them. Take shorter showers. If possible avoid using hose pipes to water your garden and plants or to clean your car or patio.

Save fuel: use your car only when you really need it. It is better to walk or to ride to work than driving. Avoid using firewood and charcoal as they are not environment friendly.

Don't buy, plant: avoid buying some products, plant your own instead. Fruit and vegetables can be planted in a small garden.

Get rid of electronic devices responsibly: everything that is not used anymore should not be kept at home. Look for ways of getting rid of all electronic devices in a responsible way. Try to sell them to companies that recycle them.

IMPORTANT VOCABULARY
appliances – aparelhos



COMPREHENSION

Read the text again and say if the statements below are true (T), false (F) or not stated (NS).

1. We have to save energy now to save the Earth for the future.
2. While human populations grows, the Earth's size and resources remain the same.
3. We should not turn TV's off in order to save energy.
4. We should plant vegetables and fruit instead of buying them.
5. We shouldn't take showers in order to save water.
6. Electric waste should be properly disposed.

SPEAKING

Discuss with your partner: feeding Africa, at a time of climate change, is one of the major development challenges of our time.

GRAMMAR**Future Perfect with Will**

We use the **future perfect** to say that something will be finished by a particular time in the future. We often use the future perfect with **by** or **in**.

Form: **subject + will + have + past participle** (main verb)

*e.g. I think astronauts **will have landed** on Mars **by** the year 2020.*

*I'll **have finished in** an hour and then you can use the computer.*

Complete the sentences with the right form:

1. By this time tomorrow, I _____ (*finish*) the project.
2. By 8 o'clock, the kids _____ (*fall*) asleep.
3. By tomorrow morning, he _____ (*sleep*) wonderfully.
4. By next year, she _____ (*receive*) her promotion.
5. Robin _____ (*sell*) his car by next Sunday.
6. At this time tomorrow morning, they _____ (*begin*) working.

WRITING

The agricultural sector is a major contributor to greenhouse gas emissions, but Africa's farmers can be part of the global solution to combat climate change. There is evidence that appropriate land use and more productive agriculture can reduce, rather than increase, gas emissions.

Conduct a research to find out if the agricultural model used in your community is a green one. Write a report about it.

PRE-READING

Many people are going green. Are you ready to go green? What can you do in your community?

READING

Read the text and get to know some opinions on how Mozambique will be like in 2025.

What people think our country will be like in 2025

It is not an easy task to figure out how the future will be like. But there are those who can't live without thinking what the future holds. People have always tried to figure out how their future would be like, and have used many and different ways to do so. They have always been driven by curiosity. Nowadays people still worry about the future and use different methods to figure out what the future holds for them. The following is what some people think Mozambique will be like in the year 2025:

Felicidade: I think very few will change. Perhaps some new buildings and the way people might think. We will have lazy children spending too many hours playing online games. I also think that there will be no schools and that students will greatly depend on the internet.

Eliza: I think Mozambique will be a developed country. Cars will be digital and buildings will be highly protected by very sophisticated security systems.

Samuel: Mozambique will be the most developed country in Southern Africa. It will be more developed than South Africa in terms of infrastructures, medicine and communications.

Tomas: We still will be facing major problems related to poverty and illiteracy. Are you aware that there are citizens who can't even operate a simple technological gadget such as a smart phone? Then how do you expect such people will be able to deal with more complicated technology such as blue rays? We will have the technology but people will not know how to use it.

And you, what do you think our country will be like in the year 2025?

IMPORTANT VOCABULARY
Sophisticated - *sofisticado*

COMPREHENSION

Answer the questions about the text.

1. Is the concern about the future a thing of the present?
2. Is it an easy task to imagine what the future may hold for us?
3. Complete the table below.

Name	Point of view
Samuel	
	The use of advanced technology in the field of security
Felicidade	
	There will be lots of draw backs due to poor information on how to use technology.

SPEAKING

Debate: life in 2025 will be very easy due to technological advances.

GRAMMAR

Future time clauses

Future time clauses begin with time words such as **when, as soon as, after, before, until,** and **while**. A comma separates the time clause from the main (independent) clause when the time clause comes first. It is customary to use the future tense in the independent clause and the present tense in the dependent (time) clause.

e.g. When I finish the dishes, I'll help you with your homework.

I'll help you with your homework when I finish the dishes.

Complete these sentences with **if, unless, when, as soon as** or **until**.

1. We'll never get there on time _____ Sedef gets ready quickly.
2. I'm so excited. I'm going to get my skis on _____ we get there!
3. I'd take that job _____ the salary was better.
4. I'll take driving lessons _____ I've finished school. I'm not in a hurry.
5. I can't go to the office _____ I've found my car keys!
6. Alex won't get a birthday present from me _____ I go shopping today. His birthday is tomorrow.
7. We won't be able to buy a new car _____ we've saved enough money.

WRITING

Choose one of the following options and write a composition:

- Imagine you are living in the year 2025. Describe how Mozambique was in the past.
- Express what you think life in Mozambique will be like in 2025 in terms of politics, economy and culture.

IRREGULAR VERBS

Infinitive	Past Simple	Past Participle
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
burn	burned/burnt	burnt
can	could	-----
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamt	dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hold	held	held
keep	kept	kept
kneel	kneelt	kneelt
know	knew	known
lay	laid	laid
lead	led	led

Infinitive	Past Simple	Past Participle
learn	learnt	learnt
leave	left	left
lend	lent	lent
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mistake	mistook	mistaken
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
sew	sewed	sewn
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
sing	sang	sung
sit	sat	sat
sleep	slept	slept
smell	smelt	smelt
speak	spoke	spoken
spend	spent	spent
spill	spilt	spilt
spread	spread	spread
stand	stood	stood
swear	swore	sworn
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

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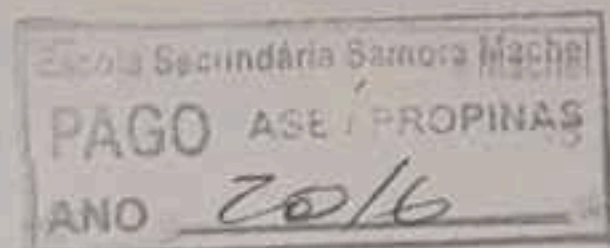
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