

8

8.ª classe



DE ACORDO COM
O NOVO PROGRAMA

Ministério
da Educação

Isildo Celestino



Inglês

PLURAL EDITORES
GRUPO PORTO EDITORA

LIVRO DO ALUNO
Inclui fichas de revisão por unidade

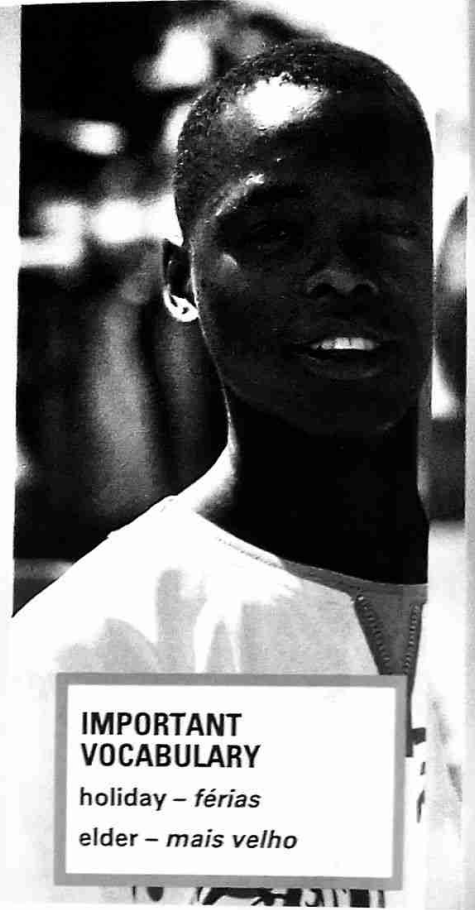
READING

Read the following text.

Hello, my name's Tonecas. I come from Inhambane. I'm 14 years old. I'm doing grade 8 this year. I study at Emilia Daússe Secondary School in Inhambane.

Let me tell you about my family... My grandfather's name is Mucele. He lives in Nampula with my grandmother Muanuno. My father's name is Manecas and he comes from Inhambane. My mother is Palmira, she comes from Beira. My father is a driver and my mother is a teacher. I have got three brothers: Cidinho, Jesildo and Jackson, and two sisters: Zainabo and Zaida. My elder brother Jesildo is married and lives in Durban, South Africa. He is a pilot. He works for the South African Airways (SAA). His wife is my sister-in-law Nosise. They have got two children: Themba and Lungui. They are my nephews.

My sister Zainabo is a doctor. She lives and works in Beira. She is married and has got two children (Nelinha and Maninho). Her husband's name is Mandevo. My sister Zaida is still studying. She studies Tourism at the Escola Superior de Hotelaria e Turismo in Inhambane. My brother Cidinho is a teacher and my younger brother Jackson is studying at Nhampossa Primary School.



IMPORTANT VOCABULARY

holiday - férias

elder - mais velho

VOCABULARY

Complete the sentences using the appropriate word from the box.

brother-in-law	father
uncle	cousin
aunt	grandfather
grandmother	nephew
	sister-in-law

1. Your father's father is your _____.
2. The sister of your mother is your _____.
3. The wife of your brother is your _____.
4. The son of your brother is your _____.
5. The mother of your mother is your _____.
6. The father of your cousin is your _____.
7. The son of your uncle is your _____.
8. The father of your sister is your _____.
9. The husband of your sister is your _____.

COMPREHENSION

Summarize the text by completing the story.



Tonecas comes from *Inhambane*. He is _____ years old. He lives in _____. His grandfather's name is _____. Tonecas has got _____ brothers and _____ sisters. Jesildo is a _____ (*job*). He lives in _____. He has got _____ children. Their names are _____ and _____. His sister Zainabo is a _____ (*job*). She lives in _____. Zaida is a _____ (*job*) at the _____. Nosise is Tonecas's _____.

GRAMMAR

Present simple

Affirmative		Negative		Interrogative	
I	live	I	don't	Do	I
You		You			you
He		He			he
She	lives	She	doesn't	Does	she
It		It			it
We		We			we
You	live	You	don't	Do	you
They		They			they

We use the present simple for:

- repeated actions
e.g. We always **have** school in the morning.
- permanent situations
e.g. Tonecas **lives** in Inhambane.
- timetables
e.g. School **starts** at 7 a.m.

Note: when a verb ends in **-o, -ss, -sh, -ch** or **-x**, we add **-es** to the **3rd person singular**.

e.g. do – he **does** miss – he **misses** finish – he **finishes** catch – he **catches** mix – he **mixes**

Present continuous

Affirmative		Negative		Interrogative	
I	am	I	am	Am	I
You	are	You	are	Are	you
He		He			he
She	is	She	is	Is	she
It		It			it
We		We			we
You	are	You	are	Are	you
They		They			they

We use the present continuous for actions taking place now, at the moment of speaking.

e.g. Tonecas **is studying** English at home.

Complete with the present simple or the present continuous of the verbs in brackets.

- Juma _____ (*live*) in Inhambane.
- Tonecas _____ (*be*) 14 years old.
- My parents _____ (*watch*) TV at the moment.
- Where _____ you _____ (*live*)?
- I _____ (*do*) grade 8 this year.
- My sister Zaida _____ (*study*) Tourism.
- My younger brother _____ (*sleep*) now.
- Our parents _____ (*have*) six children.
- We _____ (*have*) an English lesson now.
- I sometimes _____ (*wear*) jeans.
- The teacher _____ (*look*) at my exercise book now.
- We _____ (*listen*) to music every day.

WRITING

First draw a family tree, then write a short report about your family.

e.g. My grandfather's name is Mphuthanga. He is 45 years old. He lives in Cuamba.

READING

Massango spent his holiday in Manica and Rita spent her holiday in Maputo. They are talking about their holiday now. Read their dialogue.



IMPORTANT VOCABULARY

How about...? – *Que tal...?*

wild – *selvagem*

What else? – *O que mais?*

Don't mention it. – *Não tem de quê.*

RITA: Hello, did you have a good holiday, Massango?

MASSANGO: Oh yes. How about you, Rita?

RITA: It was wonderful.

MASSANGO: Tell me, where did you go for your holiday, then?

RITA: Well, I went to Namaacha for my holiday and you, Massango?

MASSANGO: I spent my holiday in Chimanimani, in Manica province.

RITA: What did you see?

MASSANGO: Lots of interesting things. I saw wild animals and beautiful mountains. And you?

RITA: I saw good things, too. I visited Mbabane. I saw how Swazi live. They are different from Mozambicans.

MASSANGO: What else did you do there?

RITA: I went fishing with my cousins and met new friends. What about you?

MASSANGO: Well, I visited 'Cabeça do Velho' and went to TEXTAFRICA.

RITA: Thanks, Massango, for talking to me about your holiday.

MASSANGO: Don't mention it.

VOCABULARY

Match the sentences on the left with the corresponding ones on the right.

1. Hi.
2. Nice to meet you.
3. Julinha, this is Zito.
4. Nice to meet you, Liloca.
5. Did you have a good holiday?
6. Hello, this is Quintas!
7. Sorry, what's your name again?
8. Is that you, Melita?
9. Meet my friend Lichucha.

- a. Hi, there.
- b. Not really.
- c. Pleased to meet you.
- d. I'm Nelo Machava.
- e. Yes, it is me.
- f. Nice to meet you, too.

SPEAKING

Go around the class to introduce yourself and ask the other students where and how they spent their holiday.

e.g. A: Hello, do you remember me? My name's Afua, what's your name?

B: My name is Paíto.

A: Where did you spend your holiday?

COMPREHENSION

Read the text again and answer the questions.

1. Where did Rita spend her holiday?
2. Did Massango and Rita enjoy their holiday?
3. What did Massango see in Chimanimani?
4. What activities did Rita do in Namaacha?
5. What did Massango visit?
6. Are Mozambicans different from Swazi?

INTERPRETATION

Answer the questions in your own words.

1. In your opinion, was it the first time that Rita went to Swaziland?
2. Do you think that Massango comes from Manica?
3. Where are Rita and Massango talking about their holiday? In the classroom? In the street?

GRAMMAR

Past simple

Affirmative	Negative	Interrogative
I	I	I
You	You	you
He	He	he
She	She	she
It	It	it
We	We	we
You	You	you
They	They	they
	didn't live	Did live?

Note: check the irregular verbs list at the end of the book.

We use the past simple for actions completed in the past.

e.g. Rita **went** to Swaziland last year.
I **wasn't** in this school two months ago.

We use the past simple with the following time expressions:

- yesterday
- three days/weeks/months/years ago
- last week/month/year
- in 2004
- in the 19th century, in those days

Rewrite the sentences using the past simple of the verb given.

e.g. Castro / go / to / Angola / in 1998

Castro went to Angola in 1998.

1. Helena / live / in Tete / in 2003
2. I / visit / Malawi / last year
3. I / cook / fish / last Monday
4. Julinha / speak / to me / yesterday
5. Mapera / teach / Portuguese / in Maputo / in 1999
6. Rita's last summer holiday / be / wonderful
7. Samuelane / visit Portugal / last year
8. Ugembe / meet / I / two weeks ago
9. Zacariane / give / me / three books / yesterday
10. Massango / see / wild animals / in Chimanimani

WRITING

Write a dialogue between two students talking about their holiday.

e.g. A: Hello, did you have a good holiday, Machava?

B: Oh yes. I went to Zobué. What about you, Fiona?

A: Well, I went to Metangula to visit my sister-in-law.

READING

Read the text.

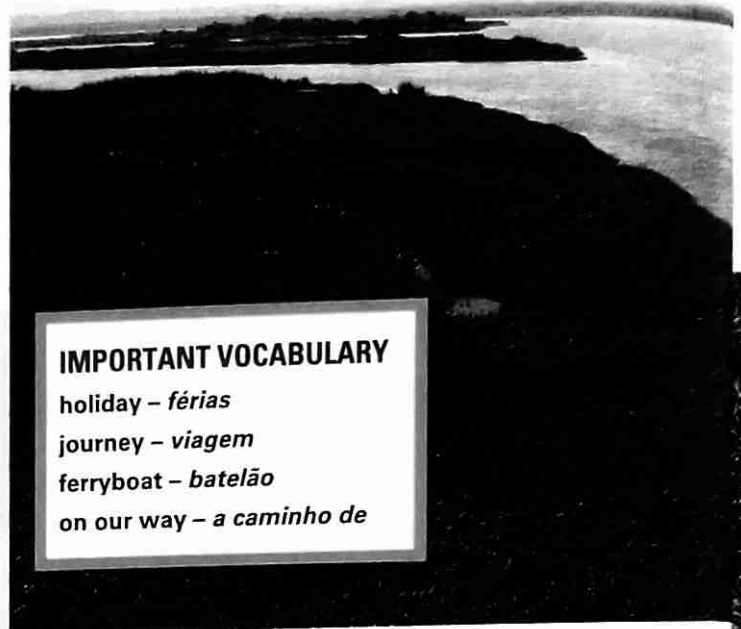
My holiday in Nampula

Hello, this is Tonecas again. Do you remember me? Let me tell you about my holiday last year.

I went to Nampula with my brother Cidinho and my sister Zainabo for our holiday. We went there by bus. We left Inhambane for Nampula on a Monday. We stopped at Save Bridge and we bought some food for our journey. We bought cakes, biscuits and lemon juice. My sister Zainabo had a camera. She took photographs of the bridge. Then, we crossed the bridge. On our way to Inchope, we saw many animals and beautiful views. We slept in Inchope. My sister Zainabo, my brother Cidinho and I ate fish and cassava. On Tuesday morning, we caught a mini bus to Quelimane. We arrived at the Zambeze River where we saw hippos for the first time. We crossed the river by ferryboat. We arrived in Quelimane on Wednesday. We stayed at our uncle's house. Our uncle Firmino is a teacher and our aunt Liloca is a nurse. We left Quelimane for Nampula by bus on Thursday. During the trip, we saw many mountains and beautiful houses. We arrived in Nampula on Thursday. We stayed at our grandfather's house in Namicopo.

During our holiday in Nampula, we cleaned and built our grandfather's kitchen. We visited 'Feira Dominical' and we went to Bairro de Namutequelua to visit our cousin Sandra. She is doing grade 8 at Nampula Secondary School. She likes basketball. We played basketball with her.

We left Nampula by plane last week. I liked Nampula very much.



IMPORTANT VOCABULARY
 holiday - *férias*
 journey - *viagem*
 ferryboat - *batelão*
 on our way - *a caminho de*

VOCABULARY

Choose the correct option.

1. Which word is not related to family?
 a. cousin b. friend c. uncle d. niece
2. Which word is not related to transport?
 a. car b. bus c. house d. plane
3. Being on holiday means being...
 a. busy b. free c. working d. ready
4. Your grandfather is...
 a. the mother of your father
 b. the father of your father
 c. the brother of your father
 d. your friend's father
5. Which is not a domestic animal?
 a. lion b. chicken c. rabbit d. goat

SPEAKING

Tell the other students where you spent your holiday and mention the activities you did.

COMPREHENSION

Complete the following sentences according to the text.

1. Tonecas, Zainabo and Cidinho spent their holiday in _____.
2. They travelled to Nampula by _____, _____ and _____.
3. They bought _____ for the journey.
4. Zainabo took some _____ of the bridge.
5. Tonecas, Zainabo and Cidinho slept in _____.
6. Tonecas, Zainabo and Cidinho saw _____ in Zambeze River.
7. Tonecas's aunt is a _____.
8. In Nampula, Tonecas, Zainabo and Cidinho stayed at _____.
9. In Nampula, Tonecas, Zainabo and Cidinho visited _____.
10. Their cousin Sandra studies at _____.

INTERPRETATION

Answer the questions in your own words.

1. Do you think that Tonecas enjoyed his holiday?
2. Why did Zainabo take photographs?
3. Do you think it was the first time that Tonecas visited Nampula? Why?

GRAMMAR

Tonecas is talking about Mariamo's holiday. Complete the blank spaces with the past simple of the verbs.

REMEMBER: regular verbs vs irregular verbs

cook – cooked	live – lived	teach – taught	speaK – spoke
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Note: check the irregular verbs list at the end of the book.

Last Sunday, Mariamo _____ (*go*) to Pemba. She _____ (*travel*) by bus. She _____ (*arrive*) at midday. She _____ (*eat*) fish and cassava. Mariamo _____ (*take*) three books to Pemba. She _____ (*lose*) two of them. Mariamo _____ (*not go*) swimming in the afternoon. She _____ (*cook*) beans and meat for dinner. Mariamo _____ (*speak*) Emakua in Pemba. She _____ (*learn*) Makonde too.

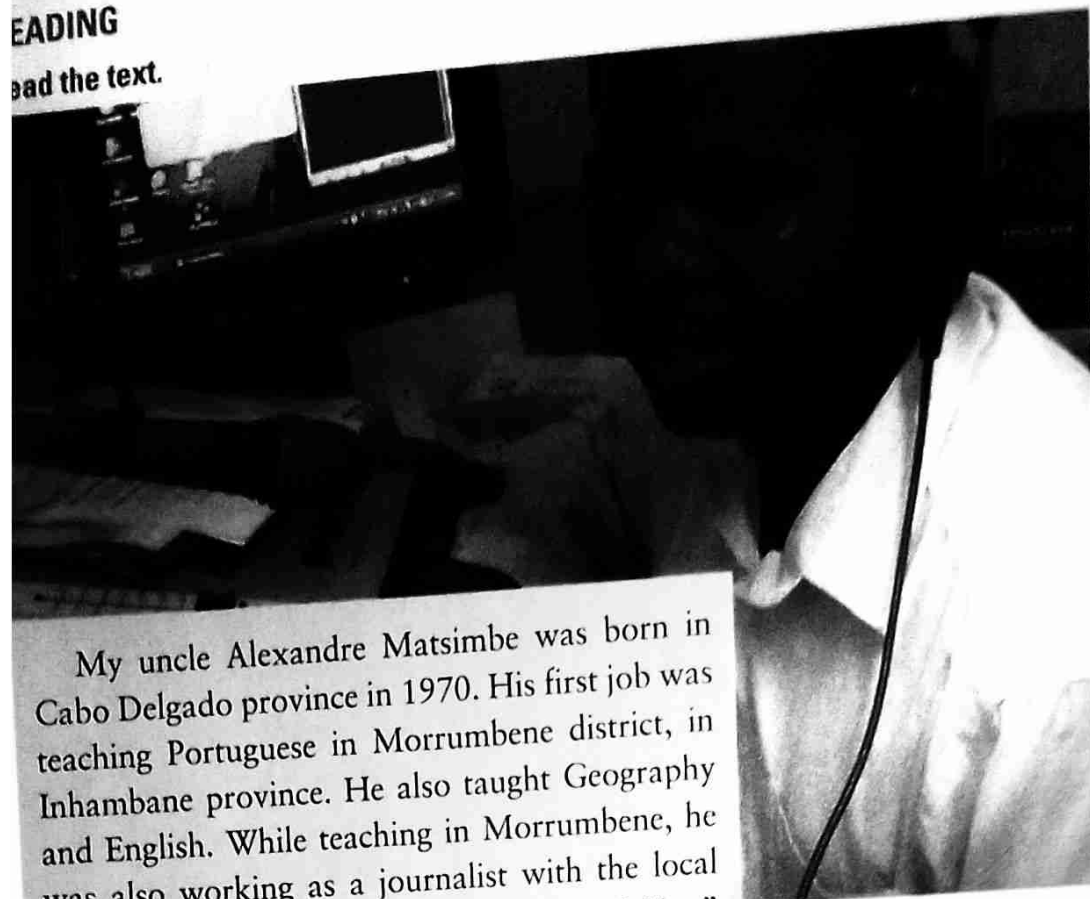
WRITING

Write a short account of your holiday last year.

Last year I went to Nangade for my holiday. I left Moatize on a Monday afternoon...

READING

Read the text.



My uncle Alexandre Matsimbe was born in Cabo Delgado province in 1970. His first job was teaching Portuguese in Morrumbene district, in Inhambane province. He also taught Geography and English. While teaching in Morrumbene, he was also working as a journalist with the local English newspaper called "News Around You" and Radio Mozambique-Inhambane.

Uncle Alex stopped teaching and joined Radio Mozambique seven years ago. His work involves researching, interviewing people, writing news and broadcasting. "To be a journalist you need to read a lot before interviewing," uncle Alex told me one day. Uncle Alex sometimes sends his news reports to Maputo National Radio Station.

He likes African music and talking with friends. He doesn't drink or smoke. He also likes his job very much. He speaks Xitswa, Portuguese, Chuabo, Guitonga, Makonde, English and Changana.

At weekends, Alex does not go to work. He gets up very early, and then he cleans his house in Maxixe, near the Catholic Church. After that, he goes shopping with his wife and children. My uncle is a nice person!

IMPORTANT VOCABULARY

- researching – *pesquisa*
- broadcasting – *emissão*
- interviewing – *entrevistar*

SPEAKING

Prepare a list of five questions to interview Alexandre Matsimbe. One student will be Alexandre Matsimbe and the other will be the journalist. Your questions should be related to family, likes and dislikes, school life and jobs.

e.g. A: Mr Matsimbe, when did you join Radio Mozambique?

B: Well, that was seven years ago.

COMPREHENSION

Summarize the text by completing the table.

Surname	Matsimbe
First name	
Nickname	
Age	
Nationality	
Place of birth	
First job	
Second job	
Present job	
Languages	
Marital status	
Number of children	
Likes	

INTERPRETATION

What do you think about these statements? Are they true or false? Comment.

1. Alexandre Matsimbe is a professional journalist.
2. Alexandre Matsimbe is good at languages.
3. Alexandre Matsimbe is honest.

GRAMMAR

Past continuous (was / were + verb + ing)

Affirmative			Negative			Interrogative		
I	was	doing	I	was	doing	Was	I	doing?
You	were	going	You	were	going	Were	you	going?
He		cutting	He		cutting		he	cutting?
She	was	eating	She	was	eating	Was	she	eating?
It		running	It	not	running		it	running?
We		singing	We		singing		we	singing?
You	were	coming	You	were	coming	Were	you	coming?
They		dancing	They		dancing		they	dancing?

SPELLING:

- verbs that end in **-e**:
e.g. make – making; come – coming; write – writing
- verbs that end in **vowel + consonant**:
e.g. stop – stopping; run – running; swim – swimming

We use the past continuous when:

1. two or more actions were taking place at the same time in the past
e.g. Grandma **was cooking** while grandpa **was cleaning** the house.
2. we describe an action which was interrupted by another action in the past
e.g. The telephone rang while Tonecas **was listening** to the radio.

Complete with the past continuous of the verbs in brackets.

1. Uncle Alex _____ (clean) the house.
2. His daughter _____ (look) after the children.
3. They _____ (swim) in the swimming-pool.
4. Why _____ you _____ (run)?
5. We _____ (play) football.
6. Who _____ (play) the guitar?
7. What _____ you _____ (do) when I called you?
8. I _____ (have) a shower.
9. My wife _____ (prepare) breakfast.
10. Our kids _____ (make) the beds.



WRITING

Write a short description of one member of your family. Explain who this person is to you (uncle, brother, sister, father, aunt, etc.) and refer to his/her job and other relevant information about him/her.

e.g. My sister's name is Masseve. She lives in Mueda...

READING

Read the text.



IMPORTANT VOCABULARY

reed - *bambu, cana*
 outskirts - *arredores*
 pantry - *despensa*
 candle lights - *velas*
 fence - *vedação*
 well - *poço*
 neighbours - *vizinhos*

Hello, this is Tonecas again. I am here to tell you about my grandfather's beautiful house. Do you remember my grandfather, Mr Mucele? He lives in a very beautiful reed house located on the outskirts of Nampula. It has got three bedrooms, two sitting rooms, one kitchen and two toilets. The kitchen and the two toilets are outside the house. The pantry is near the kitchen.

My grandfather's house has also got a big garden with many different types of flowers. There are some fruit trees around my grandfather's house. You find pawpaw trees, lemon trees, orange trees and big mango trees there. Inside the fence, there is a well which the neighbours use to fetch water in the morning and in the evening.

My grandfather's house does not have electricity. He uses candle lights and torches.

My grandfather raises some domestic animals like rabbits, chickens, ducks and goats. He always gets up very early. First he cleans the house, and then he sweeps his bedroom while my grandmother prepares breakfast. After that, they have breakfast together. My grandfather is very good at sweeping, and my grandmother is very good at cooking.

VOCABULARY

Which word does not belong to each group?

- | | | | |
|----------------|-------------|----------|---------|
| 1. grandfather | grandmother | mother | house |
| 2. kitchen | toilet | bedroom | chair |
| 3. cleaning | sweeping | watering | beauty |
| 4. lights | candles | sweets | torches |
| 5. breakfast | lunch | snack | bread |

SPEAKING

Tell the other students about your grandfather's/grandmother's house and their daily activities. If you don't have a grandfather or grandmother, you can talk about another member of your family.

COMPREHENSION

Answer the questions.

1. Where does Mr Mucele live?
2. What is Mr Mucele's house made of?
3. How many bedrooms are there in the house?
4. Where is the pantry?
5. When do the neighbours come to fetch water?
6. What fruit trees can you see in Mr Mucele's garden?
7. What other things can you find inside Mr Mucele's fence?
8. What animals does he raise?
9. What does Mr Mucele do before breakfast?
10. What does Tonecas's grandmother do?

INTERPRETATION

Discuss these questions with your partners.

1. Look at the photograph of the house. Do you think the house is beautiful?
2. Do you think Mr Mucele is a kind person?
3. In your opinion, is Mr Mucele rich or poor?



GRAMMAR

Prepositions of place

on – sobre, em cima de
under – debaixo de
in front of – em frente de
opposite – em frente de
behind – atrás de
near – perto de
between – entre
at – em
in – em, dentro de
inside – dentro de
outside – fora de
around – à volta de
over – por cima de
along – ao longo de
to – para
from – de

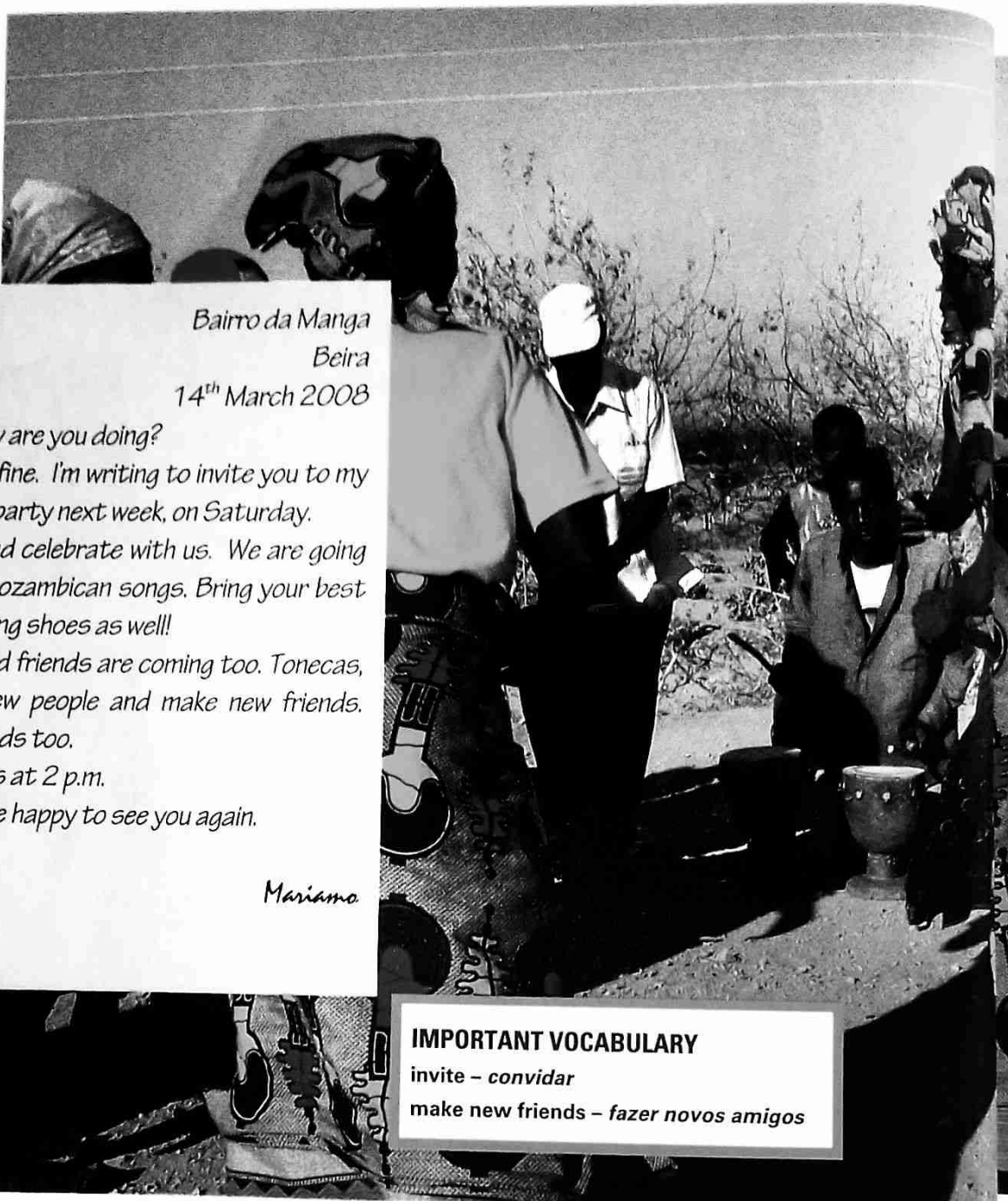
- e.g. My books are **on** the table.
e.g. The dog is hiding **under** the bed.
e.g. The teacher is standing **in front of** the students.
e.g. The school is **opposite** Tonecas's house.
e.g. The garden is **behind** the house.
e.g. The pantry is **near** the kitchen.
e.g. Tonecas is sitting **between** Cidinho and Jackson.
e.g. Tonecas isn't **at** home, he is **at** school.
e.g. Lisbon is **in** Portugal.
e.g. My grandparents are **inside** the house.
e.g. The animals stay **outside** the house.
e.g. There is a big garden **around** the house.
e.g. The birds were flying **over** our house.
e.g. I was walking **along** the street when I met him.
e.g. Tonecas walks **to** school.
e.g. I come **from** Maputo.

Use the right preposition.

1. I live _____ Machava 700.
2. My house is _____ the school. It takes me five minutes to get there.
3. My school is _____ Mercado do Povo and Matadouro.
4. We are flying _____ Gaza province now.
5. He is running _____ the house.
6. The blackboard is always _____ the students.
7. The clock is _____ the wall.
8. Carlos lives _____ the second floor.
9. My toilet is _____ the house.
10. Mozambique is _____ Africa.
11. Uncle Alex comes _____ Cabo Delgado.
12. Tonecas never goes _____ school by car.

READING

Read the text.



Bairro da Manga

Beira

14th March 2008

Hi, Tonecas, how are you doing?

Here, we are all fine. I'm writing to invite you to my mother's birthday party next week, on Saturday.

Please, come and celebrate with us. We are going to play the best Mozambican songs. Bring your best CDs and your dancing shoes as well!

My teachers and friends are coming too. Tonecas, come and meet new people and make new friends. Bring your two friends too.

The party starts at 2 p.m.

My mother will be happy to see you again.

Bye for now,

Mariana

IMPORTANT VOCABULARY

invite – convidar

make new friends – fazer novos amigos



VOCABULARY

Match the informal words/expressions on the left with their formal equivalents on the right.

- | | |
|----------------------|--------------------------|
| 1. Bye! | a. children |
| 2. Hi! | b. Very well, thank you. |
| 3. I'm fine, thanks. | c. Hello! |
| 4. kids | d. Goodbye! |

SPEAKING

When is your birthday? Tell us all about it. What do you normally do on your birthday? How do you celebrate it?



1. Where does Mariamo live?
2. When is the birthday party?
3. Whose birthday is it?
4. What songs are they going to play?
5. Who are the people invited for the birthday party?
6. How many friends can Tonecas take to the party?
7. What time does the party start?

INTERPRETATION

Answer the questions in your own words.

1. In your opinion what are they going to eat at the celebration?
2. Do you think that there are special 'dancing shoes'?
3. How old do you think Mariamo's mother is?

GRAMMAR

Prepositions of time

In	the morning / the afternoon / the evening 1970 / 2008 the 19th century December summer / autumn / winter / spring
At	half past four 3 p.m. midnight night
On	Monday / Tuesday / Wednesday / etc. 10th January

Connectors and linking words

And joins two equal ideas or things

She is rich **and** pretty.

But shows an opposition

She is pretty **but** vain.

Or shows an alternative

Do you want the blue **or** the red dress?

Because gives a reason

Rita is sad **because** she failed her exam.

A. Follow the examples above and write four sentences, using connectors.

B. Rewrite the sentences.

e.g. born / 25th / May / was / I / on
I was born on 25th May.

1. birthday / 17th / is / on / My / November
2. ? / birthday / When / is / your
3. was / born / November / I / in
4. My / goes / Namibia / brother / to / January / in
5. ? / Where / you / spend / do / weekends / your / summer / in
6. usually / They / have classes / in the morning
7. ? / classes / What / time / start / on / do / Monday
8. They / start / at / always / 6:30.

WRITING

Write an informal letter inviting a friend for a celebration (birthday party, ceremony, etc.).

READING

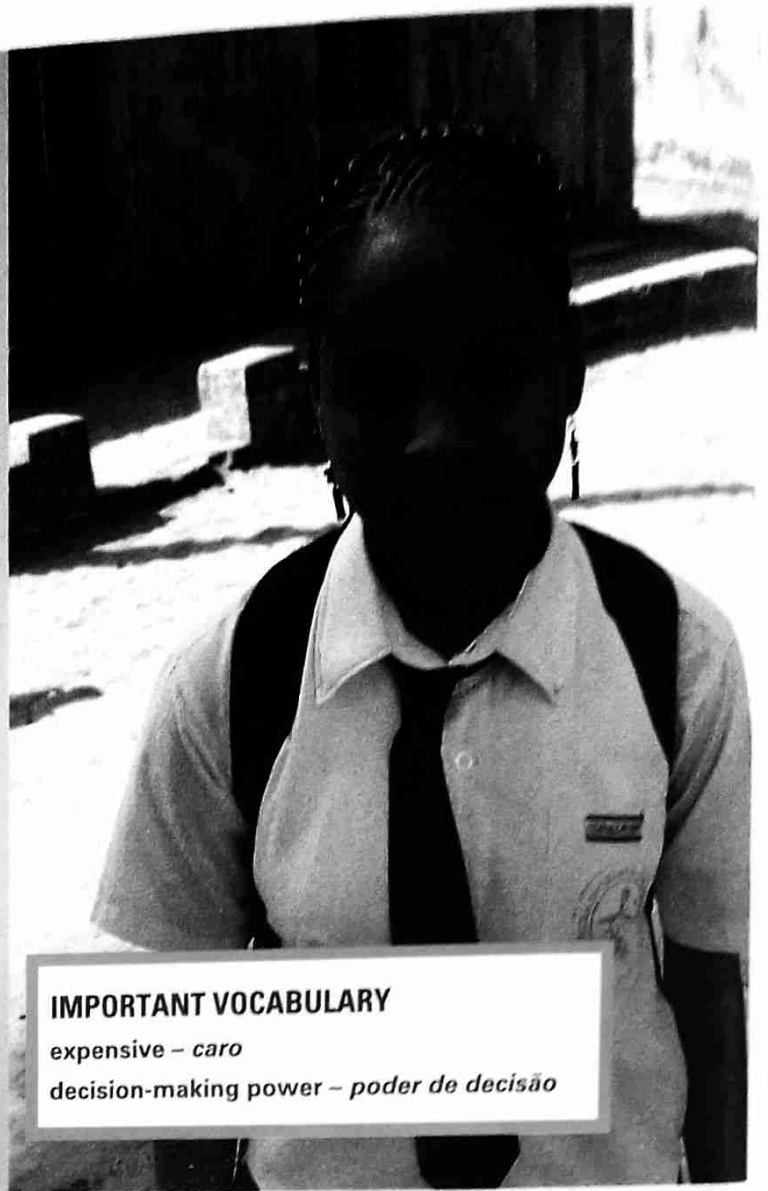
Read the text.

Hello, my name's Bonisile Goodness. I'm South African and I live in Kwamacho, in Durban, South Africa. I'm a friend of Tonecas, he is my Mozambican friend. I'm 13 years old. I study at Sendile Secondary School. I'm doing grade 8. My father is called Bongani and my mother is called Thobeka. They are both from Durban.

We are eight in my family. Our family is bigger than many Mozambican families. I visited some when I was in Mozambique in December.

Here school materials are more expensive than in Mozambique. And schools are bigger than in Mozambique.

What I liked about Mozambique during my holiday was that there were many women in political positions. There are ministers, doctors and drivers. Here in South Africa, we also have some, but not as many. Mozambique has more women with decision-making power than South Africa. In both countries women have the same rights as men! They can do the same jobs!



IMPORTANT VOCABULARY

expensive – *caro*

decision-making power – *poder de decisão*

VOCABULARY

Match the opposites of the following words.

- | | |
|--------------|--------------|
| 1. beautiful | a. ugly |
| 2. big | b. men |
| 3. equal | c. dislike |
| 4. expensive | d. there |
| 5. fat | e. thin |
| 6. here | f. cheap |
| 7. like | g. different |
| 8. women | h. small |

SPEAKING

Do you have a friend who does not live where you live? Tell the class about him/her. Make comparisons between your friend's village/district with where you live.

COMPREHENSION

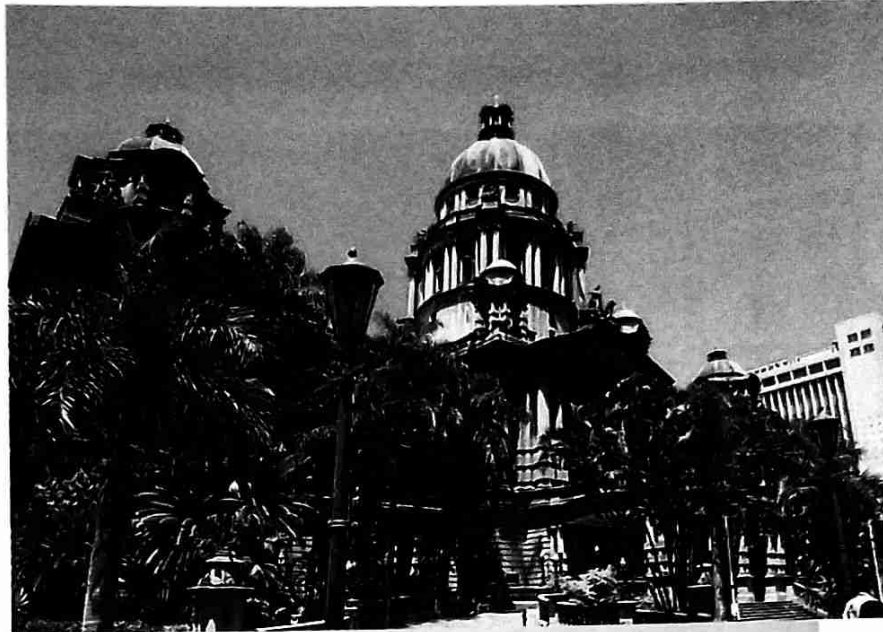
Answer the questions.

1. Where does Bonisile come from?
2. How old is Bonisile?
3. What is the relationship between Bonisile and Tonecas?
4. Where does Bonisile study?
5. How many people are there in Bonisile's family?
6. When did Bonisile visit Mozambique?
7. What jobs do women do in Mozambique?
8. Are school materials cheaper in Durban?
9. What did Bonisile like about Mozambique?
10. Do women have the same rights in South Africa as in Mozambique?

INTERPRETATION

Answer the questions in your own words.

1. What nationality are Bonisile's parents?
2. What names do South Africans prefer – African or European?
3. What roles do women play in your district?



GRAMMAR

Adjectives: comparatives and superlatives

	Adjective	Comparative	Superlative
Adjectives ending in -y	long	longer	longest
	cold	colder	coldest
Adjectives ending in -e	easy	easier	easiest
	pretty	prettier	prettiest
Adjectives ending in vowel + consonant	large	larger	largest
	wide	wider	widest
Adjectives with three or more syllables	hot	hotter	hottest
	thin	thinner	thinnest
Irregular adjectives	expensive	more expensive	most expensive
	important	more important	most important
	good	better	best
	bad	worse	worst
	far	further	furthest

Make comparisons using the adjectives given in brackets.

1. Rice is _____ (*cheap*) than apples.
2. Pedrito is _____ (*tall*) than Manuel.
3. My Isuzu is _____ (*fast*) than your Toyota.
4. This picture here is _____ (*beautiful*) than that one over there.
5. My school bag is _____ (*small*) than yours.
6. This chair is _____ (*comfortable*) than that one over there.
7. This book is _____ (*attractive*) than yours.
8. Ngulele is _____ (*strong*) than Mapepa.
9. This school is _____ (*good*) than the school next road.
10. Gani 70 is _____ (*rich*) than Muciva 700.

WRITING

Write a short description of two different communities. Try to compare them.

LISTENING

Listen to your teacher reading the text about Xadrique.

Hello, my name's Xadrique Junior Dinda. I come from Tete but I live in Brandão, Quelimane city. I'm 21 years old. I'm Mozambican. I've got three brothers and four sisters. My brothers' names are Checho, Samito and Manuelito. My brother Checho lives in China. He has got a Chinese wife. Her name is Chelungi. They have got two sons. My sisters' names are Inês, Anita, Filicha and Coray. I'm a student at the '25 de Setembro' secondary school. My father's name is Chacha. He's a nurse. My mother's name is Filipa. She's an engineer. My favourite singer is Penny Penny. He lives in South Africa. My dream is to be a pilot. That is all about me! What about you?

IMPORTANT VOCABULARY

wife – *mulher*
nurse – *enfermeiro*
dream – *sonho*

CHECKING YOUR VOCABULARY

List:

1. five nationalities: Mozambican
2. five jobs: teacher
3. five home related activities: sweeping
4. five words related to family: uncle
5. five words related to transport: bus
6. five words related to food: rice
7. five parts of a house: bedroom
8. five words related to holiday/celebrations: travelling
9. five adjectives: beautiful

COMPREHENSION

Say whether these statements are true or false.

- e.g. Xadrique Dinda comes from Quelimane.* **F**
1. Xadrique was born in Tete.
 2. Xadrique has got four brothers and three sisters.
 3. Xadrique has got nephews in China.
 4. Xadrique's sister-in-law is called Chelungi.
 5. Samito is Chelungi's cousin.
 6. Xadrique's father works in South Africa.
 7. Xadrique likes the songs by MC Roger.
 8. Xadrique's mother is a nurse.
 9. Xadrique is a pilot.

SPEAKING

Stand up and interview two students to complete the table.

	Student 1	Student 2
What's your name?		
What does your mother do?		
Who's your best friend in this classroom?		
What did you do last holiday?		

CHECKING YOUR GRAMMAR

A. Use the present simple or the present continuous of the verbs in the box to complete the spaces.

be go live play sit take talk come

Alice Lichucha _____ from Inhambane. She _____ in Tete with her parents and two brothers. She _____ a student and _____ to Tete Secondary School. At the moment Alice _____ in a café with a friend. They _____ about their lives. Alice _____ football every day.

B. Rewrite the sentences in the negative.

C. Complete the sentences using the prepositions and connectors in the box.

in but at and too on

- Maputo is _____ the south of Mozambique.
- I like fish, _____ Beto doesn't.
- My house is _____ the left.
- Our school is on the left, _____.
- Are you _____ home?
- Tonecas is Mozambican _____ Bonisile is South African.

D. Make comparisons using the adjectives in brackets.

- Jesildo is _____ (*old*) than Tonecas.
- Mandarin is _____ (*difficult*) than English.
- Mozambique is _____ (*big*) than Portugal.
- A dictionary is _____ (*heavy*) than a pen.
- A monkey is _____ (*small*) than an elephant.
- Gold is _____ (*expensive*) than silver.



WRITING

Choose one of the topics and write.

- A dialogue where two students talk about their holiday.
- A letter inviting a friend to a celebration.
- Design a form with personal information, age, likes, family story, etc.
- A biography of a family member or a friend.
- Design a family tree and write a family story.



READING

Mozambique is surrounded by English speaking countries. What are the names of these countries? What languages do people living around Mozambique speak? Read about some students talking about their countries, the weather and the languages they speak.



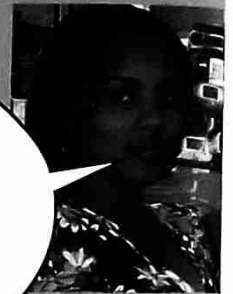
Hello, my name's Musa Dlamini. I come from Swaziland. I live in Mbabane. I speak Changana and English. It is very hot in Swaziland in October.



Hello, my name's Maxwell. I come from Blantyre. I speak Nyanja and English. Sometimes it is cold in Blantyre.



Hi, my name's Ester. I come from Luzaka. I speak English and Swahili.



Hi, my name's Lebo Thobeka. I come from Durban in South Africa. I speak English and Zulu. Durban is very cold in January.



Hello, my name's Rafik. I come from Tanzania. I live in Bagamoio. I speak English and Swahili.



Hi, my name's John Lovemore. I come from Zimbabwe. I live in Bulawayo. I speak English and Ndebele. It is not cold in Zimbabwe.

VOCABULARY

What is the weather like in...?

It is **very hot** in Swaziland in October.

Durban is **very cold** in January.

Sometimes it is **cold** in Blantyre.

It is not **cold** in Zimbabwe.

Describing the weather

It	is / was	windy / cloudy / sunny / hot / cold
It	is / was	raining / snowing

SPEAKING

Imagine you come from an African country. Tell your partner about it (name, languages spoken there, weather, etc.). Greet, introduce yourself and ask and answer about nationality and weather.

e.g. A: Hello, what is your name?

B: Hello, I am Jackson. I come from South Africa and you?

A: Hello, I am Madina. I come from Angola. What is the weather like in South Africa?

READING

Mozambique is surrounded by English speaking countries. What are the names of these countries? What languages do people living around Mozambique speak? Read about some students talking about their countries, the weather and the languages they speak.



Hello, my name's Musa Dlamini. I come from Swaziland. I live in Mbabane. I speak Changana and English. It is very hot in Swaziland in October.



Hello, my name's Maxwell. I come from Blantyre. I speak Nyanja and English. Sometimes it is cold in Blantyre.



Hi, my name's Ester. I come from Luzaka. I speak English and Swahili.



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VOCABULARY

What is the weather like in...?

- It is **very hot** in Swaziland in October.
- Durban is **very cold** in January.
- Sometimes it is **cold** in Blantyre.
- It is not **cold** in Zimbabwe.

Describing the weather

It	is / was	windy / cloudy / sunny / hot / cold
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SPEAKING

Imagine you come from an African country. Tell your partner about it (name, languages spoken there, weather, etc.). Greet, introduce yourself and ask and answer about nationality and weather.

e.g. A: Hello, what is your name?

B: Hello, I am Jackson. I come from South Africa and you?

A: Hello, I am Madina. I come from Angola. What is the weather like in South Africa?

COMPREHENSION

Complete the table using information from the speech bubbles.

Name of the student	Residence	Languages spoken	Country of origin
Ester			
John Lovemore			
Lebo Thobeka			
Maxwell			
Musa Dlamini			
Rafik			

GRAMMAR

Indefinite article – a / an (= um(a))

A before words starting with consonant sounds:

- a community
- a hospital
- a student
- a beautiful house

An before words starting with vowel sounds:

- an actor
- an hour
- an engineer
- an empty glass

A before nouns starting with vowels that sound like "you":

- a European country
- a union meeting
- a university degree

Adverbs of frequency

How often...? / How many times...?

never (= nunca)

rarely/seldom (= raramente)

sometimes (= às vezes)

often (= muitas vezes)

usually/generally (= geralmente)

always (= sempre)

e.g. I'm **never** late.

e.g. I **seldom** arrive late.

e.g. She **sometimes** walks to school.

e.g. We **often** play football.

e.g. She **usually** spends her holiday abroad.

e.g. He is **always** asking questions.

Adverbs of frequency tell us **how often** or **how seldom** something happens or is done. They go between the subject and the verb – e.g. I **always** get up very early.

Exception: after the verb "be" – e.g. I am **always** sleepy.

Complete the spaces using the words in the box below. Use them all.

never
rarely
sometimes
often
generally
always
a / an

1. Manuelito is _____ electrician.
2. I come from Mozambique but I _____ visit South Africa.
3. Uncle Alex _____ goes shopping on Saturdays.
4. Mozambicans and South Africans _____ speak several languages.
5. Mariazinha is _____ mechanic.
6. I _____ study before English exams.
7. Grandpa _____ gets up late.
8. People _____ start learning a second language in school.

READING

Read the text.

Languages change due to economic, social and political reasons. Every day, there are new words coming up. For example, with recent developments, new words such as 'internet', 'email', 'computer', 'download', etc. came up. These words did not exist in dictionaries 20 years ago.

In Africa, there are more than 700 indigenous languages. Many African countries use European languages. For example, in South Africa, apart from Zulu, Afrikaans and Khosa, they use English. In Angola they speak indigenous languages and Portuguese. Up in the north of Africa, we find Gabon which uses French as their official language.

English is not the most spoken language in the world. The language spoken by more people in the world is Mandarin, the language spoken in China. But English is the true international language. It is the language used for

business, science, communication and technology and it is the language used in many international organizations like the United Nations and the European Union.

In Mozambique, we have more than 50 languages, but Portuguese is the official one. Portuguese is the language used for communication in public institutions, mass media, shopping and politics.

IMPORTANT VOCABULARY

such as – *tais como*

developments – *invenções*

mass media – *meios de comunicação social*

VOCABULARY

Which word is...

1. related to science?

a. community

b. European

c. computer

d. organization

2. related to language?

a. dictionary

b. Commonwealth

c. China

d. rail

3. a name of a language?

a. Gabon

b. Swaziland

c. Mandarin

d. England

4. not related to computers?

a. download

b. internet

c. communication

d. Gabon

SPEAKING

Tell the other students about the importance of English for you and the community around you. Interview four students to find out the following:

e.g. What languages do you speak at home? What language(s) do you use when you dream? What language(s) do you use when you pray? When do you speak English? Where do you speak English?

Este lindo animal foi morto nesta estrada, por um automobilista que excedia o limite de velocidade de 40 Km/h.



This beautiful animal was killed on this road by a driver who was exceeding the 40 Km/h speed limit

Por favor, respeite este limite de velocidade e ajude-nos a proteger a Fauna Bravia do Parque Nacional de Gorongosa e a tua própria segurança!



Please respect this speed limit and help us to protect the wild life of Gorongosa National Park and your own safety!



COMPREHENSION

Answer the following questions.

1. What makes languages change?
2. What words came as a result of science and technology?
3. How many languages are there in Africa?
4. How many languages are there in Mozambique?
5. What is the international language?
6. What organizations use English?

GRAMMAR

There to be (= haver)

Present tense

In my school **there is** only one headmaster, but **there are many** teachers.

Is there a Scottish teacher in your school? Yes, **there is one**. / No, **there isn't any**.

How many languages **are there** in Mozambique? **There are many**.

Past tense

This week **there was** only one accident, but last week **there were ten**.

Were there any casualties? Yes, **there were**. / No, **there weren't**.

Passive voice

The **passive** is used when you describe a process.

The **passive** consists of: verb "be" + past participle.

To change the tense, you change the tense of the verb "be":

e.g. **Present simple** I **read** the text. → The text **is** read by me.
He **reads** the text. → The text **is** read by him.

Past simple

Yesterday I **read** a book. → A book **was** read by me yesterday.
Yesterday he **read** a book. → A book **was** read by him yesterday.

Complete the sentences with the right form of the verb there to be.

1. How many rooms _____ in your grandpa's house, Tonecas?
In my grandfather's house _____ three bedrooms and two sitting rooms. _____ no electricity in the house.
2. Last week _____ a big party at Mariamo's. _____ lots of people there. _____ a birthday cake with candles? What kind of music _____? _____ lots of CDs with the best Mozambican music.

WRITING

Make a table to show the results from the speaking exercise.

Student's name	Language at home	Language you dream in	Language you pray in	When you speak English	Where you speak English

READING

Read this newspaper article.

By Peter Snow

Sunday afternoon, April 6th, there was a wonderful celebration of the publication of the New Testament in Guitonga. It was at the Anglican Church in Chambone, outside under the trees. There were 600 or 700 people present. Dinis Sengulane, Anglican Bishop and chairman of the Mozambican Bible Society, preached a magnificent sermon. Bishop Sengulane said, 'When God created the Tonga language, he smiled, because it was so beautiful.' Following the sermon, he prayed in his own language, Xichopi, another beautiful language that must also give joy to God. There were other good contributions including the speech by Mr Pateguana, the governor of Inhambane province. One of the most moving moments was a reading from Colossians by a 14-year-old girl. She read beautifully and the Guitonga sounded magnificent. Baltazar Zitha, executive secretary of the Mozambican Bible Society, told the story of the translation of the Scriptures into Guitonga. It was 100 years ago that the American Bible Society published the first Guitonga New Testament, whose translation was organized by Erwin Richards and other early American missionaries. Frei Amaral, who headed the translation team in recent years, noted that the Guitonga language has changed so much that the translation made a hundred years ago is almost impossible to understand today. Several speakers voiced the hope that the publication of the Guitonga New Testament will encourage the production of literature in the language as well as to a deepening of faith among speakers of Guitonga.

in 'News Around You', November 1997

IMPORTANT VOCABULARY

preached - *pregou*

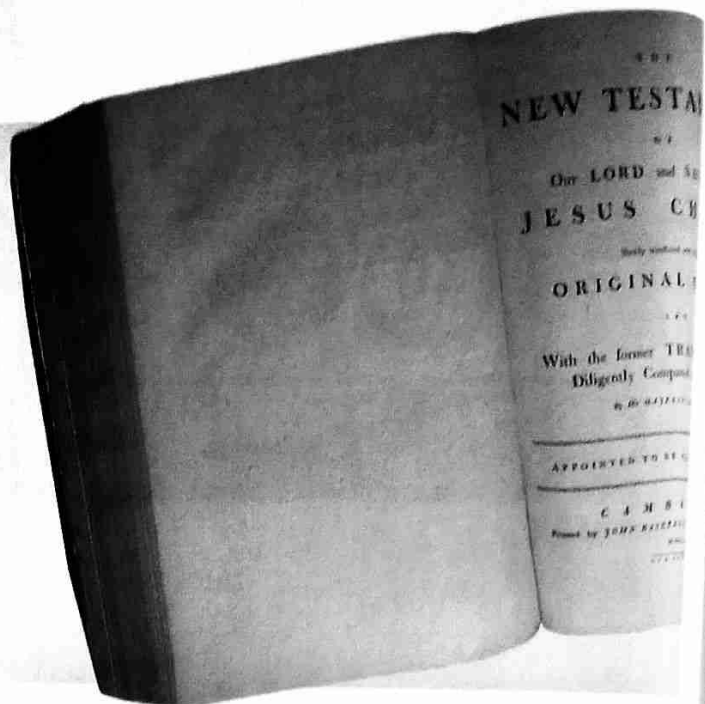
joy - *alegría*

Scriptures - *Escrituras*

deepening - *aprofundamento*

speech - *discurso*

faith - *fé*

**SPEAKING**

Imagine that you are talking to the journalist that wrote this article. Ask him five questions.

e.g. What did you see before the publication?

Did people dance?

COMPREHENSION

Answer the questions.

1. When and where was the New Testament published?
2. How many people were there?
3. Who is Bishop Sengulane?
4. What language does he speak?
5. Who is Mr Pateguana?
6. When was the first Guitonga New Testament published?
7. Who is Baltazar Zitha?
8. What did Frei Amaral do?
9. What importance has this publication for the Guitonga language?
10. Who is Erwin Richards?



INTERPRETATION

Answer the questions in your own words.

1. Do you think local languages are important?
2. How many local languages do you speak?
3. Why does the author of the text say that 'God smiled when he created the Tonga language'?

GRAMMAR

Adverbs of manner

Adverbs of manner describe the way something is done. They normally go at the end of the clause. You usually add **-ly** to the adjective or **-ily** if the adjective ends with **y** to form adverbs of manner.

Regular adverbs = adjective + ly

e.g. careful → carefully; beautiful → beautifully; bad → badly, etc.
Tonecas is a careful listener. He listens **carefully**.

Irregular adverbs

e.g. good → well; fast → fast; hard → hard
Tonecas is a hard worker. He works **hard**.

Exceptions:

e.g. shy → shyly; true → truly; full → fully

A. Complete the table.

Adjective + ly	Adjective + ily
quick – <i>quickly</i>	angry – <i>angrily</i>
quiet –	heavy –
loud –	happy –
bad –	easy –
wonderful –	

B. Use the adjectives in the box to make adverbs.

1. He plays the guitar _____.
2. She drank her milk _____.
3. Good students work _____.
4. When I run, my heart beats very _____.
5. They are running very _____.
6. They sang very _____ at the celebration.
7. Tonecas waited _____.
8. I can solve this problem _____.
9. Tonecas speaks English very _____.
10. The driver was driving very _____.

quick	slow
fast (2x)	patient
brilliant	hard
easy	good (2x)

WRITING

Write a short paragraph describing a celebration.

READING

Read the text.



THE ENGLISH CLUB IN MACOMIA

The English Club (EC) is a private English school in Macomia. It gives extra English lessons. It opened in April, 1995. The school is located at the local former warehouse of Agricom. According to Omar Jabú, one of the teachers at the English Club, the lessons began on April 4th, 1995, with only ten students. The courses last for three months. The first course finished with 70 students compared to the ten who started the course. Since then, the number of students attending the English Club increased. Now, there are about two hundred students attending different levels of English.

This survey is aimed at giving you the reasons why EC is so popular in Macomia. The researcher distributed 100 questionnaires to the students and former students of EC. One of the questions asked was: Why did you choose the EC to learn English?

The answers to this first question showed that seventy-five students out of a hundred chose the EC because of its teaching methods; and thirteen students are there because of the fees, which are cheaper than at the Institute of Languages. There are also eight students who go there because the school is near where they live. Finally, only four students go there because they don't want to do their house work.

IMPORTANT VOCABULARY

former - antigo
warehouse - armazém
according to - segundo a
attending - a frequentar
questionnaire - inquirito
fee - propina

VOCABULARY

Match the words with their definitions.

- | | |
|-------------------|-----------------------------------|
| 1. fees | a. questions to be completed |
| 2. methods | b. person doing investigation |
| 3. questionnaires | c. ways of teaching people |
| 4. researcher | d. money you pay to attend school |

COMPREHENSION

Complete the table about the English Club.

Name of the school	
Opening date (year)	
Name of the teacher interviewed	
Number of students who started the first course	
Number of students who completed the first course	
Number of students involved in the research	
Number of students who go there because of the teaching methods	
Number of students who go there because of lower fees	

Personal pronouns and reflexive pronouns

PERSONAL PRONOUNS		REFLEXIVE PRONOUNS
Subject	Object	
I	me	myself
you	you	yourself
he	him	himself
she	her	herself
it	it	itself
we	us	ourselves
you	you	yourselves
they	them	themselves

We use reflexive pronouns:

- after some verbs: **enjoy, cut, burn, hurt**, etc.
e.g. She cut **herself** with a knife.
- with the preposition **by** to show that someone does something without help
e.g. He painted the house by **himself**.

A. Complete the sentences with personal pronouns (subject).

1. Are _____ a student, Tonecas?
2. Yes, _____ am.
3. Your father isn't at home. Do _____ know where _____ is?
4. Is that your sister over there? _____ is a beautiful girl.
5. Your parents are at work, aren't _____?
6. Your dog is very cute. _____ is playing with your brother.
7. My family and I always eat at home. _____ never go to a restaurant.
8. Your brothers and you are Mozambicans, aren't _____?

WRITING

Write a short description of a private school in your area.

B. Now replace the underlined words by personal pronouns (object).

1. Look at that boy. Can you see _____?
2. Where is your sister? I can't find _____.
3. I've got a new magazine. Look at _____.
4. We are staying at home this afternoon. Come and visit _____.
5. You can run very fast. I can't catch _____.
6. Where is your English book? I can't find _____.
7. The doctor is going to examine _____. Don't be afraid, Tonecas!
8. Those women must be tourists. I don't know _____.



C. Complete the blank spaces with a reflexive pronoun.

1. Tonecas enjoyed _____ at the birthday party.
2. Some of his friends didn't behave _____.
3. Be careful, you two. Don't hurt _____.
4. I cut _____ with a knife when I was fixing a chair.
5. She burnt _____ while she was cooking.
6. She wasn't with Peter. She was by _____.
7. The cat is washing _____.
8. You should make your bed by _____, Tonecas!



READING

Read the text.

Mr Brown: Good afternoon, young man, how are you?

Tonecas: I am very well, thank you. Can I help you?

Mr Brown: Yes, please! I am in Mozambique on holiday, and I lost my way. Where is the museum, please?

Tonecas: That's no problem at all. I will show you.

Mr Brown: What do you do, my boy?

Tonecas: I am a student, and you, sir?

Mr Brown: I am a writer. I write stories about life.

Tonecas: Sorry, where do you come from?

Mr Brown: I come from Canada. In Canada we speak French and English.

Tonecas: Which language do you usually speak? French or English?

Mr Brown: Well, I speak both languages, but English is very important. It is the international language. It is the language that you can use around the world. With English you can make business, travel, and communicate with people all over the world. Do you learn English at school?

Tonecas: Yes, sir. We learn many good things. I know how to introduce myself, talk about my family, read and write letters.

Mr Brown: Good. You are doing well. Don't stop learning English. From the way you speak, you have good teachers.

Tonecas: I think so, Mr Brown. Well, the museum is here.

Mr Brown: Thanks, young man. I wish you a lot of success at school.

Tonecas: Thank you and have a good time in Mozambique, Mr Brown!



IMPORTANT VOCABULARY

lost my way – *perdi-me*
make business – *negociar*

VOCABULARY

Match the sentences on the left with the ones on the right.

- | | |
|--------------------------------|---------------------|
| 1. Here you are. | a. Thank you. |
| 2. Please sit down. | b. I'm on business. |
| 3. What are you doing here? | c. Michel Wallace. |
| 4. Where is the hotel, please? | d. Thank you. |
| 5. What is your name? | e. Over there. |

COMPREHENSION

Answer the following questions.

1. What time did Mr Brown and Tonecas meet?
2. What nationality is Mr Brown?
3. What does Tonecas do?
4. What does Mr Brown do?
5. What languages does Mr Brown speak?
6. Where was Mr Brown going to?
7. Is Tonecas good at languages?
8. What can Tonecas do with his English?
9. Is English important?
10. Does Tonecas learn English at school?

GRAMMAR

Modal verbs

We use modal verbs followed by an infinitive without to.

Can, could – poder, ser capaz de

- Ability (to be capable of doing something)
e.g. He **can** speak English very well.
She **could** play the piano when she was ten, but she **can't** now.
- Permission (to be allowed to do something)
e.g. "You **can** use my mobile if you have to make a call."
"**Can** I use your phone?"
"Of course, you **can**." / "No, you **can't/cannot**."

May, might – poder, ter autorização / poder (ser provável)

- Permission
e.g. "**May** I come in?" "Yes, please!"
"**May** I open the window?" "No, you **may not**."
- Probability
e.g. "It **may** rain tomorrow." (more probable)
"It **might** rain tomorrow." (less probable)

A. Complete the dialogue using can, can't, could or couldn't.

MACARINGUE: _____ you speak English?

MARIA: Yes, I _____. I'm learning English at school.

MACARINGUE: _____ you speak English when you were five years old?

MARIA: No, I _____.

MACARINGUE: Well, my father _____, because he was born in South Africa. He also speaks other foreign languages.

MARIA: Which ones?

MACARINGUE: Well, he _____ speak and write French fluently. And he's learning Mandarin, which is a very difficult language. Can you speak French?

MARIA: No, I _____. Oh, the bus is coming. I am going to the bookshop to buy an English dictionary.

MACARINGUE: _____ I go with you?

MARIA: Of course, you _____.

B. Complete with may or might.

- _____ I close the door?
- They _____ arrive home late.
- I _____ move to Portugal. My father is working there.
- _____ I take a photo of you?

WRITING

Write a dialogue between two people. They come from two different countries, but they speak English. Start by introducing each other.

LISTENING

Listen to your teacher reading this report from a Xitswa speaker.

English is an international language. This language is used for communication, business, science, technology, medicine and other fields. Many languages like mine have some words which come from English. These words come from people who lived in English speaking countries like South Africa and some come from some household utensils. For example 'spoon', became 'shipune' in my language. It sounds like 'spoon'.

Here are some words 'stolen' from English used in my language:

Words in my language	English equivalent
macala	coal
shipune	spoon
thia	tea
maningue	many
ibuku	book

What about you? Do you have words from English in your language?

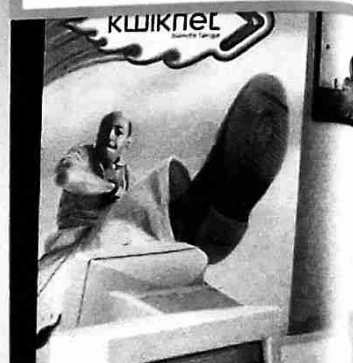


IMPORTANT VOCABULARY

household utensil – *utensílio doméstico*

spoon – *colher*

coal – *carvão*



VOCABULARY

Put the following words in their appropriate groups:

grammar shopping computer
 aspirin pronunciation tablet
 internet money hospital
 director company



medicine	technology	language	business

SPEAKING

Think about the languages you speak and find words that are similar to English ones.

COMPREHENSION

Say whether the statements are true or false.

1. English is the language used internationally.
2. Many languages we speak have words originated from English ones.
3. Many English words came to our language because of the contact with English speaking people.
4. English is the official language of Mozambique.
5. English is the most important language for medicine.
6. Spoon isn't an English word.

INTERPRETATION

Discuss with the other students.

1. What Portuguese words do you think come from English?
2. Do you think that there are languages that do not borrow words from other languages?

GRAMMAR

Relative pronouns

Relative pronouns introduce relative clauses. A relative clause adds extra information about one of the nouns in the main clause. We use **who** for people and **which** for things.

- e.g. This is the teacher. He came from Scotland.
This is the teacher **who** came from Scotland.
- e.g. Tonecas has got a radio. The radio doesn't work properly.
Tonecas has got a radio **which** doesn't work properly.

Complete the gaps with the right relative pronoun: **who** or **which**.

1. I know the man _____ bought the red car.
2. Michael is the boy _____ works as a carpenter.
3. I'm carrying a bag _____ is very heavy.
4. Teresa is one of the teachers _____ teach at Tonecas's school.
5. The house _____ was built opposite our school is very modern.
6. Do you know the architect _____ designed it?
7. The book _____ is on the table belongs to the teacher.
8. The woman _____ is standing at the door is my mother.

WRITING

Write a report after having investigated which words in your language have an English origin.



READING

Read the text.

Hello, my name is John Power. I come from Edinburgh, in Scotland, but my parents come from London. Here, in Mozambique, I lived in three different provinces: Cabo Delgado, Tete and Gaza.



In Edinburgh, where I come from, the weather is cold. People like rice, apples and cabbage. In June, there is a big cultural festival. It is called 'Edinburgh Festival'. There is a traditional dance. In this dance, men wear skirts called kilts.

I first came here in 1997. Before I came here, I taught English in many countries like Saudi Arabia, Tanzania, West Indies and Sudan. When I arrived in Mozambique, I worked as an English teacher in Cabo Delgado province. Then I moved to Tete. I am working in Gaza now. In Gaza, I teach English to children like you and train teachers of English.

English now belongs to everyone. We now have American English, South African English, Nigerian English and English from Mozambique! Don't worry too much about your pronunciation!

We, in Scotland, say 'lorry', but Americans say 'truck'. I am very happy because in Mozambique many people want to learn English.

My contract ends this year, and next year I will go back to Scotland. Thank you, Mozambicans.



IMPORTANT VOCABULARY
Scotland - Escócia
lorry - camião

VOCABULARY

Which word does not belong to each group?

- | | | | |
|----------|----------|---------|-------|
| 1. hot | cold | rain | plane |
| 2. north | Scotland | west | east |
| 3. rice | fish | cassava | truck |
| 4. skirt | trousers | blouse | fire |

SPEAKING

Working in pairs, imagine that one of you is John Power. Ask him as many questions as you can related to life, food, weather, clothes, etc.

e.g. Where do you come from? What languages do you speak?

COMPREHENSION

Answer the questions about John Power.

1. Where was John Power born?
2. Where were John Power's parents born?
3. What does John Power do?
4. What do Scottish people like?
5. What is the weather like in Scotland?
6. When did John Power come to Mozambique?
7. Is American English different from Scottish English? Explain.
8. Where is John Power going to live next year?



INTERPRETATION

Answer the questions in your own words.

1. Do you think John Power had a good time in Mozambique?
2. What impressed him most during his stay in Mozambique?
3. What things would you ask John Power to tell you about his country?

WRITING

Interview a teacher and write his/her biography.

GRAMMAR

The gerund

The gerund is formed by adding the ending **-ing** to the verb.

e.g. do – doing; go – going; eat – eating; see – seeing; make – making; begin – beginning; travel – travelling

We use the gerund:

- as subject
e.g. **Teaching** English is my life.
Dancing is my favourite pastime.
- after prepositions
e.g. She isn't very good **at singing**.
Don't cross the street **without looking**!
I'm sorry **for keeping** you waiting.
- after the verb "go" and a particular activity or sport
e.g. Let's **go swimming**.
Tonecas's father always **goes shopping** on Saturdays.
- after some verbs and expressions like those in the box:

like	enjoy	start	can't stand
love	hate	finish	can't help
prefer	detest	stop	not mind

- e.g. I **can't stand watching** soap operas.
I **can't help laughing**. **Stop talking**!

Choose one of the verbs and complete the sentences. Use the gerund.

do take learn dance play get read write listen drive

1. She enjoys _____ hip-hop.
2. They like _____ photos when they're on holiday.
3. They also hate _____ up early.
4. We love _____ detective stories.
5. I'm good at _____ poems.
6. I hate _____ to classical music.
7. She's interested in _____ English.
8. I started _____ this exercise two minutes ago.
9. She doesn't enjoy _____ football.
10. _____ fast is dangerous.

READING
Read the text.



Hello, my name is Darren Clark. I come from Manchester in England, but I was born in a town called Sunderland. After school I worked in a restaurant to earn money because I wanted to travel. I travelled to India when I was nineteen years old. I saw Hindu temples, beautiful beaches and met fascinating people.

When I returned to England the only thing I wanted to do was to travel more. I began working at the same restaurant again. Once I had enough money I travelled to India again. This time I travelled around the north of the country visiting the Himalayas, the highest mountains in the world. After returning to England I decided to continue with my education. I moved to London to take a degree in "Third World Studies" at Middlesex University.

One day I was reading the newspaper when I saw an advertisement for volunteer work in Sudan. I applied the same day. Four weeks later I flew to Khartoum, the capital of Sudan. My job was to teach English at Khartoum University. I did not have any experience as a teacher. Unfortunately, I became very ill with malaria and was sent back to England. I decided to train to be a real English teacher. I took a degree in "Teaching English as a Foreign Language". When I finished the course I went travelling in Morocco. On my journey back to England I stopped in Portugal to visit some friends. In Porto, I was offered a job at the Bristol School of English. I stayed in Portugal for four years. I arrived in Mozambique to begin work at Universidade Eduardo Mondlane, Escola Superior de Hotelaria e Turismo de Inhambane in August 2004. My job was for two years, but I decided to stay longer. I really like my job, my students and I love Mozambique.

IMPORTANT VOCABULARY
 grow up - *crescer*
 save money - *poupar dinheiro*
 take a degree - *tirar um curso*

COMPREHENSION

Help Darren to complete this form.

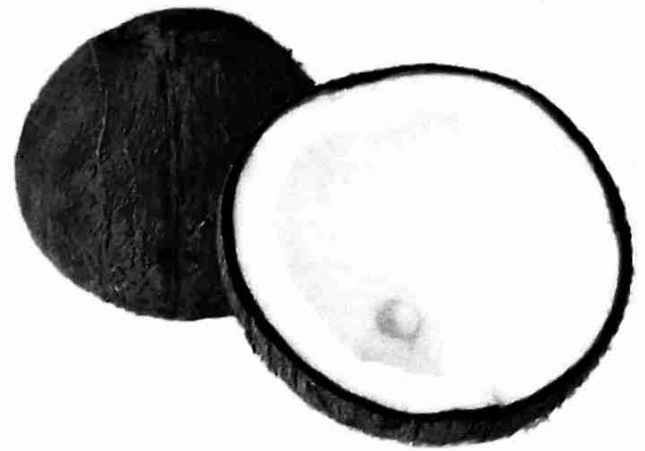
Full name	Darren Clark
Country of birth	
Place of birth	
Residence	
First job	
Second job	
Present job	
Countries visited	
University he attended	
Arrival in Mozambique	

CHECKING YOUR GRAMMAR

A. Complete the sentences using the words in the box.

is an on young do weather in visited

- A: Good afternoon, sir.
 B: Good afternoon, _____ man.
 A: Do you have _____ internet café near here?
 B: Yes, there _____ one on this road.
 A: Where _____ you come from?
 B: I come from North Carolina, in the USA.
 A: What is the _____ like in North Carolina?
 B: It is very hot. Sometimes it is cold in January.
 A: What are you doing here in Mozambique?
 B: Well, I am here _____ business. I am buying coconuts to sell _____ Europe.
 A: When did you arrive in Mozambique?
 B: I arrived last month. I _____ Inhambane and Quelimane.



B. Rewrite the sentences in the passive.

- | | |
|---|---|
| 1. I visit Hindu temples and beautiful beaches. | 4. You need experience. |
| 2. You meet fascinating people everywhere. | 5. She attends an English course. |
| 3. Journalists read lots of newspapers. | 6. He gains a lot of teaching experience. |

C. Complete the table.

Adjectives	Adverbs
quick	quickly
quiet	
loud	
bad	
wonderful	

Adjectives	Adverbs
angry	
heavy	
happy	
easy	
fast	

WRITING

Choose one of the topics and develop a language project.

1. Write a letter to a friend informing him/her about the languages spoken in your city.
2. Write a paragraph comparing languages in Mozambique with a country you know or have heard about.
3. Make an advertisement about learning English in your village.
4. Write a paragraph in which you report the ways a person can learn English.

READING
Read the text.



Hello again! Do you still remember me? I'm Tonecas. Today I'm going to tell you about my school.

As you know, I study at Emilia Dausse Secondary School. My school is near the Catholic Church, opposite the supermarket. I have got ten subjects and ten teachers. The subjects are: Portuguese, English, Geography, History, Chemistry, Mathematics, Physics, Drawing, Biology and Physical Education. My teachers' names are: Meque (Portuguese), Charles (English), Sara (Geography), Chacha (History), Chaveia (Chemistry), Quim (Mathematics), Teresa (Physics), Assane (Drawing), Manecas (Biology) and

Luchucha (Physical Education). I like English and Physical Education very much. This year the headmaster of my school is Mr Mazembe. He is a nice man.

The school has got ten classrooms, two laboratories; one for Chemistry and another one for Physics. For our Physical Education lessons we use the school's gymnasium. The school has also got a canteen where we buy lemon juice, cakes, biscuits and crisps during the breaks. The toilets are behind the school. There is a library and a bookshop next to the canteen. The school has got 950 students and 45 teachers divided into three shifts: morning, afternoon and evening.

IMPORTANT VOCABULARY

library - biblioteca
bookshop - livraria
shifts - turnos



VOCABULARY

Cross out the word which does not belong to each group.

- | | | | |
|------------|-----------|---------|------------|
| 1. school | classroom | animal | laboratory |
| 2. Biology | Chemistry | History | teacher |
| 3. book | pencil | canteen | pen |
| 4. dress | classroom | student | teacher |

COMPREHENSION

Answer the questions.

1. Where does Tonecas study?
2. Where is the school?
3. How many subjects has Tonecas got?
4. What subjects does Tonecas like?
5. How many students are there in his school?

6. How many teachers are there?
7. What is the headmaster's name?
8. Where are the toilets?
9. Where is the canteen?
10. Where does Tonecas have his Physical Education lessons?

GRAMMAR

The future – going to

Affirmative		Negative		Interrogative	
I'm	going to	I'm		Am	I
You're		You're		Are	you
He's		He's			he
She's		She's		Is	she
It's		It's	not going to		it
We're		We're			we
You're		You're		Are	you
They're		They're			they

We use going to:

- to express an intention (what we've decided to do)
e.g. **I'm going** to your birthday party tomorrow.
- to make a prediction based on the present situation
e.g. There are clouds in the sky. **It's going** to rain.

The future – will + infinitive

Affirmative		Negative	
Full form	Short form	Full form	Short form
I will be	I'll be	I will not be	I won't be
You will do	You'll do	You will not do	You won't do
He will live	He'll live	He will not live	He won't live
She will go	She'll go	She will not go	She won't go
It will play	It'll play	It will not play	It won't play
We will meet	We'll meet	We will not meet	We won't meet
You will visit	You'll visit	You will not visit	You won't visit
They will travel	They'll travel	They will not travel	They won't travel

We use will + infinitive (without to):

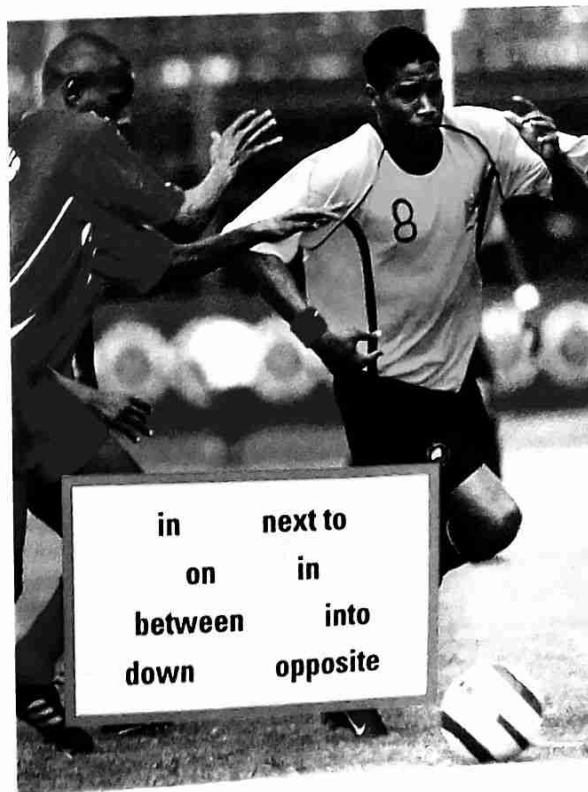
- to make predictions about the future
e.g. You'll **find** a good husband.
- to make a promise
e.g. I'll **pick** you up at 5 p.m.
- to express decisions taken at the moment of speaking
e.g. I'll **have** a glass of orange juice, please.

A. Complete using will or going to.

- I can't go to the party next Saturday. I _____ (visit) my uncle.
- It _____ (rain) today. The sky is very cloudy.
- We _____ (visit) Portugal one day.
- Our team is playing really well. We _____ (win) the match.

B. Complete the gaps using the words in the box.

- Sorry, I am _____ Xai Xai at the moment.
- The grade 8 block is _____ the second floor.
- Turn left _____ Samora Machel Av.
- Students are divided _____ three groups.
- My school is _____ the hospital and the market.
- The hotel is _____ the park.
- The post office is _____ the market.
- The market is _____ the road.



in next to
on in
between into
down opposite

READING**Read the text.**

Hello, my name's Dr. Chacha. I am going to talk to you about my own experience of how to study and pass the exams.

OK, I'll give you some advice.

Respect your teachers. They are your 'parents' at school. Attend all your classes. When you attend classes, if you don't understand something, you have the opportunity to ask for clarification. Don't play truancy.

Cooperate with your partners. Share what you know with the other students. Discuss and work with them.

Keep a timetable in your room. Because you have many subjects, it is impossible to study all your subjects in one day. Design a study timetable where you should include the subjects you are going to study and when you will do it.

Sleep well before an examination or a test. You should rest before a test. You mustn't spend the whole night before the test or examination without sleeping. It is not good for your health!

Stop imitating others. People are different. Don't imitate what others do.

Don't get frustrated. You might have some negative marks. If this happens, you just need to read and study more...

Learn how to consult books. When consulting a dictionary, look for the first letter of the words. Dictionaries have letters on top. When consulting a book or an encyclopaedia, look at the back of the book, where there is an index page. Here you find where the topic you are looking for can be found.

My last piece of advice is: learn how to summarize and take notes. Not everything is important. Take notes of the most important things.

**IMPORTANT VOCABULARY**

play truancy - *gazelar*

rest - *descansar*

health - *saude*

SPEAKING

Discuss with the other students how you study. Do you memorize? Do you summarize? What do you do to get good school results?

COMPREHENSION

Say whether the statements are true or false.

1. Attending lessons has more advantages than playing truancy.
2. You need to respect your teachers.
3. You need to design a study timetable.
4. Sleeping well after the examination is good.
5. Do what your colleagues do!
6. Dictionaries have numbers at the top of each page.
7. When you get negative marks, stop studying.
8. Learn how to consult a dictionary.
9. Everything Dr. Chacha says is important.
10. The best way to pass your exams is copying.

INTERPRETATION

Answer the questions using your own words.

1. What is the best way to pass an examination?
2. What do you do to get good marks?
3. Do you think memorizing is better than summarizing?
4. Why does Dr. Chacha say "Don't imitate what others do"?



GRAMMAR

The imperative

The **imperative** has the same form as the **infinitive** in **affirmative** sentences but the subject is not stated.

e.g. **Respect** your teachers.

Attend all your classes.

In negative sentences we use **don't + infinitive**.

e.g. **Don't play** truancy.

Don't imitate what others do.

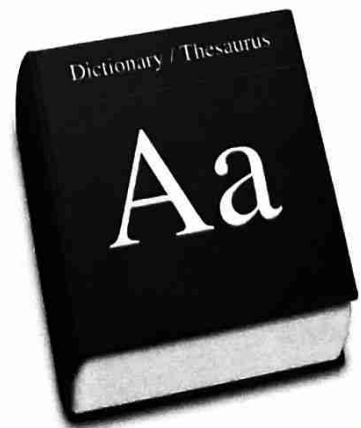
We use the **imperative** not only to **give commands, instructions or advice**, but also to **make offers or warnings**.

In the **negative** we use it for **prohibiting**.

Follow the example and use the imperative! Don't forget to make the necessary changes.

e.g. *Dr. Chacha told us to respect our teachers.
He said to us: Respect your teachers!*

1. He told us to attend all our classes.
2. He told us not to play truancy.
3. He told us to cooperate with our partners.
4. He told us to keep a timetable in our room.
5. He told us to sleep well before the tests.
6. He told us not to imitate others.
7. He told us not to get frustrated.



WRITING

Give some advice on how to study and pass an examination.

READING

Read the text.

Hello, again. Let me tell you about my school's cleaning day. My school is cleaner than other schools in my area. We have lessons from Monday to Friday. On Saturdays, there are always two activities happening: first we clean the school, and then we do sports. Boys play basketball and girls play football and volleyball.

The cleaning activities start at five o'clock. We finish at half past seven. Then we have a snack and start playing at eight. We bring buckets, hosepipes, washing powder, mops, brushes, and some pieces of cloth. We are divided into five groups: the first group is responsible for cleaning the windows. The second group cleans the classroom. The third group treats the plants – nourishing and watering them. The fourth is responsible for making the classroom beautiful. They take flowers into the classroom and paint the walls. The last group cleans outside the school. They sometimes call the people living near the school to work together to clean the school and the houses too. And the teachers also help to clean our school. Do you clean your school? When do you clean it? What do you use to clean your school?



IMPORTANT VOCABULARY

hosepipe – *manguolra (tubo)*
washing powder – *detergente em pó*
nourishing – *cuidar*

VOCABULARY

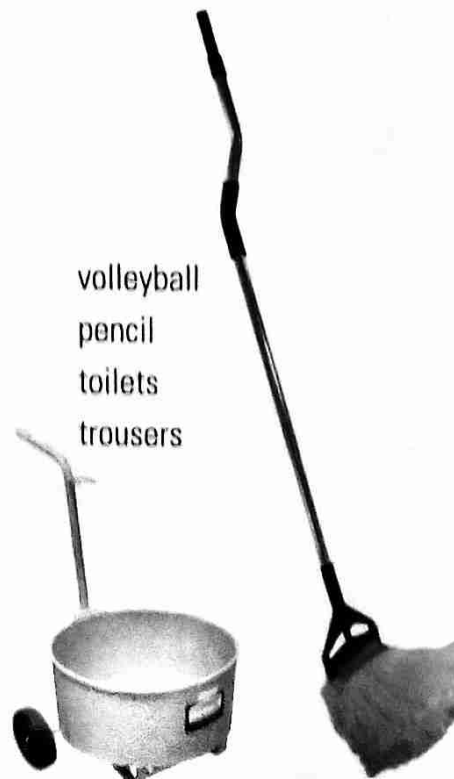
Cross out the word which does not belong to each group.

- | | | | | |
|--------------|------------|-----------|----------|------------|
| 1. sports: | basketball | mobile | football | volleyball |
| 2. cleaning: | bucket | water | mob | pencil |
| 3. school: | library | classroom | food | toilets |
| 4. clothes: | dress | shorts | chips | trousers |

SPEAKING

Talk about the cleaning activities in your school.

1. What activities do you do?
2. When do you clean your school?





COMPREHENSION

Answer the questions.

1. When do the students clean the school?
2. What activities happen on Saturdays?
3. What sports do boys do?
4. What sports do girls do?
5. What time do the students start their activities?
6. What materials do they bring from home?
7. How are the students organized?
8. Are people living around the school involved?
9. Do the teachers participate in the activities?
10. What time do they finish the cleaning activities?

INTERPRETATION

Answer the questions using your own words.

1. Why are students divided into small groups?
2. What do you think happens after the games before going home?

GRAMMAR

Sequence markers

We use **sequence markers** to show the order in which things happen.

e.g. **First** I washed myself, **then** I got dressed and **after that** I had breakfast. **Finally** I went to school.

A. Complete the sentence and add two more.

First I _____ (have dinner), then I _____ (clean my teeth) and ...

B. Rewrite the sentences using sequence markers. Don't forget to use the correct verb tenses!

1. I / get up / I / have breakfast / I / go to school
2. we have classes / at quarter to seven / we / clean / the school / play basketball / during the break
3. they / invite / me / to play football / we go home
4. my mother / tell me / to water plants / she / tell me / to make my bed

WRITING

Talk about the cleaning activities you do in your school. Mention when you start and finish them.

LISTENING

Listen to your teacher reading the text.

In my school, we must wear school uniforms. We get the uniforms at the beginning of the year. Boys receive white shirts, black ties, black trousers and black shoes. Girls receive white shirts, black ties, blue skirts and black shoes. For Physical Education, we receive white T-shirts, black shorts and blue tennis shoes.

Wearing a uniform is compulsory in my school. I like it because, with our uniforms, it is not possible to know whether a student is poor or rich.

Our teachers also wear uniforms. Female teachers wear gowns like nurses. Male teachers can wear gowns or wear a suit, a tie, a white shirt, blue trousers and a blue coat. They wear black shoes with black socks.

The cleaners don't wear uniforms. The clerks wear brown shirts and black trousers or skirts. The headmaster does not wear a uniform. He likes wearing African attires.



My friend Zaca's uniform



My friend Namafatima's uniform

IMPORTANT VOCABULARY

compulsory - *obrigatório*

gown - *bata*

African attires - *roupa africana*



COMPREHENSION

Answer the questions.

1. Who gives the uniforms to the students?
2. What colour is the uniform the students wear?
3. What uniforms do students wear in their Physical Education classes?
4. Is the use of a uniform compulsory in Tonecas's school?
5. Does Tonecas like wearing a uniform?
6. What uniforms do female teachers wear?
7. What uniforms do male teachers wear?
8. What uniforms do clerks wear?
9. Does the headmaster wear a uniform?

INTERPRETATION

Answer the questions using your own words.

1. Why do you think wearing a uniform is good?
2. Do you wear uniforms in your school?
3. Does your school director also wear a uniform?

READING

Read the speech bubbles.

Hello, my name's Paula. I'd like to become a bus driver. How about you?

Hi, my name's Chin Chan Chun. I'd like to be a pilot. I like flying planes. I am very good at Geography and English, and you?

Hello, I'm Namuaca. I would like to be a doctor. I am very good at Biology, and you?

Hello, my name's Namafatima. I would like to be an English teacher to teach English around the world, and you?

Hi, my name's Neshal. Well, I am very good at languages. I would like to be a TV presenter.

Hello, my name's Magildane. I would like to be an architect to design buildings for my province, and you?

IMPORTANT VOCABULARY

to become - *vir a ser, tornar-se*
building - *edificio*

VOCABULARY

Match the subjects with the corresponding future profession.

- | | |
|-----------------------|----------------|
| 1. Mathematics | a. architect |
| 2. Languages | b. engineer |
| 3. Geography | c. coach |
| 4. Biology | d. doctor |
| 5. Physical Education | e. pilot |
| 6. Physics | f. interpreter |
| 7. Drawing | g. scientist |

SPEAKING

Stand up and go around the classroom asking and telling the other students about your future jobs.

COMPREHENSION

Complete the table using information from the speech bubbles.

Name of the student	Subjects he/she is good at	Preferred future job
Chin Chan Chun		
Magildane		
Neshal		
Namafatima		
Paula		
Namuaca		

INTERPRETATION

Answer the questions using your own words.

1. What subjects are you good at?
2. What would you like to be in the future?

GRAMMAR

Modal verbs

Will

- invitation
e.g. **Will** you come to my party?
- request
e.g. **Will** you type this, please? **Will** you lend me some money? No, I **won't**.

Would

- with the verb **like** (I would/I'd like); it can be used **instead of** the verb *want* (it's more polite)
e.g. I **would like** to see Mr Mucele. (instead of *I want to see Mr Mucele*)
Would you **like** some more wine?
- with the verb **care** + preposition **for**
e.g. **Would** you **care for** some more wine? (= Would you like...?)
- polite request
e.g. **Would** you mind waiting a moment, please?
- with the adverb **rather** (I would/I'd rather); it can be used to express preference
e.g. I **would rather** go to the cinema. = I **would prefer** to go to the cinema.

Complete the spaces using will or would.

1. First of all, I _____ like to thank you.
2. _____ you come to my party tomorrow?
3. _____ you care for another piece of cake?
4. Yes, I' _____ love one. It is delicious.
5. _____ you lend me some money until the end of the month?
6. What _____ you like to become in the future?
7. I _____ like to be an engineer.
8. _____ you go with me to the doctor?
9. I' _____ rather go to the cinema.
10. I know I've got an exam, but I' _____ rather not think about it.

WRITING

What would you like to do when you finish school?

My dream job is...



Starting time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
6:30	National anthem	National anthem	National anthem	National anthem	National anthem	
6:45	English	Geography		Chemistry	Portuguese	
7:30	English	History	Geography	Physics	Portuguese	
8:15	Portuguese	Chemistry	Class meeting	Portuguese	Mathematics	Cleaning day
9:20	Portuguese	Mathematics	Mathematics	English	Mathematics	
10:00	Physics	Mathematics	Biology	Biology	Drawing	
10:55		Physical Education	History		Drawing	

IMPORTANT VOCABULARY

timetable – *horário*

anthem – *hino*

VOCABULARY

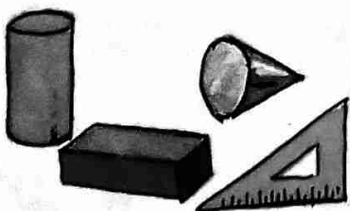
Match the subjects with what you study.

1. English
2. History
3. Physical Education
4. Drawing
5. Biology

- a. human body, plants and animals
- b. designing and making pictures
- c. what happened in the past
- d. play football, run and be healthy
- e. speak, write and read in the British language

SPEAKING

Tell your partners about your timetable. Talk about the subjects you like and dislike, and what you learn in each subject.



READING

Look at this timetable.

Starting time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
6.30	National anthem	National anthem	National anthem	National anthem	National anthem	
6.45	English	Geography		Chemistry	Portuguese	
7.30	English	History	Geography	Physics	Portuguese	
8.15	Portuguese	Chemistry	Class meeting	Portuguese	Mathematics	Cleaning day
9.20	Portuguese	Mathematics	Mathematics	English	Mathematics	
10.00	Physics	Mathematics	Biology	Biology	Drawing	
10.55		Physical Education	History		Drawing	

IMPORTANT VOCABULARY

timetable - *horario*

anthem - *hino*

VOCABULARY

Match the subjects with what you study.

- | | |
|-----------------------|--|
| 1. English | a. human body, plants and animals |
| 2. History | b. designing and making pictures |
| 3. Physical Education | c. what happened in the past |
| 4. Drawing | d. play football, run and be healthy |
| 5. Biology | e. speak, write and read in the British language |

SPEAKING

Tell your partners about your timetable. Talk about the subjects you like and dislike, and what you learn in each subject.



COMPREHENSION

Answer the questions.

1. What time does Tonecas have English on Thursday?
2. When does Tonecas have Geography?
3. Does Tonecas have Physical Education on Friday?
4. When does Tonecas have Biology?
5. When does Tonecas clean the school?
6. When does Tonecas have Drawing?
7. How many times a week does Tonecas have English?
8. What time does Tonecas have History?
9. Does Tonecas have lessons in the afternoon?

INTERPRETATION

Answer the questions using your own words.

1. How long does the national anthem last?
2. Does Tonecas go to school in the afternoon?
3. Find seven differences between Tonecas's timetable and yours.

GRAMMAR

Wh- questions

- We use **who** to ask questions about people.
- We use **whose** to ask questions about possession.
- We use **which** to ask questions about things.
- We use **what** to ask questions about things and actions.

- We use **when** to ask questions about time.
- We use **why** to ask questions about reason.
- We use **where** to ask questions about place.

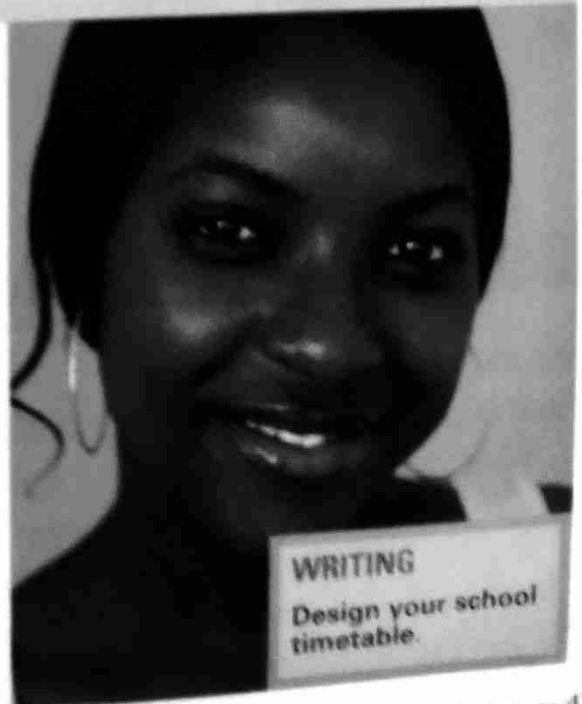
How... questions

- How much / many (= Quanto(s))
- How tall (= Quanto mede / Qual a altura)
- How long (= Qual o comprimento)

- How fast (= Qual a velocidade / Quão rápido)
- How far (= Qual a distância)

Complete with the right interrogative pronoun.

1. _____ is the tallest girl in your class?
2. _____ is he? He is 1.79 m.
3. _____ does she live?
4. _____ is he from?
5. _____ is she doing here?
6. _____ car is this? Is it yours?
7. _____ time do classes begin?
8. _____ is your birthday?
9. _____ are you so tired? I didn't sleep well last night.
10. _____ students are there in your school?
11. _____ is your school from your house?
12. _____ money do you have?



WRITING

Design your school timetable.

READING

Read the text.

I always start my school activities by going to the assembly where we sing the national anthem at 6:45 a.m. After that, the headmaster, Mr Mazembe reads out any important notice. Then, we go to our classrooms. We always start our lessons at 7:00 a.m. On Mondays, the first lesson is English. In our English lessons, our teacher, Mr Charles, always puts us in groups and we sometimes sit in pairs. During our English lessons, students read, listen, sing, play, write and speak in English. Our English lesson takes about 45 minutes.

Then there is a short break for about 10 minutes. During this break, we sometimes go to the

school canteen to buy roast peanuts. Then,

we resume our lessons at 8:30. The second lesson is Biology with teacher Manecas. The teacher reads his notes and we copy. We sometimes have projects. For example, we are now doing a project about domestic animals living in our village. After Biology, we have a short break, and then we have History. In our History lessons, we learn about our heroes and heroines. John Issa, Eduardo Mondlane, Samora Machel, Josina Machel, Emilia Dausse. Do you know who these people were? We learn all about them in our History lessons. Finally, we have Geography. In Geography we learn the names of African countries and their capitals. Did you know that the capital of Namibia is Windhoek? We always finish our lessons at 12:00.



IMPORTANT VOCABULARY

notice – *aviso, comunicação*

roast – *torrado*

heroine – *heroína*

VOCABULARY

Cross out the word that doesn't belong to each group.

- | | | | |
|------------|-----------|---------|---------|
| 1. English | Geography | teacher | Biology |
| 2. my | your | their | you |
| 3. listen | read | see | write |
| 4. lesson | teacher | chalk | visit |
| 5. we | you | she | yours |

SPEAKING

Work in groups to talk about your daily activities at school.

COMPREHENSION

Complete the table using information from the text.

Time for the national anthem	
Lessons starting time	
First subject on Monday	
Name of the headmaster	
Time of Biology lesson	
Name of the Biology teacher	
What Tonecas learns in Biology	
What Tonecas learns in Geography	
What Tonecas learns in History	
Lessons finishing time	

INTERPRETATION

Answer the questions using your own words.

1. Do you sing the national anthem in school?
2. What do you learn in Portuguese?
3. What things do you learn in History?

GRAMMAR

Plural of nouns

The **plural** of a **noun** is usually made by adding **s** to the singular: dog – dogs; day – days; house – houses.

Exceptions:

- a) nouns ending in **o, ss, sh, ch** or **x** form their plural by adding **es**: hero – heroes; kiss – kisses; brush – brushes; watch – watches; box – boxes (but: piano – pianos; photo – photos)
- b) nouns ending in **consonant + y** form their plural by dropping the **y** and adding **ies**: baby – babies; country – countries
- c) nouns ending in **vowel + y** form their plural by adding **s** only: donkey – donkeys; boy – boys
- d) nouns ending in **f** or **fe** drop the **f** or **fe** and add **ves**: life – lives; knife – knives; thief – thieves; half – halves; self – selves; calf – calves

Choose the correct plural form.

- | | |
|-----------|--------------------|
| 1. lady | ladys / ladies |
| 2. tomato | tomatos / tomatoes |
| 3. day | days / daies |
| 4. wife | wives / wifes |
| 5. fly | flys / flies |
| 6. leaf | leafs / leaves |
| 7. world | worlds / worldes |
| 8. wolf | wolfs / wolves |
| 9. girl | girls / girles |
| 10. shelf | shelves / shelfs |

WRITING

Write a paragraph about your daily routine.

I usually get up at 5 o'clock. Then, I... after that I...

READING

Read the text.

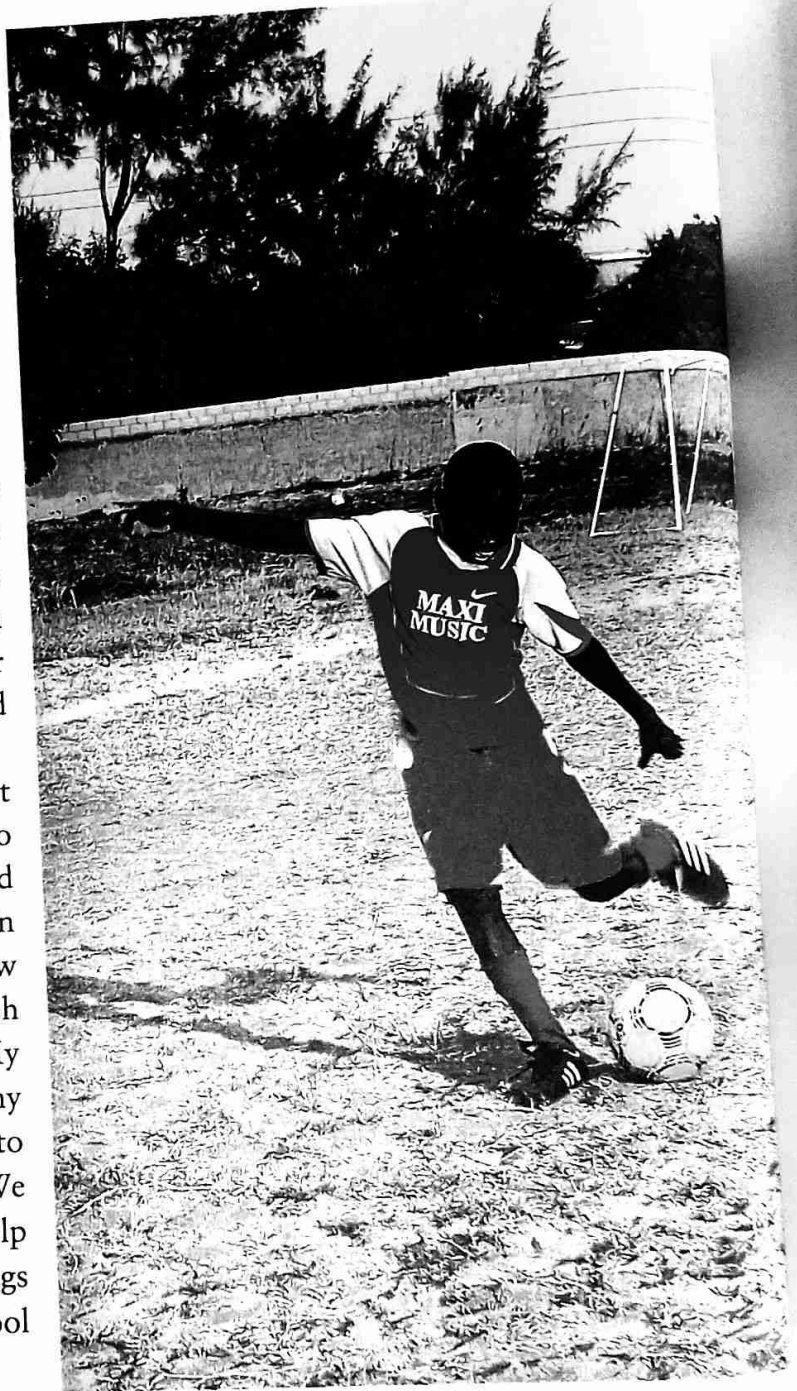
NAMPULA SECONDARY SCHOOL

Hello, my name's Sandra. I attend Nampula Secondary School. My school is located in Nampula city opposite '25 de Setembro' football stadium. It is a big school with more than 1200 students and about 100 teachers. I like my school very much.

There is a big football ground between the classrooms and the gymnasium. There is a canteen behind the school. The director's office is right at the entrance. The director's name is Mr Macassa. All the laboratories are on the ground floor. Students from Nampula Secondary School are obliged to wear uniforms. Boys wear shirts and trousers and girls wear blouses and skirts.

Grade 8 has classes in the morning. We start our lessons at 6 o'clock and stop at quarter to twelve. We have Physical Education and Extracurricular Activities in the afternoon. In Extracurricular Activities we learn how to sew and how to plant trees. We have an English Club too. Here we practise our English. My English teacher is called Mr Massocha. Many people who speak English in Nampula come to talk to us and after that a snack is served. We clean our school on Fridays. Our parents help us. There are also meetings. In these meetings the teachers give us reports about our school progress.

IMPORTANT VOCABULARY

office - *escritório*ground floor - *rés-do-chão*sew - *coser*snack - *lanche*meetings - *reuniões*

CHECKING YOUR VOCABULARY

Add five words or phrases related to the following:

1. EXTRACURRICULAR ACTIVITIES: cooking
2. HOME ACTIVITIES: washing clothes
3. JOBS: driver
4. SCHOOL ACTIVITIES: doing homework
5. SCHOOL MATERIALS: dictionary
6. SCHOOL SUBJECTS: Biology

COMPREHENSION

Complete the table.

	Sandra	You
School's name		
Location		
Boys' uniform		
Number of students		
Number of teachers		
Cleaning day		
Time of Physical Education		
Name of the director		
Name of the English teacher		

CHECKING YOUR GRAMMAR

A. Write sentences using the following words.

- | | |
|---|---------------------|
| 1. (and) <i>Mphity and Elsa are students.</i> | 6. (First ... then) |
| 2. (because) | 7. (good) |
| 3. (but) | 8. (must) |
| 4. (will) | 9. (should) |
| 5. (finally) | 10. (would) |

B. Ask questions beginning with:

- | | |
|-------------|---------|
| 1. How far | 4. When |
| 2. How much | 5. What |
| 3. Where | 6. Who |

C. Write the singular of:

- | | |
|-------------|---------------|
| 1. ladies | 5. babies |
| 2. men | 6. activities |
| 3. potatoes | 7. countries |
| 4. boys | 8. boxes |



WRITING

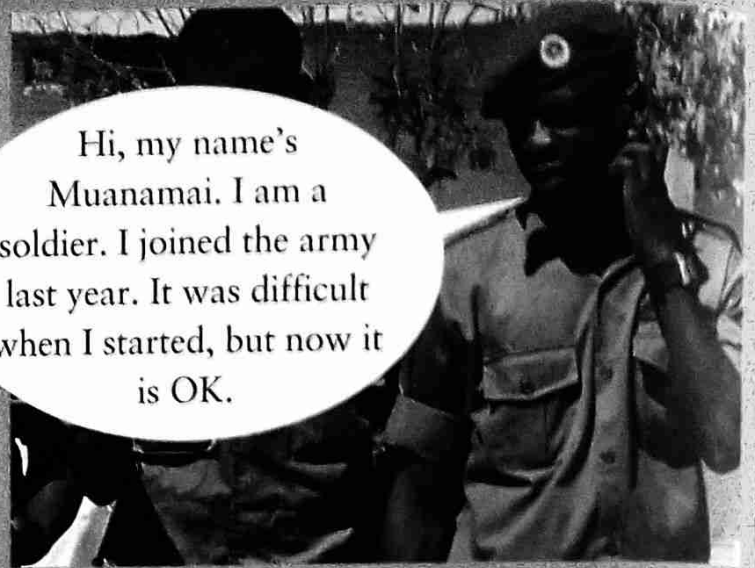
Write a letter to a pen friend in England describing a typical school day in your school.

READING

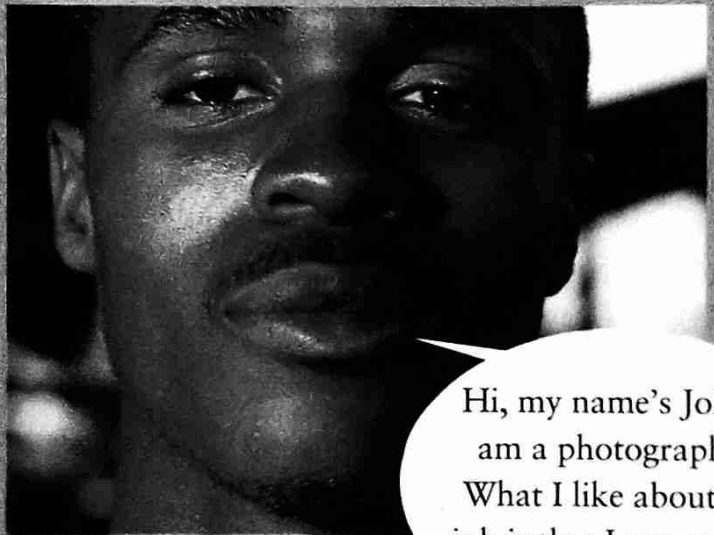
Look at these people talking about their jobs and explaining what they are all about.



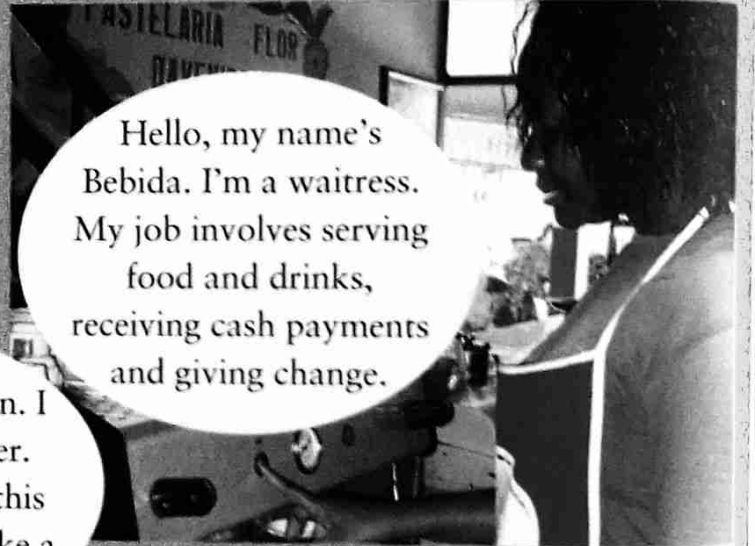
Hello, I am Paciençane. I'm a security guard. Sometimes it is risky, but I enjoy it.



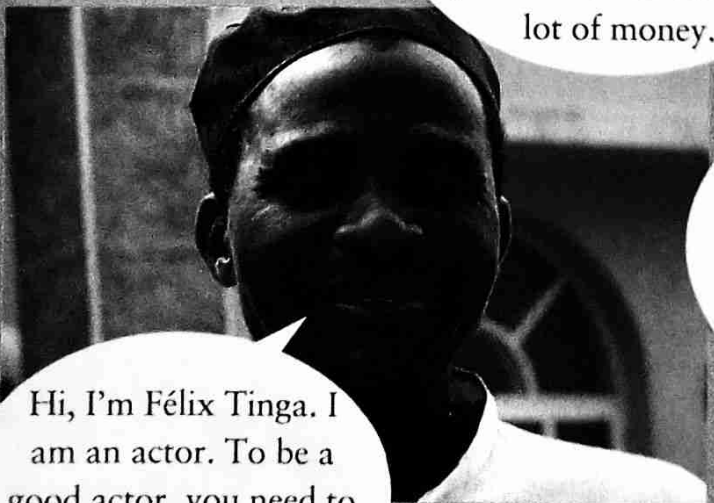
Hi, my name's Muanamai. I am a soldier. I joined the army last year. It was difficult when I started, but now it is OK.



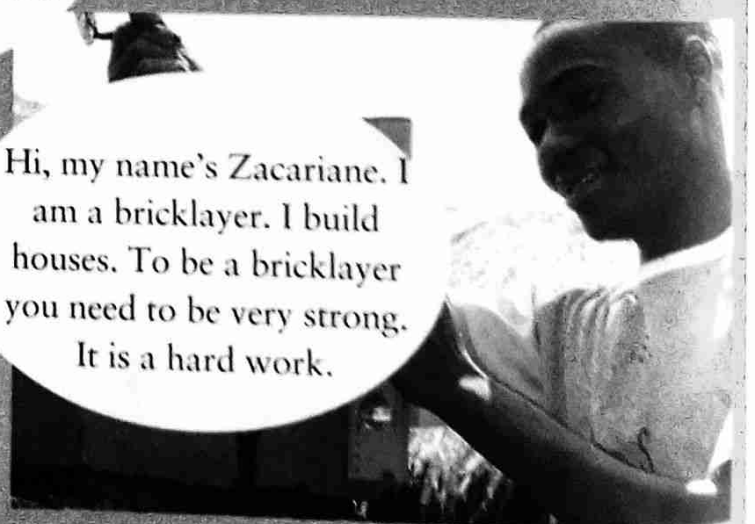
Hi, my name's John. I am a photographer. What I like about this job is that I can make a lot of money.



Hello, my name's Bebida. I'm a waitress. My job involves serving food and drinks, receiving cash payments and giving change.



Hi, I'm Félix Tinga. I am an actor. To be a good actor, you need to respect yourself before respecting others.



Hi, my name's Zacariane. I am a bricklayer. I build houses. To be a bricklayer you need to be very strong. It is a hard work.

IMPORTANT VOCABULARY

- risky - *perigoso, arriscado*
- waitress - *servente de bar*
- cash - *dinheiro*
- change - *troco*
- bricklayer - *pedreiro*

Match the jobs on the left with the definitions on the right.

1. a bricklayer
2. a vet
3. a painter
4. a pilot
5. a plumber
6. a cook

- a. A person who works with pipes and taps.
- b. A person who paints houses.
- c. A person who prepares food in a restaurant.
- d. A person who builds houses.
- e. A person who controls and flies an aircraft.
- f. A person who treats sick animals.

SPEAKING

Practise the dialogue with your partners. Make changes to talk about different jobs (lawyer, secretary, shop assistant, housewife, carpenter, postman, doctor, teacher).

e.g. Hello, I am a nurse. I treat sick people in a hospital. And you?

COMPREHENSION

Complete the table with information from the speech bubbles.

Name	Job	What he/she says about it
Paciencane	Security guard	Enjoys his job; it's a risky job

INTERPRETATION

What makes people enjoy a job?

Being well paid / Having nice colleagues / Having a friendly boss / etc.

GRAMMAR

A. Here are the answers. What are the questions?

REMEMBER: wh- words (who; whose; which; what; when; why; where)

You:

Judy: I would like to be a vet.

You:

Judy: I'd like to work in a hospital for animals.

You:

Judy: I'm good at Science and Mathematics.

B. Put the text in the past.

REMEMBER: past simple (cook – cooked; teach – taught; live – lived; speak – spoke)

Teresa Fenjane is an economist. She works for World Food Program. Her job involves paying salaries, buying goods, visiting local communities and training workers.

WRITING

Write a paragraph describing the job of a member of your family – mention what this job is and what it involves.

Listen to your teacher reading the advertisement and the application letter.



Bairro de Magarrafá
Chimoio
14th August 2008

The Manager
ANAMPHULA-MATOLA

Re: TRANSLATOR JOB APPLICATION

Dear Sir or Madam,

I am writing to apply for the post of translator, advertised in 'THE BAIA' newspaper of 14th August 2008.

My name is Naima Penicela and I am 27 years old.

I took my degree in translation at the Institute of Languages in Chimoio. After my studies, I worked for many NGOs as a translator.

Please find attached my curriculum vitae.

I look forward to hearing from you.

Yours faithfully,

Naima Penicela
(Naima Penicela)

VACANCY ANNOUNCEMENT

TRANSLATOR
(English-Portuguese / Portuguese-English)

ANAMPHULA is the Association of Natives and Friends of Nampula which is based in Maputo. This organization is looking for a competent English Portuguese translator for its new office in Matola, Konkholote.

If this job interests you, please send your CV together with a covering letter (in English) addressed to:

The Manager
ANAMPHULA – Rua 23, MATOLA
anamphula@networld.com

Closing date: 25th August 2008
In 'The BAIA' 14/08/2008

IMPORTANT VOCABULARY

- translator – tradutor
- CV – curriculum vitae
- application – requerimento, candidatura
- attach – anexar

REMEMBER: present continuous – This organization is looking for a competent translator.

VOCABULARY

Cross the odd word out.

- | | | | |
|--------------|-------------|---------------|----------|
| 1. interview | application | advertisement | family |
| 2. factory | letter | hospital | office |
| 3. interview | interviewer | interviewee | mobile |
| 4. letter | sms | postcard | stamp |
| 5. employee | student | employment | employer |

COMPREHENSION

Answer the questions.

1. What job is being advertised?
2. What is ANAMPHULA?
3. Where's ANAMPHULA office in Matola?
4. How can you apply for this job?
5. How old is Naima?
6. Where did Naima study translation?
7. Where does Naima live?
8. When did she write this letter?
9. Where was this job advertised?

INTERPRETATION

Answer the questions in your own words.

1. Do you think Naima is a competent translator?
2. Do you think Naima is going to get the job?

GRAMMAR

The definite article

The definite article is **the**. It is the same for singular and plural, feminine and masculine – **the** = o(s) / a(s): the boy – the boys – the girl – the girls.

The definite article is **not used** (the so called **zero article**):

- before most countries, towns, proper names (e.g. England, Maputo, Naima)

But: the USA, **the** United Kingdom, **the** Sudan, **the** Netherlands, **the** Hague, **the** Soviet Union, **the** Simpsons

- after a noun in the possessive case, or a possessive adjective

e.g. the uncle of the boy = the boy's uncle
the book is mine = it is my book

- before names of meals
- e.g. What have we got for breakfast?

But: The breakfast at your sister's was very good.

- before parts of the body and clothes, as these normally prefer a possessive adjective

e.g. Raise your right hand!
He took off his coat.

- before indefinite plurals

e.g. Women are expected to like housework.
(i.e. women in general)
Big hotels are very much the same all over the world.

But: The women I know enjoy their jobs very much.

- before home, church, market, school, hospital

But nouns like **cathedral, office, cinema or theatre** always take **the**.

Complete with a, an, the or zero article.

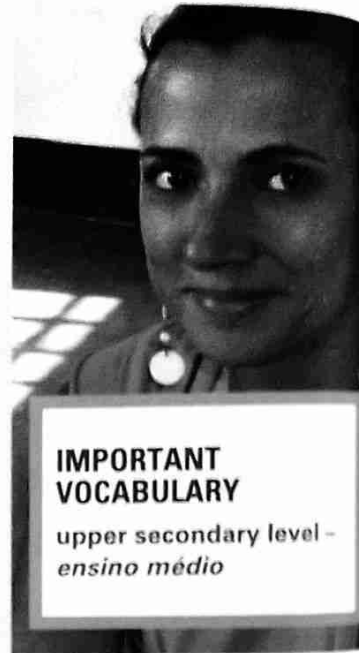
1. _____ Tagus is _____ river in Lisbon. _____ Lisbon is _____ capital of _____ Portugal. Portugal is one of _____ most beautiful countries in _____ Europe and _____ Portuguese are very friendly.
2. _____ Beira is in _____ Mozambique.
3. What is _____ largest city in _____ UK? It is London.
4. _____ New York is in _____ USA. It is _____ enormous city.

WRITING

Read a local or national newspaper. Find a job advertised and apply for this post.



Mr Masseve: Good afternoon and welcome to our office.
 Ms Afua: Thank you.
 Mr Masseve: Please sit down!
 Ms Afua: Thank you.
 Mr Masseve: Now, you are here for the interview, right?
 Ms Afua: Yes, that's right.
 Mr Masseve: OK. What is your full name?
 Ms Afua: Afua Valente.
 Mr Masseve: Right. How old are you?
 Ms Afua: I'm 25 years old.
 Mr Masseve: OK, can you tell me about your school life, Afua?
 Ms Afua: Well, I finished my primary education in Manga, in Beira in 1981, and then I completed my lower secondary school level in Tete in 1987. After that, I went to Samora Machel Upper Secondary School in Maxixe and completed my education there in 1990.
 Mr Masseve: Good. You did some courses after school, didn't you?
 Ms Afua: Yes, I did first level of 'Business English' at the English Club in Xai Xai. I also did a course on computers and the use of Internet...
 Mr Masseve: Right, what are you doing at the moment and what is your work experience?
 Ms Afua: Well, I am selling clothes at the local market now, but I worked for AGRICOM as a secretary, then I taught computer and Internet use in Namaacha and worked for the local supermarket as a shopkeeper.
 Mr Masseve: Now, let's talk about foreign languages, shall we? What languages do you speak?
 Ms Afua: I don't speak many foreign languages. I only speak English, Sena, Guitonga, some Changane and Portuguese.
 Mr Masseve: You are applying for the post of secretary. What do you think a good secretary should be like?
 Ms Afua: Well, in my opinion, a good secretary should be friendly, open-minded and always well-dressed.
 Mr Masseve: Well, Ms Afua, it is all for now. You will hear from us in two days.
 Ms Afua: Thank you very much for your time.
 Mr Masseve: Don't mention it.
 Ms Afua: Goodbye.



IMPORTANT VOCABULARY

upper secondary level - ensino médio

VOCABULARY

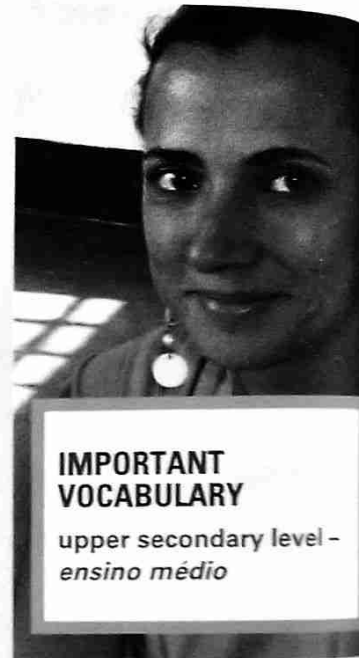
Match the questions with the answers.

1. How old are you?
 2. Why do you need this job?
 3. What languages do you speak?
 4. What's your marital status?
- a. Married.
 - b. 20 years old.
 - c. English and Spanish!
 - d. To support my parents.

READING

Read the dialogue.

- Mr Masseve: Good afternoon and welcome to our office.
- Ms Afua: Thank you.
- Mr Masseve: Please sit down!
- Ms Afua: Thank you.
- Mr Masseve: Now, you are here for the interview, right?
- Ms Afua: Yes, that's right.
- Mr Masseve: OK. What is your full name?
- Ms Afua: Afua Valente.
- Mr Masseve: Right. How old are you?
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- Ms Afua: I don't speak many foreign languages. I only speak English, Sena, Guitonga, some Changane and Portuguese.
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- Ms Afua: Well, in my opinion, a good secretary should be friendly, open-minded and always well-dressed.
- Mr Masseve: Well, Ms Afua, it is all for now. You will hear from us in two days.
- Ms Afua: Thank you very much for your time.
- Mr Masseve: Don't mention it.
- Ms Afua: Goodbye.



IMPORTANT VOCABULARY

upper secondary level -
ensino médio

VOCABULARY

Match the questions with the answers.

1. How old are you?
 2. Why do you need this job?
 3. What languages do you speak?
 4. What's your marital status?
- a. Married.
 - b. 20 years old.
 - c. English and Spanish.
 - d. To support my parents.

COMPREHENSION

Complete the table using Ms Afua's information.

Time of the interview	<i>in the afternoon</i>
Name	
Age	
Primary level (place)	
Secondary level (place)	
Upper secondary level (place)	
Courses after school	
Current job	
Work experience	
Languages	
Job requisites	

INTERPRETATION

Answer the questions using your own words.

1. Do you think Afua will get the job?

2. Is Afua experienced for the job?

GRAMMAR

Adjectives

Position of adjectives

- Adjectives are used to describe nouns. They are usually placed before nouns.
e.g. a **pretty** girl; an **angry** man
- Adjectives can be used **after** the verb **to be**.
e.g. That girl is **pretty**.
- Adjectives have only one **form**, which is used with **singular** and **plural, masculine** and **feminine** nouns.
e.g. Singular: an **old** woman – an **old** man
Plural: **old** women – **old** men
- Adjectives are used after verbs of the senses: look, smell, taste, sound, etc.
e.g. You look **beautiful** in your uniform.

Adjective + preposition

After some adjectives we can use a preposition (e.g. **at, to, of, in, with, for**):

- to be good / bad at (something)
- to be good / nice / kind / rude to (someone)
- to be interested in
- to be happy / disappointed / angry / impressed with
- to be fond / tired / afraid of
- to be famous / responsible / ready / late for
- to be similar to
- to be different from

Write sentences using the adjectives: tall, handsome, intelligent, friendly, well-dressed, old, young and beautiful and the adjectives + preposition: good at, interested in, happy with and nice to.

e.g. I like good food.

Be nice to your classmates!

READING

Read Linda's CV.

Personal information

Full name: Linda Jacob

Place and date of birth: Inhambane, 22nd May 1974

Marital status: married

Email: lindinha@lycos.com

Mobile: +258 824694820

Landline: +258 293 55086

Address: Bairro de Xipamanine, Quarteirão 7, Maputo

Educational background

Primary school level (Nhapossa Primary School, Inhambane), 1989

Lower Secondary level (Maganja da Costa Secondary School, Zambézia), 2004

Upper Secondary level (Manyanga Secondary School, Maputo), 2006

Other courses

English for tourism (level 1), English for secretaries (level 4), Typing, Teaching English to Children and Use of the Internet

Work experience

English language teacher, secretary, typist and newspaper editor

Languages

Portuguese, Guitonga, Ronga, Chuabo and English

References

Eulalia Maduela, History teacher (e-mail: lalinha@yahoo.com)

Benedito Faela, Director of CCA company (e-mail: beneditofae@yahoo.com)

Reasons for wishing to get the job

Good salary and opportunity to use my knowledge.

I declare that the information provided is true

Linda Jacob

IMPORTANT VOCABULARY

landline - *telefone fixo*

VOCABULARY

Match the questions with the correct answers.

1. Where were you born?

2. When were you born?

3. Where do you live?

4. What languages do you speak?

a. Just English.

b. In Manjacaze.

c. In January 1988.

d. In Matadouro, near Macaneta.

SPEAKING

Role play the interview. Using the CV, one student will be Linda and the other the interviewer. Then, you can change roles.

e.g. Where did you do your primary education, Linda?

READING

Read Linda's CV.

Personal information

Full name: Linda Jacob

Place and date of birth: Inhambane, 22nd May 1974

Marital status: married

Email: lindinha@lycos.com

Mobile: +258 824694820

Landline: +258 293 55086

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Reasons for wishing to get the job

Good salary and opportunity to use my knowledge.



IMPORTANT VOCABULARY

landline – telephone fixo

I declare that the information provided is true

Linda Jacob

VOCABULARY

Match the questions with the correct answers.

1. Where were you born?

2. When were you born?

3. Where do you live?

4. What languages do you speak?

a. Just English.

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c. In January 1988.

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SPEAKING

Role play the interview. Using the CV, one student will be Linda and the other the interviewer. Then, you can change roles.

e.g. Where did you do your primary education, Linda?

COMPREHENSION & INTERPRETATION

Are the statements true or false?

1. Linda is Mozambican.
2. Linda has got a husband.
3. Linda has got children.
4. Linda lives in Maputo.
5. Linda studied in Nampula.
6. Linda speaks English very well.
7. Linda knows how to use the internet.
8. Linda worked as a journalist.
9. Linda speaks Changana.
10. Linda wants to get this job to help her husband.



GRAMMAR

Plural of nouns

Some nouns form their plural in an irregular way and some do not change in the plural:

- a few nouns form their plural by a **vowel change**
 e.g. man – men foot – feet mouse – mice
 woman – women tooth – teeth goose – geese
- a few names of fish and animals do not change in the plural
 e.g. one sheep – two **sheep** one fish – six **fish**
- the plural of child is **children**; the plural of person is **people**

A. Write the correct plural forms.

- | | |
|----------|----------|
| 1. child | 5. mouse |
| 2. tooth | 6. sheep |
| 3. fish | 7. foot |
| 4. woman | 8. goose |

B. Put the text in the past simple.

REMEMBER: past simple (cook – cooked; teach – taught; live – lived; speak – spoke)

Lulu Machava _____ (be) born in Mambone in 1980. She _____ (live) in Mabote, then she _____ (move) to Maputo in 1990. She _____ (study) at Polana Secondary School. She _____ (complete) grade 10 in 2000. Lulu _____ (teach) Biology in Tete. She _____ (have) three children. She _____ (leave) Mozambique for Malawi last year. In Malawi, Lulu _____ (work) in a restaurant. She _____ (come) back last night. She _____ (bring) many things.

WRITING

Write your own CV. You can use imaginary information about work experience, languages, references, etc.

READING

Read the text.



Tonecas's father sometimes travels and leaves Tonecas alone at home. He bought a mobile phone last week. Read this dialogue between Tonecas and his father, Mr Manecas.

Mr Manecas: OK, son. This is a mobile phone. It is for your use here at home.

Tonecas: Thank you, dad. How does it work?

Mr Manecas: This is the charger. You need to charge this mobile phone in the evening.

Tonecas: How do I make calls, father?

Mr Manecas: To make a call you need to do the following: first, dial the number of the person you want to talk to, then, press this green button over here...

Tonecas: How do I answer calls?

Mr Manecas: Press the green button and put the mobile on your hear. Greet the person, ask how the person is, then talk to him or her.

Tonecas: How do I send text messages?

Mr Manecas: It is very simple, son. First, go to the main menu. Scroll down until you find "Messages". In the "Messages" menu there are many options: new message, inbox, sms templates, MMS templates, voice mail, outbox and drafts. Press "New message". Then you get a blank page. Write your text and, when you finish, press OK. After that, write the number of the person you are sending the message to and finally press OK to send the message.

Tonecas: Thanks, dad, for the mobile phone and for the instructions you gave me. It is very easy to use a mobile phone.

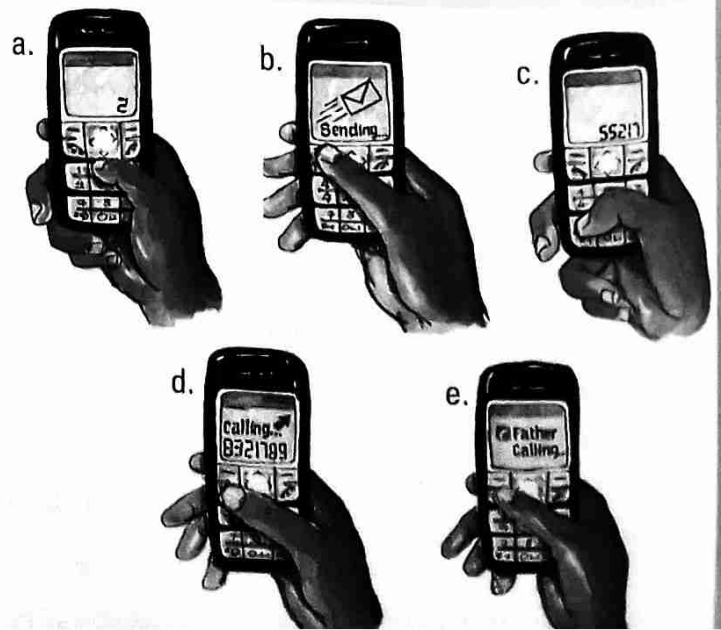
IMPORTANT VOCABULARY

- charge - *carregar*
- dial - *digitar*
- scroll down - *mover o cursor para baixo*
- template - *modelo*

VOCABULARY

Match the expressions to the correct picture.

- 1. make a call
- 2. press this button
- 3. dial the number
- 4. answer a call
- 5. send a text message



SPEAKING

Ask and answer about mobile phones.

- e.g. A: What do you need to do first?
- B: You need to charge it.

COMPREHENSION & INTERPRETATION

Answer the questions.

1. What did Mr Manecas buy for his son?
2. Is it the first time Tonecas uses a mobile phone?
3. What should Tonecas do to answer a call?
4. When must Tonecas charge his phone?
5. Did Tonecas understand all the instructions?
6. Is it possible to send a text message using Tonecas's mobile phone?

GRAMMAR

REMEMBER: we use the imperative to give commands, instructions or advice.



Complete the text using the words below.

hit start type press select use check

_____ the computer. When the machine is ready, _____ the correct program. _____ your text on the keyboard. _____ the keyboard for making changes in the text. Special keys are used. They are marked DELETE, INSERT, FIND and so on. _____ the text twice. _____ the PRINT key and the printer gives a printout. _____ the SAVE key and the text is filed on disc.

Discourse markers

Discourse means 'pieces of language longer than a sentence'. Some words and expressions are used to show how discourse is structured, the sequence it follows:

- first / first of all / firstly
- then / secondly
- after that / thirdly
- finally / lastly

e.g. **First**, I'll go to the baker's. **Then**, I'll go to the market to buy vegetables. **After that**, I'll buy meat and sausages. **Finally**, I'll try to find some cheap mangoes.

WRITING

These instructions on how to operate/play a cassette recorder are all mixed up. Put them in the right order.

- After winding, press the PLAY button.
- Next insert your cassette.
- Then shut the lid and wind the tape to the left.
- First press the round button on the left.
- This opens the lid.
- For recording, press the PLAY button and the RECORD button together.

READING

Manuel Macassa Mulamo wants to get a job but he does not know how to write a CV. Read his life story.

Hello, my name's Manuel Macassa Mulamo. I was born in Magude, in 1968, but I live in Tete, Bairro Francisco Manyanga. I am a bus driver. I'm married and have got three children. My wife's name is Lucinda Samuelane. She is a teacher. She likes vegetables and good food. I did my primary level in Magude, in 1978. Then, I went to Manjacaze Secondary School where I finished grade 10 in 1984. After that, I went to Samora Machel Secondary School in Beira to finish upper secondary level in 1990. After finishing grade 12, I got a job as a secretary in Tete. I now work as a bus driver for 'Transportes Terrestres de Tete' (TTT). Our office has got a fax machine. Its number is 25220254. I have my own e-mail: macamulamo@tdm.mz. I am very good at languages. I speak English, Changane, Nyungue, Guitonga and Sena.

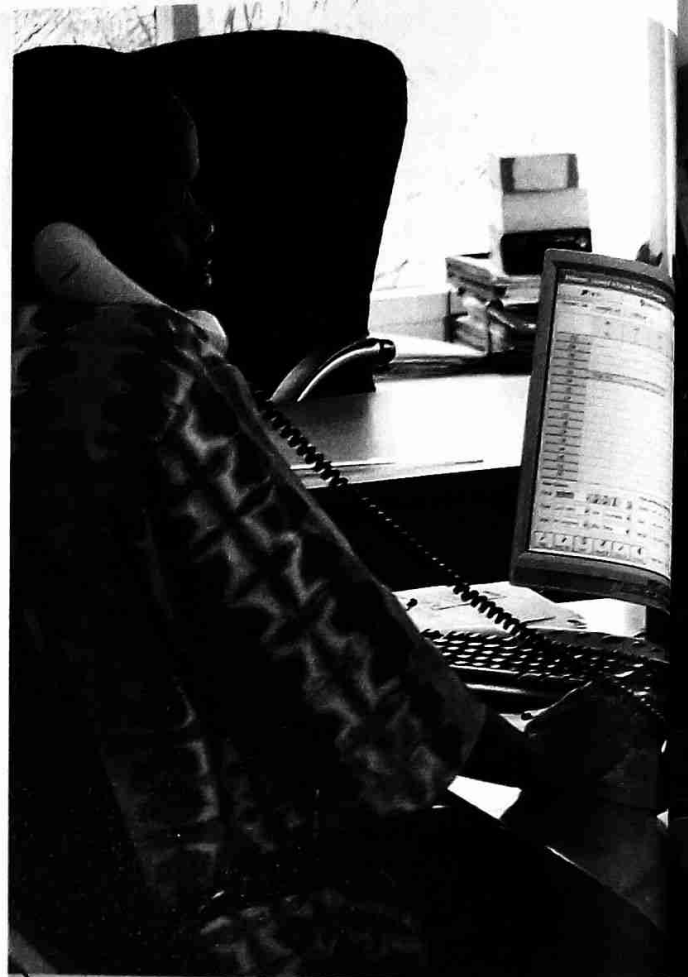
In Tete I did three courses: typing, repairing fridges and taking photographs. Before I started working for TTT, I worked as a cleaner at PEP. Then, I got a job at PESCOM as a security guard. Well, if you need more information about me, you can contact my former director at PESCOM, Mr Penete, mobile 849580310 in Manica and Ms Tatiana Manecas at PEP Montepuez, Cabo Delgado, on 823527270. That is all about me.

IMPORTANT VOCABULARY

fridge - *geleira*

security guard - *segurança*

former - *anterior*



CHECKING YOUR VOCABULARY

A. Scan the text and find the words that belong to each group.

- 1. Jobs
- 2. Schools/Courses
- 3. Places/Companies

B. Match the jobs on the left with the definitions on the right.

- 1. lawyer a. A person who teaches, especially in a school.
- 2. doctor b. A person who advises people about laws and represents them in court.
- 3. postman c. A person who treats sick people.
- 4. mechanic d. A person who repairs cars.
- 5. teacher e. A person who delivers letters and parcels.

COMPREHENSION

Help Mr Mulamo write his CV.

CHECKING YOUR GRAMMAR

A. Complete the table with the verbs in the past simple.

add	<i>added</i>
apply	
buy	
cook	
experience	
get	
make	
mark	
refuse	
visit	
work	

B. Write sentences using the following adverbs of frequency: always, sometimes, never, often and rarely.

C. Write sentences using the following adjectives (followed or not by a preposition): intelligent, nervous, famous for and nice to.

WRITING

Choose one topic and write.

- 1. Write an advertisement for any job you like.
- 2. Write your CV.
- 3. Write an application letter for a job you're interested in.
- 4. Design a questionnaire for a job interview.
- 5. Write instructions to operate a television.

READING

Janet Mulamo is a tour guide. Here, she is taking tourists from China, America and India to visit her community. Read the transcript.



JANET: Good morning, ladies and gentlemen. Welcome to Tchuma Tchato community. My name's Janet Mulamo. I work in this community as a tour guide. Today, I am going to take you to five places: an old church, baobab trees, the Ligonha River, the witch doctor's house and the lagoon. Please interrupt me if you need to ask about something. Take as many photos as you can. Here we are at the old church. It was the first church in this community. The first priest arrived in 1958.

Tourist: Janet, what is the name of this church?

JANET: This church is called 'Igreja da Paz'. OK, let's go this way... This is the famous Ligonha River. Many people come to fish and fetch water here.

Tourist: Sorry, Janet, are there any elephants or crocodiles here?

JANET: Oh yes, but they are not dangerous... Don't worry... Now, can you see those baobab trees on my left?

Tourist: Yes, they are beautiful...

JANET: People from this community perform special ceremonies there.

Tourist: Can we go there?

JANET: No, please don't go near there. It is dangerous. OK, here we are. This is Dr. Mpapacha's house. He is a famous witch doctor. People from all over Mozambique, Asia and America come here to be treated.

Tourist: What does he treat?

JANET: Well, a lot of diseases, especially social problems, like bad luck, wanting to become famous or rich. Are you interested?

Tourist: No, not this time, Janet...

JANET: OK, this is the famous lagoon. Here you can see different animals moving in different directions. Look, that monkey over there drinking... Can you see it? OK, that is all for today. I hope you've enjoyed our tour.

IMPORTANT VOCABULARY

tour guide – *guia turístico*
 baobab tree – *embondeiro*
 witch doctor – *curandeiro*
 priest – *padre*

VOCABULARY

Match the places with the activities.

- | | |
|-------------|---------------------------------|
| 1. hospital | a. You can buy things here. |
| 2. mosque | b. You can fish and swim here. |
| 3. river | c. You can pray here. |
| 4. school | d. You can get treatments here. |
| 5. shop | e. You can learn here. |

SPEAKING

Choose three places of your community and take your partners to 'visit' them. Don't forget to make comments about the places you visit.

e.g. On my left, we have Gorongosa market. Here you can buy cheap mangoes...

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SPEAKING

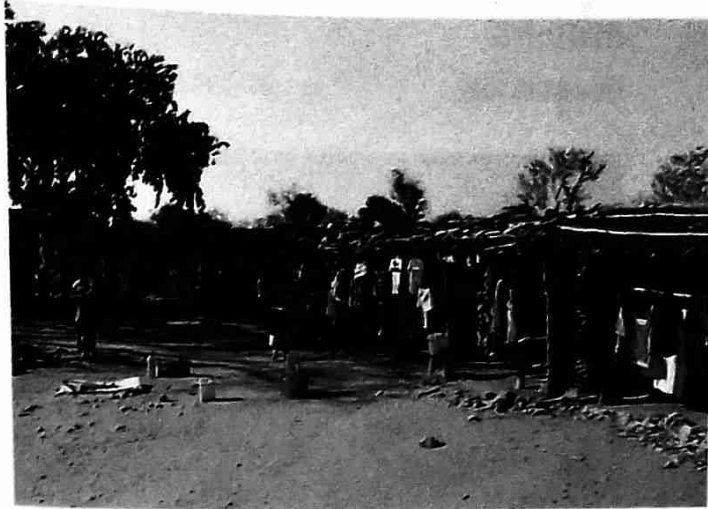
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e.g. On my left, we have Gorongosa market. Here you can buy cheap mangoes...

COMPREHENSION

Answer the questions.

1. What does Janet do?
2. Where do the tourists come from?
3. Where did Janet take the tourists to?
4. What is the name of the community where Janet works?
5. What animals can you find in Ligonha River?
6. Are the animals found in the river dangerous?
7. Who's Dr Mpapacha?
8. Did the tourists consult the witch doctor?



GRAMMAR

Determiners – some, any and no / many, much and a lot of

Some and **any** mean a certain quantity, and are used before plural or uncountable nouns.

Some is used in affirmative sentences.

e.g. I can dance **some** African dances.

Any is used in negative and interrogative sentences.

e.g. Can you dance **any** African dances?

I can't dance **any** African dances.

No can be used with affirmative verbs to express a negative. It is an **alternative** to the *negative verb + any* construction.

e.g. I can dance **no** African dances.

We use **many**, **much** and **a lot of** to express a large quantity.

Many is used before **plural countable nouns**.

e.g. She hasn't got **many** books.

Note: In affirmative sentences it is normally replaced by **a lot of**.

Much is used before **uncountable nouns**.

e.g. We haven't got **much** money.

A lot of is used before **countable** and **uncountable nouns**.

e.g. The farmer has **a lot of** hens. / There is **a lot of** water in the sea.

Complete the spaces using the words in the box.

much

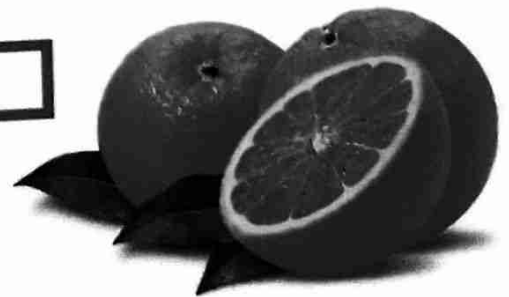
many

some

any

a lot of

1. How _____ friends do you have?
2. Do you have _____ friends living in Maputo?
3. I don't have _____ time.
4. I didn't sing _____ songs.
5. I have got _____ money.
6. How _____ money do you expect to earn?
7. I haven't got _____ magazines.
8. I would like _____ oranges.



WRITING

Design a program in which you take tourists to visit seven interesting places in your community/region.



COVANE COMMUNITY

Covane community is located in the south of Mozambique, in Inhambane province, in Mabote district near Zinave National Park. About 600 people live there. These people speak Xitswa, Undan and Portuguese.

There are two important rivers crossing Covane: Save and Tungo Tungo. There are also seven lagoons in Covane: Zinave, Mavure, Nhamalungo, Cuelecuedje, Cangale, Urene and Tungo-Tungo.

The people in the community live on fishing, hunting animals, agriculture, rearing sheep and bee keeping. People grow

maize, beans and vegetables. Because Covane is near Zinave National Park, poaching is not allowed. People only hunt small animals like rabbits, wild chickens and rats.

There are community meetings every month. In the meetings, the community leader talks about how to preserve the environment. People mustn't cut trees unnecessarily or burn bushes which may provoke uncontrolled fires. The name of the community leader is Mr Majabajaba. He is 45 years old and is a polygamist with three wives and 25 children.

In Covane, you can go fishing, take photographs, see different wild animals and eat baobab fruit. In the evenings, you can see monkeys, buffalos, ostriches, hippopotamuses and crocodiles in the river.

Youngsters like me enjoy places like this!

IMPORTANT VOCABULARY

polygamist - *poligamo*
 poaching - *caça ilegal*
 wild - *selvagem*
 ostrich - *avestruz*

VOCABULARY

Name...

1. four districts of your province
2. four national parks in Mozambique
3. five wild animals

SPEAKING

Talk to your partner about a park or a community that you know or heard about. Mention where it is, what animals you can see there, things to do, etc.

COMPREHENSION

Answer the questions.

1. Where is Covane situated?
2. How many people live in Covane?
3. What languages do people speak in Covane?
4. What are the names of the lagoons found in Covane?
5. What animals can you see in Covane?
6. As a tourist what activities can you do there?
7. What food can you eat there?
8. What is the name of the community leader?



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8. What is the name of the community leader?

What can you do to protect the environment? Make a list of good and bad practices.

GRAMMAR

Demonstrative adjectives and pronouns

The **demonstrative adjectives** and **pronouns** are:

- singular: **this / that**
- plural: **these / those**

This and **these** refer to things or people **near** us.

That and **those** refer to things or people **far from** us.

They **agree** with their nouns, only **in number**: this man – these men; that tree – those trees.

Examples of use **as pronouns**:

This is my brother. – **These** are my brothers.

That is my sister. – **Those** are my sisters.

What is **that**? It is a rat.

What are **those**? They are monkeys.

A. Complete the sentences with this or that, these or those.

1. My name is Janet. I work in _____ community as a tour guide.
2. Who is _____ young woman over there? _____ is the tour guide.
3. Who are _____ people around her? _____ are tourists.
4. Look at _____ monkey over there!
5. Here we are. _____ church is called "Igreja da Paz".
6. Now, _____ is the witch doctor's house.
7. Do you know what _____ trees are? They are baobab trees.
8. And _____ animals over there? _____ are crocodiles.

B. Write these sentences in the singular or plural form.

1. That tree is very high.
2. These animals can be dangerous.
3. This tour guide is very nice.
4. Those tourists visited the old churches.
5. This monkey is drinking water.
6. These elephants are very big.
7. This tour was very interesting.
8. That man looks strange.

WRITING

Write a description of a community you know of.



LISTENING

Listen to your teacher reading the brochure.



IMPORTANT VOCABULARY

beautiful – *bonito*
 fuel – *combustível*
 paraffin oil – *petróleo*

WELCOME TO SIQUIRIVA COMMUNITY

You have just entered a protected community area. Here, you will see different animals and trees. What you are going to see is beautiful because we protect it. We would like you to do the same!

Things to do to protect our environment!

- Don't kill animals.
- Don't cut trees.
- Don't set a fire where there is dry grass.
- Don't leave plastics on the ground.
- Don't feed the animals.
- Don't make noise.
- Don't leave fuel or paraffin oil unattended.
- Don't take a bath in the river.

Thanks for reading, enjoy your stay!
 The management

SPEAKING

Tell the other students what you should do to protect the environment.

COMPREHENSION

Answer the questions.

1. What is the name of this community?
2. Is hunting animals allowed in this community?
3. Mention four things that you mustn't do there.
4. Where is this notice? At the entrance or inside the community?
5. Who wrote this notice?

GRAMMAR

Present perfect (have / has + past participle)

Affirmative			Negative			Interrogative		
I		been	I		arrived	Have	I	been?
You	have	seen	You	have	invited		you	seen?
He		called	He		studied		he	called?
She	has	eaten	She	has	eaten	Has	she	eaten?
It		drunk	It		not played		it	drunk?
We		got	We		watched		we	got?
You	have	lived	You	have	brought	Have	you	lived?
They		gone	They		taken		they	gone?

The **present perfect** is similar to a past tense and is used to refer to:

- a recently completed action
e.g. You've **just entered** a protected area.
He **has just gone** out.
- an action which began in the past and continues in the present
e.g. They **have lived** in Portugal for two years. (= they still live there)
I've **read** the instructions but I don't know how to use the camera.
- an indefinite past
e.g. They **have left** Maputo.
I **have met** her. He **has had** an accident.
- an action not yet completed
e.g. He **hasn't finished** yet.
Have you already had breakfast? No, I **haven't had** it yet.

For and since

We use **for** with a period of time (for a week, for a month, for two days).

e.g. He **has been** ill for a month. It must be serious.

We use **since** with a point in time (since last week, since 2000, since I left Maputo, since Saturday) and means from that point to the time of speaking.

e.g. He **has been** here since six o'clock. (and is still here)

Ever and never

Have you ever been to Portugal? No, I've **never been** there.

The **present perfect** is also used with the following **adverbs** and **adverbial phrases**:

- recently: I **haven't seen** her recently.
- lately: **Have you seen** any good films lately?
- this morning: **Have you seen** Tonescas this morning?
- this week: He **has been** absent this week. He must be ill.
- this month: We **have studied** a lot this month.
- up to now: We **have had** good marks up to now.
- it's the first time: It's the first time I've **visited** Mozambique.

Insert the right form of the present perfect.

e.g. Felijane _____ (marry) Tulaha. Felijane has married Tulaha.

1. _____ (you / receive) a letter from your sister recently?

2. The children _____ (wake) up.

3. I _____ (do) a lot of aerobics to lose weight.

4. Mariana _____ (not / take) the parcel to the post office yet.

5. My mother _____ (already / finish) her book.

6. Madalena _____ (not / write) any letter to me recently.

7. My teacher _____ (live) in Scotland.

8. Mambas _____ (win) in Madagascar.

9. The plane _____ (land) in Durban.

10. Carlota _____ (finish) her book.

WRITING

Design a poster in which you inform people about environment protection.

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WRITING

Design a poster in which you inform people about environment protection.

READING

Read the text.



A century ago, people in Africa thought that women were not able to do what men did. Today, things are completely different. There are women who are bus drivers, pilots, mechanics, engineers, etc. Alexandre Matsimbe, a journalist, interviewed people in Mozambique about what they think about women nowadays.

'In my village, women do better things than men. Women look after children, cook, work and support their husbands.' Mabjaia, from Matola 700

'My school is headed by a woman. She is good. The school has never had any problems.' Manuela, from Cuamba

'I flew from Maputo to Tete. The pilots were all women. I could not believe it.' Romemary, from Tete

'Most taxi drivers in Nampula are women. They are brilliant. They drive very carefully.' Julieta, from Nampula

'The bricklayer that built the house we live in was a woman. The house is beautiful. Many people can't believe it.' Maninho, from Manica

IMPORTANT VOCABULARY

century – século
look after – cuidar
headed – dirigida
believe – acreditar

VOCABULARY

Which of these are women's clothes?

skirt blouse slippers boots trousers

SPEAKING

Tell your partner about an important woman in your area. Refer to her name, job, activities, etc.

COMPREHENSION

Answer the questions.

1. What does Alexandre Matsimbe do?
2. What do women in Matola do?
3. What does a woman in Cuamba do?
4. What do women in Tete do?
5. What do women in Nampula do?
6. What does a woman in Manica do?

INTERPRETATION

What roles do women play in your village?

GRAMMAR**Present perfect vs past simple****Present perfect**

I've seen her.
I've worked in Maputo for two years.
I've just done my homework.
I've met her recently.

Used with these words/phrases

lately
up to now
it's the first time
this morning/afternoon/evening
ever / never / since / for / just
already
yet (interrogative and negative)

Past simple

I saw her yesterday.
I worked in Maputo last year.
I did my homework after lunch.
I met her three days ago.

Used with these words/phrases

yesterday / the day before yesterday
last night/week/month/year/century
last Saturday/Monday
a few minutes ago
two days/months/years ago
long ago

A. Complete the sentences with the right tense of the verbs in brackets.

Last year I _____ (*visit*) South Africa. I _____ (*go*) with my parents. My parents and I _____ (*enjoy*) the visit very much. We _____ (*take*) the opportunity to visit my pen friend there. We _____ (*stay*) at his place.

B. Complete the gaps with last Saturday, this morning, ago, recently or last year.

1. I visited Namialo two years _____.
2. I played football with my team _____.
3. Maxaquene lost the national championship _____.
4. I've met my uncle _____.
5. The president has visited Manica _____.

WRITING

Write a paragraph describing one of the women in your village and talk about what she does.

Read the text.

Title of the project: Breeding geese in Maganja da Costa

Objective of the project

The present project intends to breed geese which will later be sold and the money used for the community. The eggs will also be sold and some geese and eggs distributed to people in need in our community.

Materials needed for the project

Net, polls, nails, hammer, cement, hardware

Activities

Buying materials

Building the coop

Buying geese in Zimbabwe

Buying bran for the geese

Buying vaccines and drugs for the geese

People involved

20 members of the community for the building of the coop

10 members of the community to look after the geese (feeding, vaccination, etc.)

2 technicians from the District Directorate of Agriculture and Rural Development to assist the project

Duration of the project

The project will last for 12 months



IMPORTANT VOCABULARY

- breed – *criar*
- hammer – *martelo*
- nails – *pregos*
- coop – *capoeira*
- bran – *farelo*

VOCABULARY

What activities do you think can help reduce poverty in your community?

drinking alcohol

farming

cutting trees

sleeping



SPEAKING

Talk to a partner about projects you know. Mention where these projects are, what they intend to do, etc.

COMPREHENSION

Answer the questions.

1. What is this project about?
2. Where is this project going to be based in?
3. What are the objectives of this project?
4. What materials does this project need?
5. What activities are necessary to be done before starting breeding geese?
6. How many people will be involved?
7. What will technicians do in this project?
8. How long will this project last for?

INTERPRETATION

What activities do you think can help to alleviate poverty in your community?

GRAMMAR

Passive voice

e.g. The geese **are sold** and the money **is used** for the community.

e.g. The eggs **are also sold** and some geese and eggs **are distributed** to people in need in our community.

The **passive** is used when you describe a process. It consists of

verb "to be" + past participle

To change the tense, you change only the verb "to be":

e.g. Present simple – They sell geese. → Geese are sold (by them).

He drinks a bottle of water. → A bottle of water is drunk (by him).

Rewrite the sentences in the passive:

1. First some members of the community build a coop.
2. After that they breed geese.
3. Then they sell geese and eggs.
4. Finally they distribute some eggs and geese to people in need.

WRITING

Design a school/ community project. Mention your objectives, activities you intend to do, beneficiaries, etc.

READING

Read the text.



A big battle between a rich man, Mr Moonlight, and the residents of Cunlé village in Nampula province is taking place. According to the information we received from people contacted last week in Cunlé, "everything started when a rich man, known in the area as Mr Moonlight, came to the village looking for a plot to build a shoe factory." He spoke to the local community leader and he paid an amount of money equivalent to \$5,000 for the whole village. The community leader told Mr Moonlight to return to the village three months later. This period was for him to speak with his people and tell them to leave the village, but he didn't do that. He used the money to buy nice clothes for his seven wives and spent the rest with his friends.

Three months later, Mr Moonlight came with bulldozers to destroy the village and build his shoe factory. The residents started throwing stones to the drivers and two were seriously injured. The tension continues and the local people promise to burn the tractors and bulldozers Mr Moonlight is using.

In Mozambique, the land belongs to the state

We contacted Dr. Malunga, a famous lawyer, to explain to us whether someone can buy land or not in Mozambique.

"It is illegal to sell a piece of land in this country; the land belongs to the state. You can sell the property in the land but not the land itself as it is owned by the state. For example, you can sell the house you built, but not the land without anything in it. It is illegal and a crime to sell a piece of land in Mozambique."

Our reporter went to the community leader's house, but he was told that the 'chief' wasn't in the community.

by Guida Mucova

IMPORTANT VOCABULARY

- battle - *batalha*
- plot - *lote de terreno*
- spend - *gastar*
- belong - *pertencer*
- without - *sem*

VOCABULARY

Find words related to the topics.

1. Community
2. Media
3. Fight
4. Materials

SPEAKING

Talk to your partner about land problems you have heard of in your community or somewhere else.

COMPREHENSION

Answer the questions.

1. Where does the story take place?
2. What is the main problem?
3. Who is Mr Moonlight?
4. What is Mr Moonlight planning to build in Cunlé?
5. How much did he pay to the community leader?
6. How many wives has the community leader got?
7. Where is the community leader now?
8. Who's Dr. Malunga?
9. Can you buy a piece of land in Mozambique?

INTERPRETATION

Discuss with the other students.

1. Why isn't it possible to buy any piece of land in Mozambique?
2. Why did the community leader run away?

LESSON 6



GRAMMAR

The difference between **idiomatic passive** and the "normal" passive voice is that the **indirect object** of the **active sentence** becomes the subject of the **passive sentence**.

e.g. Our reporter **is told** (by someone) that the chief isn't at home. (*passive*)

subject ←

Someone **tells** our reporter that the chief isn't at home. (*active*)

indirect object

It is called idiomatic passive because it works as an idiom – if translated into Portuguese it doesn't make sense. To translate it correctly and understand its meaning you have to turn it into the active voice.

Rewrite the sentences in the active voice:

1. Janet is offered a present *by the tourists*.
2. She is also offered a job in China *by one of the tourists*.
3. Food is prepared *by Tonecas's mother* on his birthday.
4. The students are asked a lot of questions *by the teacher*.
5. He is allowed to leave earlier on Fridays *by his boss*.

WRITING

Write a short report about an incident that you heard about. You can also make one up or add more details to your story.

READING

Read the text.

The project intends to build and explore tourist resorts in an area of approximately 350 hectares in Rex, Nampula province. There, new roads, power (electricity) and water supplies will be constructed.

LOCATION AND SOCIAL HEADQUARTERS

The infrastructures will be built in Rex, Nampula province and the headquarters will be in Nampula city.

PRESENTATION OF THE PROJECT

For the present project, the company intends to build and explore an area of approximately 10 hectares in Rex. It will build the following:

- 34 houses for accommodation;
- 1 restaurant;
- 1 bar;
- 1 reception with an office and a shop;
- 1 water tank.

ECONOMIC ACTIVITIES

In this area people live on different activities such as agriculture, fishing, informal business and tourism.

IMPORTANT VOCABULARY

intend - pretendor

headquarters - quartel-general, sodo

accommodation - alojamento

**SPEAKING**

Work in groups to discuss the following issues:

1. What is the weather like in your community/village?
2. What do people in your community/village do for a living?
3. Do you have projects in your village/community?
4. What does your village/community need to develop easily?
5. Do you have a local association in your community? What's its name? What does it do?

COMPREHENSION

Answer the questions.

1. What is the objective of the project?
2. Where is it going to be implemented?
3. What activities do people in this area do?
4. What area is the project going to use?
5. What is the project going to build?

CHECKING YOUR GRAMMAR

A. Complete the sentences using the present simple or the past simple.

1. Eduardo Painho _____ (*come*) to Mozambique last year.
2. What time _____ (*be*) the meeting?
3. Mariana _____ (*come*) from Tete.
4. Paula _____ (*leave*) for Manica last week.
5. Manuela _____ (*fight*) with Julinha yesterday.

B. Complete the sentences using the present perfect or the past simple.

1. I _____ (*write*) this poem all by myself.
2. Julinha _____ (*do*) the homework last night.
3. I _____ (*see*) her yesterday.
4. He _____ (*work*) in Maputo for three years.
5. They _____ (*never / be*) to Europe.

C. Write sentences using the following words:

1. Some / Any / No
2. Many / Much / A lot of
3. This / That
4. These / Those

D. Rewrite the sentences in the passive.

1. I buy lots of interesting things each time I go to Mbabane.
2. My sister takes many photographs of wild animals.
3. We buy food and clothes at the market.
4. Uncle Alex interviews people.
5. I visit him every month.

WRITING

Choose one of the following:

1. Describe a community you know or heard about.
2. Design a poster telling people in your community about environmental protection.

READING

Read the text.



Avoiding early marriage and abortion

Over 30% of girls in developing countries marry before 18; around 14% do so before the age of 15. Early marriage is a risk factor for early pregnancy and poor reproductive health outcomes. Furthermore, marriage at a young age perpetuates the cycle of under-education and poverty. In many places, laws do not prohibit marriage before the age of 18. Policy-makers must enforce laws that ban marriage before 18 years of age.

What can individuals, families and communities do?

Keep girls in school. Around the world, more girls are enrolled in school than ever before. Educating girls has a positive effect on their health, the health of their children, and that of their communities. Also, girls in school are much less likely to be married at an early age.

Influence cultural norms that support early marriage. In some parts of the world, girls are expected to marry and have children in their early or middle adolescent years. Parents feel pressured by prevailing norms and economic constraints to marry their daughters at an early age. Community leaders must work with all stakeholders to change norms around early marriage.

About 16 million adolescent girls between 15 and 19 give birth each year. There are several factors that contribute to this. Girls may be under pressure to marry and bear children early, or they may have limited educational and employment prospects. Some do not know how to avoid a pregnancy, or are unable to obtain contraceptives. Also an estimated 3 million unsafe abortions occur globally every year among adolescent girls 15 to 19 years of age. Unsafe abortions contribute substantially to maternal deaths and to lasting health problems.

What can individuals, families and communities do?

Educate girls and boys about sexuality.

Many adolescents become sexually active before they know how to avoid unwanted pregnancies and sexually transmitted infections. In order to prevent early pregnancy, curriculum-based sexuality education must be widely implemented. These programmes must develop life skills, provide support to deal with feelings and experiences that accompany sexual maturity and be linked to contraceptive counselling and services.

<http://whqlibdoc.who.int> (abridged and adapted)

IMPORTANT VOCABULARY
 Enrol – *ingressar numa escola, universidade ou num curso*
 constraint – *restrição*
 stakeholder – *investidor*

SPEAKING

Discuss with your partner:

1. At what age do girls in your community usually get married?
2. Why do you think that happens?

COMPREHENSION

Read the text again and answer the questions.

1. How can early marriage be prevented by families?
2. What reasons may be in the origin of early pregnancies?
3. How can we, as society, help prevent them?
4. What is the estimate number of unsafe abortions every year globally?

GRAMMAR

Personal pronouns

I
You
He
She
It
We
You
They

Possessive adjectives

My book is good.
Your bike is new.
His ball is old.
Her hair is dark.
Its food is tasty.
Our school is modern.
Your teachers are nice.
Their friends are rich.

Possessive pronouns

It is **mine**.
It is **yours**.
It is **his**.
It is **hers**.
It is **its**.
It is **ours**.
They're **yours**.
They're **theirs**.

A. Insert the right possessive adjective.

1. I want a new car but _____ wife doesn't.
2. Jane is very tall but _____ husband is short.
3. The cat and _____ kittens are under the tree.
4. Paul and I went by bus. _____ car is being repaired.
5. You like animals. Is this _____ dog?
6. John and Peter went to the University. _____ parents are very happy.

B. Complete as in the example:

e.g. This book belongs to me. It's mine.

1. This T-shirt belongs to him. It's _____.
2. She bought a car. It's _____.
3. They've got sunglasses. They are _____.
4. He gave us this colour TV set. It's _____ now.
5. The dog bit the man because the man stepped on _____ tail.
6. You've got friends in Italy, but I don't. _____ are Italian.

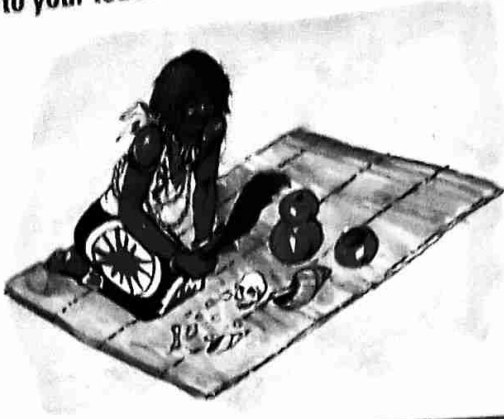


WRITING

Write a composition describing a wedding that took place in your community. Explain what people did before, during and after the wedding.

LISTENING

Listen to your teacher reading this advertisement.



DOCTOR AJAULEJE

from Somalia

Stop suffering

Doctor Ajauleje disappeared and lived many years in the bush. There, he learnt how to cure many diseases and social problems. He treats the following:

- diseases: asthma, malaria, diarrhoea, headaches, TB, diabetes, AIDS, STD, mental problems and vomiting;
- social problems: alcohol abuse, becoming rich, demanding debts, becoming famous, protecting your house, court cases, passing your exams, being liked by others, being lucky, getting good jobs, getting stolen goods back, etc.

Consultation fee: 50,00 Mts

If you're interested, contact Doctor Ajauleje:

Address: Bairro 25 de Setembro

Mobile: 844593810

Working hours:

Monday to Sunday / 7:00-10:00 p.m.

Email: Ajauleje100%@hotmail.com

IMPORTANT VOCABULARY

sexually transmitted diseases (STD) – *doenças sexualmente transmissíveis (DST)*

AIDS – SIDA

debts – *dividas*

court – *tribunal*

Which materials do witch doctors normally use?

Bible	blades	dictionaries
roots	tablets	water
salt	laser	Koran

SPEAKING

Discuss with your partner. What do you know about witch doctors or traditional healers? Do you have witch doctors in your village?

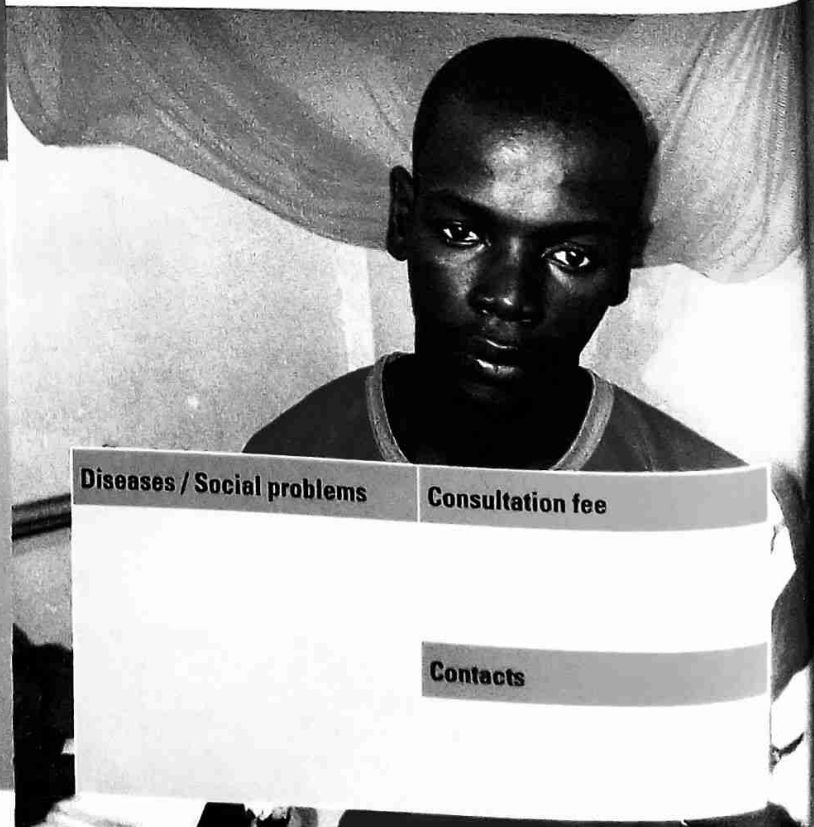
COMPREHENSION

Answer the questions.

1. What nationality is Dr. Ajauleje?
2. Mention four diseases he treats.
3. List four social problems he solves.
4. How much does he charge?
5. How can you contact him?
6. What time does he see his patients/clients?

INTERPRETATION

In pairs, look at the advertisement again and complete the table.



Diseases / Social problems

Consultation fee

Contacts

GRAMMAR

Conditional sentences (if clauses – types 0 and 1)

Conditional sentences have two parts: the **if clause** and the **main clause**.

There are four kinds of conditional sentences (but we will only study the first two):

- type 0 – facts which are true
- type 1 – probable situation
- type 2 – improbable situation
- type 3 – impossible situation

Type 0 conditional sentences express facts which are true. The verbs in the **if clause** and in the **main clause** are in the **present simple**.

Type 1 conditional sentences express something that is likely to happen in the future. The verb in the **if clause** is in the **present simple**; the verb in the **main clause** is in the **future tense** (will/'ll + infinitive).

Type 0 affirmative	
If + present simple,	present simple
If you lie in the sun too long,	you get sunburnt.
Present simple	if + present simple
You get sunburnt	if you lie in the sun too long.

Type 0 negative	
If + present simple,	present simple
If you don't lie in the sun too long,	you don't get sunburnt.
Present simple	if + present simple
You don't get sunburnt	if you don't lie in the sun too long.

Type 1 affirmative	
If + present simple,	future
If he runs all the way,	he'll get there in time.
Future	if + present simple
He'll get there in time	if he runs all the way.

Type 1 negative	
If + present simple,	future
If he doesn't run all the way,	he won't get there in time.
Future	if + present simple
He won't get there in time	if he doesn't run all the way.

Complete the sentences.

1. If the alarm clock doesn't ring, I _____ (*be late*).
2. If you're late, you _____ (*miss the bus*).
3. If he misses the bus, he _____ (*arrive late at school*).
4. If she arrives late at school, she _____ (*be punished*).
5. We'll pass our exams if we _____ (*work hard*).
6. If I drink coffee at night, _____ (*not sleep*).
7. If the temperature drops below zero, the lakes and rivers _____ (*freeze*).
8. They won't be champions if they _____ (*not train every day*).
9. He won't be late if the alarm clock _____ (*ring*).
10. I get nervous if I _____ (*have an exam*).
11. If he doesn't catch the bus, he _____ (*arrive late at school*).
12. If we don't work hard, we _____ (*not pass our exams*).

WRITING

Interview 20 students from your school, asking them what they think about witch doctors, whether they have visited one and why they went there.

- What do you think about witch doctors?
- What's your opinion...?
- Have you ever consulted one? Why? / Why not?
- Why did you go there?

READING

Read the text.

Each culture has its own way of conducting a birth ceremony.

Let me tell you how birth ceremonies are conducted where I come from.

When a mother gives birth, in a maternity hospital or at home, some ceremonies must be performed. In the first two weeks, the child and the mother are isolated so that single mothers or unmarried people can't touch the baby. Only adults aged 45 or more can touch the child. During these fourteen days, the mother breastfeeds, and the child receives some traditional treatments. The child is washed with some roots, which are mixed with eggs.

After completing fifteen days, there is a big ceremony to show the child to everybody in the community. The child is wrapped in a white bed sheet. If you want to see the child, you leave a coin in a plate near the child and then you open the sheet, kiss the child and people around clap their hands.

IMPORTANT VOCABULARY

conduct – *realizar*

breastfeed – *amamentar*

root – *raiz*

wrap – *embrulhar*



VOCABULARY

What words are not related to babies?

dummy nappy milk fish breastfeeding pram

SPEAKING

Talk to your partner about birth ceremonies. Do you have special ceremonies when a new baby is born? Can anyone touch the baby?

READING

Read the text.

Each culture has its own way of conducting a birth ceremony.

Let me tell you how birth ceremonies are conducted where I come from.

When a mother gives birth, in a maternity hospital or at home, some ceremonies must be performed. In the first two weeks, the child and the mother are isolated so that single mothers or unmarried people can't touch the baby. Only adults aged 45 or more can touch the child. During these fourteen days, the mother breastfeeds, and the child receives some traditional treatments. The child is washed with some roots, which are mixed with eggs.

After completing fifteen days, there is a big ceremony to show the child to everybody in the community. The child is wrapped in a white bed sheet. If you want to see the child, you leave a coin in a plate near the child and then you open the sheet, kiss the child and people around clap their hands.

IMPORTANT VOCABULARY

conduct - *realizar*

breastfeed - *amamentar*

root - *raiz*

wrap - *embrulhar*



VOCABULARY

What words are not related to babies?

dummy

nappy

milk

fish

breastfeeding

pram

SPEAKING

Talk to your partner about birth ceremonies. Do you have special ceremonies when a new baby is born? Can anyone touch the baby?

1. Birth ceremonies are the same all over the world.
 2. People only give birth in maternity hospitals.
 3. When the child is born, the mother is sent away and the child is left alone.
 4. Only married people can play with the child since his/her parents are present.
 5. When the baby is less than 15 days old, he/she receives traditional treatments.

6. People only celebrate the birth after 15 days.
7. Only married people participate in the celebration.
8. During the ceremony, you need to pay to see the new baby.
9. You see the child, and then you leave some coins.
10. People who can't give money clap their hands.

INTERPRETATION

Why do you think the child is isolated in the first two weeks?

GRAMMAR

A. Answer the questions.

1. What happens if you water plants? (*grow*) *If you water plants, they grow.*
2. What happens if you put ice in hot water? (*melt*)
3. What will you do if the weather is good? (*go to the beach*)
4. What happens if you put a cat and a mouse together? (*eat*)
5. What do people usually do if they see an accident? (*report it to the local police station*)
6. What will you do if you win the lottery? (*travel to England*)

REMEMBER: conditional sentences – *If you want to see the child, you leave a coin.*

You leave a coin if you want to see the child.

When the **if clause** comes first, you must separate it from the main clause using a **comma**.

B. Match the halves of the sentences below.

1. If you see Namafátima,
2. Don't drink
3. If you go to Swaziland,
4. Please ask Zito to phone me
5. If there are sharks in the sea,
6. If you are in the library,
7. Study hard
8. If you meet Ana and Tino,

- a. don't go swimming.
- b. if you see him.
- c. please give her this letter.
- d. don't shout.
- e. give them my best wishes.
- f. if you want to pass.
- g. if you drive.
- h. send me a postcard.

WRITING

Write a paragraph talking about a ceremony you have attended.

- Say what the ceremony was about, when and where it was held.
- Describe what you saw with as many details as possible.
- Say why it is important for your community to keep carrying out certain ceremonies.



Ivo Nhancale is a tourism consultant. Here he is talking about cultural tourism.

“What is cultural tourism, Dr. Ivo?”

“Many tourists travel around the world to see different cultures and traditions. This type of tourism is called cultural tourism. Cultural tourism is the subset of tourism concerned with a country or region’s culture, especially its art. It generally focuses on traditional communities who have diverse customs, unique forms of art (dance, songs, architecture and paintings) and distinct social practices, which basically distinguishes it from other types/forms of culture. Cultural tourism includes tourism in urban areas, particularly historic or large cities and their cultural facilities such as museums and theatres. It can also include tourism in rural areas showing the traditions of indigenous communities (i.e. festivals, rituals and gastronomy), and their values and lifestyle.”

IMPORTANT VOCABULARY

consultant – *consultor*
painting – *pintura*
values – *valores*
lifestyle – *estilo de vida*



VOCABULARY

Make a list including all the words you know related to tourism.

Cultural tourism, tourist(s), ...

SPEAKING

Talk about tourism opportunities in your community/village.

Places to visit

Do you have interesting places to visit?

What places should tourists visit?

Things to do

What can tourists do to enjoy themselves?

Are there any festivals or special celebrations?

Accommodation and food

What kinds of accommodation are available?

What can tourists eat?

COMPREHENSION

Answer the questions.

1. What does Ivo do?
2. Why do many tourists travel around the world?
3. What is cultural tourism?
4. What indigenous traditions can tourists contact with?
5. Where can you see museums and theatres?
6. What does cultural tourism focus on?

UNIT 6
LESSON 4

INTERPRETATION

Do you think tourism helps to develop a country?

GRAMMAR

Superlatives – the superlative degree

Comparison of three or more people or things is expressed by the superlative:

Adjective + **est of**

e.g. Rita is **the prettiest** girl of all.

Adjective + **est in** (places)

e.g. Tom is **the cleverest** boy in the class.

A. Complete the questions with the correct form of the superlative and then answer them.

1. What is _____ mountain in Mozambique? (*high*)
2. What is _____ province in Mozambique? (*big*)
3. Who is _____ student in your class? (*tall*)
4. Who is _____ student today? (*smart*)
5. Who is _____ of all the students? (*hard-working*)
6. What is _____ subject for you this year? (*easy*)
7. What is _____ subject for you this year? (*difficult*)
8. Who is _____ teacher in your school? (*good*)

REMEMBER: superlative degree – big / the biggest; expensive / the most expensive

B. Write the sentences using the superlative of the adjectives in brackets.

e.g. Lurdes Mutola was _____ (*fast*) of the world in the 400 m in 2006.

Lurdes Mutola was **the fastest** of the world in the 400 m in 2006.

1. Manuel Meque is _____ (*good*) sport journalist.
2. Muciva is _____ (*handsome*) man in this city.
3. Madina is _____ (*beautiful*) girl in Inhambane.
4. Julinha is _____ (*tall*) girl in this community.
5. Apples are _____ (*sweet*) fruit in the world.
6. Nico was _____ (*dangerous*) football player.
7. Nicolau is _____ (*intelligent*) student in this school.
8. Rabbits are _____ (*clever*) animals in the world.
9. Samuelane is _____ (*fat*) student in this classroom.
10. Big John is _____ (*wise*) student in this community.

WRITING

Design a poster in which you inform people about a local cultural facility.

Don't forget to include:

- name of the facility
- address
- telephone number
- opening days / hours
- other relevant information

SPEAKING

1. Can you name the different dances?
2. Discuss with your partners where people dance them and when.

IMPORTANT VOCABULARY

drum – *batuques*
mask – *máscara*
flute – *flauta*



Mapiko
Tufo
Nyau
Makwaela

3. Talk to your partner about a local dance in your community. Describe how people dance it.

VOCABULARY

Cross out the word which does not belong to the group.

song see whistle drum guitar

UNIT 6
LESSON 5

COMPREHENSION

Look at the pictures again and answer the questions.

1. How many people are in each dance?
2. What instruments do the dancers use in each dance?
3. What are the dancers wearing?
4. How long do you think they have been dancing?
5. What colour are the clothes the dancers are wearing?

INTERPRETATION

When do local groups perform in your community?

GRAMMAR

Some, any and no compounds

Compounds formed with **some**, **any** and **no** follow the same rules as these three words:

- **someone**, **somebody** and **something** are used in affirmative sentences;
- **anyone**, **anybody** and **anything** are used in negative and interrogative sentences;
- **no one**, **nobody** and **nothing** can be used with affirmative verbs to express a negative.

Someone, **somebody**, **anyone**, **anybody**, **no one** and **nobody** refer to people.

Something, **anything** and **nothing** refer to things.

Examples:

Someone called last night. Has **anyone** phoned today? No, **no one** has.

Something is wrong with you. Is there **anything** I can do to help?

No, thank you. There's **nothing** you can do.

A. Complete the sentences with the correct compounds.

1. I can hear _____.
2. _____ is at the door.
3. She wants _____ to eat.
4. It's easy! _____ can do it.
5. _____ came to visit him.
6. Did you see _____ strange?
7. I did _____ wrong!
8. _____ knows where to find him.

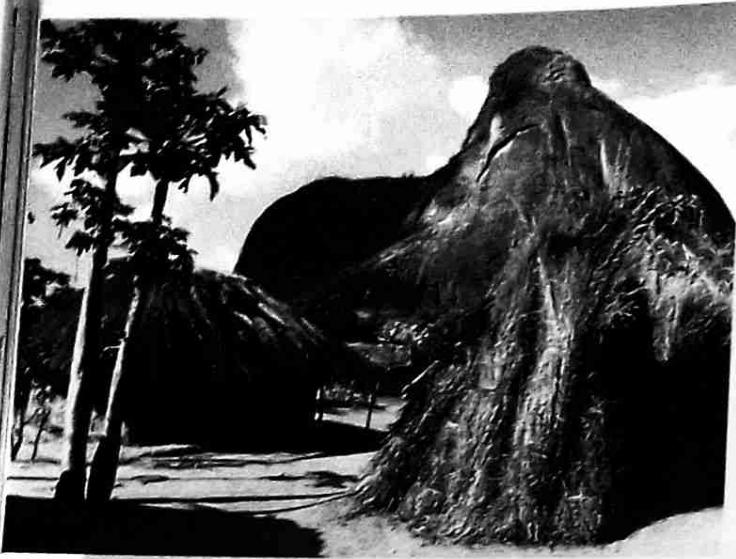
B. Write sentences using the words **someone**, **anyone** and **nobody**, **nothing**, **something** and **anything**.

WRITING

Write a description of a traditional dance in your community or any dance you know and like. Mention the number of dancers involved, dresses, how people dance it, the musical instruments used, etc.

READING

People around Mozambique have different customs and traditions. Read what these people from different provinces said.



“My name’s Silas. In my village when you greet to an adult, you are not supposed to look at the adult’s eyes. You must look at the ground to show respect!”

“My name’s Mavila. Where I come from we don’t have plural for greetings. For example, if there are ten people you have to greet each one at a time. We don’t have something like ‘hello everybody’.”

“My name’s Charmila. In my village, when greeting an adult, you must sit and greet them. If you stand, it means that you respect them.”

“Hi there, my name’s Romoja. Where I come from, children do not eat eggs, because, according to adults, if you eat eggs, you will become bald.”

“Hello, I am Rachide. Where I come from, unmarried people are not supposed to eat wings. They say, if you eat chicken or duck’s wings, you will never marry because all women or men will always refuse to do it.”

“My name’s Tatiana. In my village, you are not supposed to point at tombs. You indicate them by nodding forward. They say that if you point, your finger will be cut.”

“Hello, my name’s Marrapuchane. Where I come from when people say ‘yes’, they mean ‘no’. I don’t know the reason for this.”

IMPORTANT VOCABULARY

bald	– careca
wing	– asa
tomb	– campa
nod	– acenar com a cabeça

VOCABULARY

How do you say the following sentences or expressions in your language?

1. Pleased to meet you.
2. my cousin
3. my stepfather
4. priest

SPEAKING

Discuss with your partner:

1. What things are forbidden in your tradition?
2. Do children attend funerals?



READING

Carmindo Nhasengue is an anthropologist. Here he talks about the male circumcision. Read the text.



In NAMPULA, when a boy reaches 12 years of age, the parents make arrangements for his circumcision. Normally, the uncle, the boy's mother's or father's brother, is given responsibility to do all the arrangements – the collecting of money and food (dry cassava and beans) from relatives. After that, the uncle goes to the local chief known in Emakua as 'Mwene'. This chief sets the date for the circumcision ceremony. He looks for people who are experienced in circumcising. These are normally old people or widowers.

After all the arrangements have been made, the boys are taken to a special ceremony which is like a farewell party. The boys, their parents and godfathers spend the whole night dancing and drinking. This ceremony is only attended by men.

The boys to be circumcised are not told that they are going there for that purpose, they will only know after the circumcision!

Very early in the morning, the boys are taken for circumcision. It is very far from the place of the celebration. The circumcision takes place in a place near the river and the huts where the boys are going to stay for about 45 days until their wounds are cured. During that period, they are taught many things such as how to treat a sick person, conducting funerals, live with a woman and respect others. There are no visits paid by women. Even mothers can't visit their children.

When they complete these 45 days, they leave the huts and go home. It is the biggest moment. They come back different. They are grown-ups now. They have to change their names and lifestyle. They are considered prepared for life now!

If, for any reason, a Makua man is not circumcised, he cannot expect to marry a wife among the Makua. No Makua girl will take a man who is not circumcised, because that man is not prepared for life.

IMPORTANT VOCABULARY

anthropologist – *antropólogo*

widower – *viúvo*

farewell – *despedida*

wound – *ferida*

grown-up – *crescido, adulto*

SPEAKING

Talk about rituals you know or heard about. Give as much information as you can about these rituals/ceremonies.

COMPREHENSION

Answer the questions.

1. What does Carmindo do?
2. At what age do children go for circumcision?
3. Who in the family organizes the circumcision ceremony?
4. Who participates in the 'farewell' party?
5. Are the boys to be circumcised informed that they are going for circumcision?
6. How long do the boys' initiation rites last?
7. Can their sisters and aunts visit them?
8. Can a Makua girl accept marriage with a non-circumcised Makua man?
9. What things do they learn during their initiation rites?



INTERPRETATION

Do you think that boys are prepared for life after the initiation rites?

CHECKING YOUR GRAMMAR

A. Complete the table.

Infinitive	Past simple	Past participle
come		come
fight		
go	went	
live		
prepare		prepared
speak		
think	thought	

B. What are the opposites of these adjectives?

- | | | |
|---------|----------------|---------|
| 1. fast | 3. intelligent | 5. bad |
| 2. thin | 4. small | 6. tall |

C. Make sentences with the comparative of the adjectives given.

tall	Manuela is taller than Joaquina.

D. Make sentences with the superlative of the adjectives given.

tall	Manuela is the tallest student in this school.
bad	
funny	
interesting	
small	
weak	

E. Complete the following if clauses (type 1).

1. If you visit Mozambique, ...
2. If you come to my party, ...
3. If you eat a lot, ...
4. If you like music, ...
5. If it rains, ...

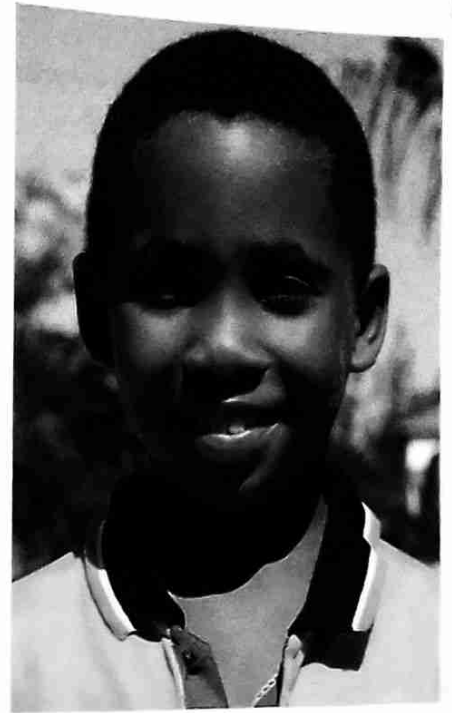
WRITING

Write a composition describing a traditional ceremony you know of.

COMPREHENSION

Answer the questions.

1. What does Carmindo do?
2. At what age do children go for circumcision?
3. Who in the family organizes the circumcision ceremony?
4. Who participates in the 'farewell' party?
5. Are the boys to be circumcised informed that they are going for circumcision?
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- | | | |
|---------|----------------|---------|
| 1. fast | 3. intelligent | 5. bad |
| 2. thin | 4. small | 6. tall |

C. Make sentences with the comparative of the adjectives given.

tall	Manuela is taller than Joaninha.
shorter	
stronger	
weaker	
richer	
poorer	

D. Make sentences with the superlative of the adjectives given.

tall	Manuela is the tallest student in this school.
bad	
funny	
interesting	
small	
weak	

E. Complete the following if clauses (type 1).

1. If you visit Mozambique, ...
2. If you come to my party, ...
3. If you eat a lot, ...
4. If you like music, ...
5. If it rains, ...

WRITING

Write a composition describing a traditional ceremony you know of.

READING

Dr. Toxa is a doctor. She works in our village's clinic. She is talking about different diseases in our community. Read the text.

"Good morning, children! Today I am going to talk about some common diseases in Mozambique and especially in this village.

Let me start with AIDS. This disease is transmitted through infected blood or sexual intercourse. It destroys the immune system of your body, making it easy to catch other diseases. No cure has been discovered yet. The wisest thing to do is prevention, for example practising safe sex by using a condom. You can't tell by looking at a person if he/she has got AIDS. Only a blood test can tell. This test is free of charge. When a person gets this disease, he/she can either live many years or die soon, depending on his/her attitudes and the people around him/her. If he/she is discriminated, he/she will not live long because he/she will be fighting two things at the same time – the disease and the discrimination.

There is another disease, anaemia. This disease occurs when your blood gets weak due to bad eating habits. You become very weak and get very sick.

Another common disease in this village is cholera. This disease is transmitted through the water. The symptoms of this disease are vomiting and strong diarrhoea. The best way to prevent this disease is drinking good water, washing your hands before and after eating, building and using latrines and keeping your house clean.

Finally, let me tell you about malaria. This disease kills many people in Mozambique. When you get this disease, you become weak and you sometimes vomit. It is transmitted by mosquitoes. You can prevent this disease by using mosquito nets, cleaning the pools and cutting the trees around your house, because this is where mosquitoes reproduce.

Remember: do not take medicine without a medical prescription. Two different diseases can have the same symptoms. Only doctors or nurses can tell you what you should do."

IMPORTANT VOCABULARY

through – *através*
 discover – *descobrir*
 mosquito net – *rede mosquiteira*
 pool – *poça*
 prescription – *receita médica*

SPEAKING

With your partner talk about the most common diseases found in your village and describe their symptoms. The table below will help you.

DISEASES	SYMPTOMS	CAUSES
Anaemia	pale look, weakness	bad eating habits
Cholera	diarrhoea, vomiting	infected water, bad hygienic habits
Malaria	fever, vomiting	mosquito bite
Measles	fever, rash	contact with infected people
Tuberculosis (TB)	fever, cough, weight loss	contact with infected people or germ



COMPREHENSION

Answer the questions.

1. What does Dr. Toxa do?
2. Where does she work?
3. What diseases are found in the village where she works?
4. How can you prevent AIDS?
5. How much does a blood test cost?
6. What are the symptoms of malaria?
7. How can you avoid catching malaria?
8. What are the symptoms of cholera?

GRAMMAR

Conjunctions – either ... or / neither ... nor / both ... and

We can express two alternatives:

- by using **either ... or** (= ou ... ou) for the affirmative or interrogative:
e.g. Can I drink **either** water **or** juice? You can drink **either** water **or** juice.
- by using **either ... or + a negative verb** or **neither ... nor** (= nem ... nem) + **an affirmative verb**:
e.g. You can't drink **either** wine **or** beer.
You can drink **neither** wine **nor** beer.

We can express a combination of two things (nouns, verbs, adjectives, etc.) by using **both ... and**:

- e.g. The weather was **both** cold **and** wet.
I can speak **both** English **and** Swahili.
He can **both** drive **and** repair his car.

Complete the spaces using the words in the box below:

both ... and either ... or neither ... nor

1. _____ Malawians _____ Mozambicans fight against AIDS.
2. _____ Limodo _____ Mate visited Xai Xai.
3. _____ Africans _____ Europeans use traditional medicine.
4. _____ Mozambicans _____ Brazilians speak Portuguese.
5. _____ Aspirin _____ roots cure AIDS.
6. My grandparents didn't use _____ vaccines / _____ tablets.
7. _____ my parents _____ my grandparents eat red meat.
8. Ester can speak _____ English _____ Swahili.
9. _____ malaria _____ cholera are common diseases in Africa.
10. She can speak _____ English _____ Portuguese. I understand both.

WRITING

Design a poster in which you inform people in your community about a common disease. Mention the name of the disease, its symptoms, some preventive measures and possible cure.

READING

Read the text.

HIV/AIDS (SIDA in Portuguese) is a dangerous disease. It kills millions of people around the world. It does not have a cure.

How do people get AIDS?

People get AIDS by having sex with infected people without a condom or using blades or needles used by infected people.

People do not get infected by sharing crockery and cutlery, through insect or animal bites, by touching, hugging or shaking hands, by eating food prepared by someone with HIV or in toilet seats.

How do you know that you have AIDS?

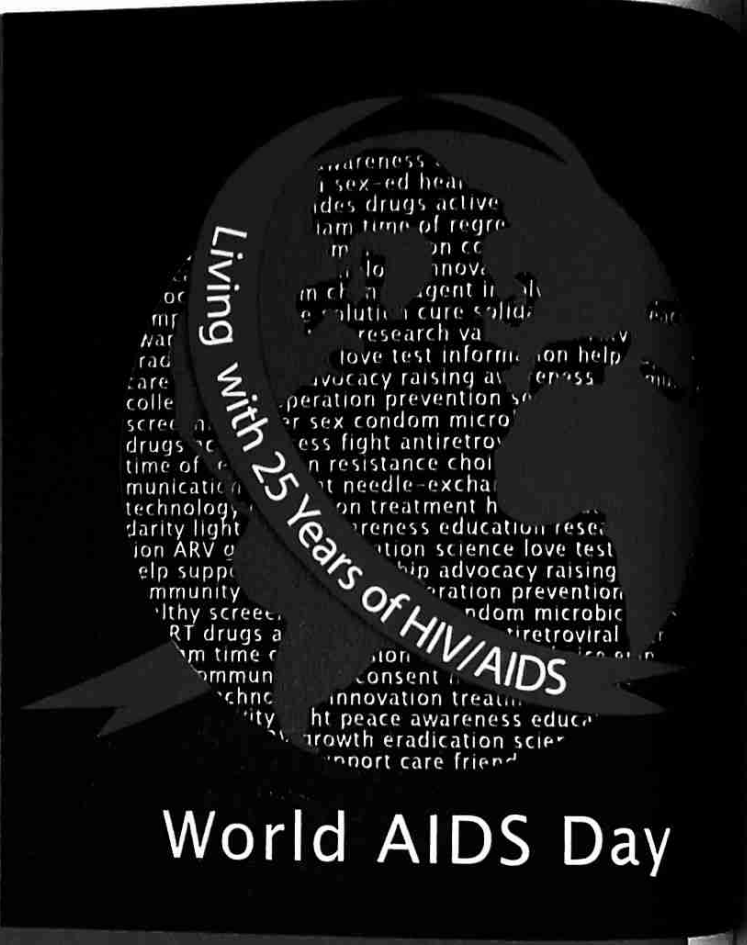
You can only find out if you have a blood test done, which is free and quick.

What does a person with AIDS look like?

A person with AIDS doesn't look any different from a healthy one.

What will happen if I test HIV positive?

Before you have a test done, you will attend a counselling meeting. If you are HIV positive, you will not die on the following day. You can live many years depending on your health practices and the people living around you. To live longer you must stop drinking alcohol, eat fresh food (vegetables, fruits, etc.), and do sports to keep your body healthy. You must avoid being stressed, which happens when you are being discriminated or when you think about problems a lot.



IMPORTANT VOCABULARY
condom - preservativo
needle - agulha
blade - lâmina
counselling - aconselhamento

VOCABULARY

Cross out the words that do not have to do with HIV/AIDS prevention.

- condom, blood test, HIV, infection, treatment, hospital, water

SPEAKING

What do you know about HIV/AIDS? Talk to your partner about HIV/AIDS (preventive measures, places to go for testing, HIV/AIDS testing process, etc.).

Answer the questions.

1. What is AIDS?
2. Has this disease killed people in your community?
3. How do people get infected with AIDS?
4. Can you get AIDS just by talking to an infected person?
5. Is it possible to know if a person has got AIDS?
6. How does a person with AIDS look like?
7. How long does it take to get the results of an HIV test?
8. Do people die right after they get a positive HIV result?
9. What good practices must a person with AIDS follow?
10. What food is recommended to an infected person?

INTERPRETATION

Why do you think that people with AIDS are often discriminated?

SUMMARY

Conjunctions – **too** / **also** / **as well** / **either** / **neither** / **nor** / **so** (= também)

The word "também" can be expressed in English in many different ways:

- **too** and **as well** are usually placed at the end of the sentence;
e.g. Rita likes bananas and mangoes **too**.
- **also** is generally placed between the subject and the verb;
e.g. Rita likes bananas. She **also** likes mangoes.
- **either** is placed at the end of negative sentences;
e.g. He didn't go and she didn't go **either**.
- **neither/nor** + auxiliary verb (affirmative) + subject after a negative statement;
e.g. He didn't go and **neither** did she.
- **so** is used as *neither/nor* after an affirmative statement.
e.g. He went away and **so** did she.

Complete the spaces using the words in the box below:

also	as well	too
either	neither	so

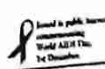
1. Ester speaks English. She speaks Swahili _____.
2. She is very pretty. She is _____ very intelligent.
3. Teneas speaks several languages and _____ does his uncle.
4. He didn't visit his grandfather and _____ did his brothers and sisters.
5. She hasn't got English classes and she hasn't got Geography _____.
6. She sings and she dances _____.

WRITING

Make a poster about HIV/AIDS. Mention common preventive measures, how to have the blood test done or some more information about AIDS.

PrOmiscuOus?

Play doubly safe.



Linked to public health awareness
 World AIDS Day
 1st December

READING

Read the text.

Doctor: Good morning, please sit down.

Tonecas: Good morning, thank you.

Doctor: Now, what can I do for you, young man?

Tonecas: Well, doctor, I didn't sleep well last night. I vomited and had fever.

Doctor: OK, let me have a look at your eyes... OK... Open your mouth... When did it start?

Tonecas: The day before yesterday.

Doctor: Right. What is your name and age?

Tonecas: Tonecas Manecas. I'm 14 years old...

Doctor: OK, Tonecas. You have got malaria. Take these tablets with you. First take three at a time after lunch today. Then take these two tomorrow morning and, finally, this one tomorrow evening. Drink a lot of water or juice. You need a lot of rest, too.

Tonecas: OK, thank you very much, doctor.

Doctor: Have a quick recovery, Tonecas.

Tonecas: Thank you, doctor!



IMPORTANT VOCABULARY

fever – *fiebre*

tablets – *comprimidos*

juice – *sumo*

rest – *descanso*

VOCABULARY

Match the words on the left with the explanation on the right.

- | | |
|-------------|---|
| 1. doctor | a. a process of getting better after an illness, injury, etc. |
| 2. fever | b. condition in which you have a high temperature |
| 3. tablet | c. small round hard piece of medicine |
| 4. recovery | d. a person who is receiving medical treatment |
| 5. patient | e. someone who is trained to treat people who are ill |

SPEAKING

Imagine that you go to hospital. Practise the dialogue above with a partner. One will be the doctor and the other Tonecas. Change the roles and the disease you talk about.

COMPREHENSION

Answer the questions.

1. What time did Tonecas go to hospital?
2. What symptoms did Tonecas have?
3. When did the disease start?
4. What is the matter with Tonecas?
5. How many tablets did Tonecas receive?
6. What recommendations did the doctor give to Tonecas?
7. How long will the treatment take?

INTERPRETATION

In your opinion, did Tonecas go to hospital alone or with his parents?

GRAMMAR

Complete the gaps with the words in the box.

too also as well either neither so

1. My sister doesn't like bananas and _____ do I.
2. She likes mangoes and _____ do I.
3. I don't like papayas and my sister doesn't _____.
4. "Have you ever tried lychees?" "Yes, and mangoes _____!"
5. I don't like that dress and _____ does your father.
6. She has a cough and she _____ has a temperature.
7. My father is going to work in Zimbabwe and my mother will go _____.

WRITING

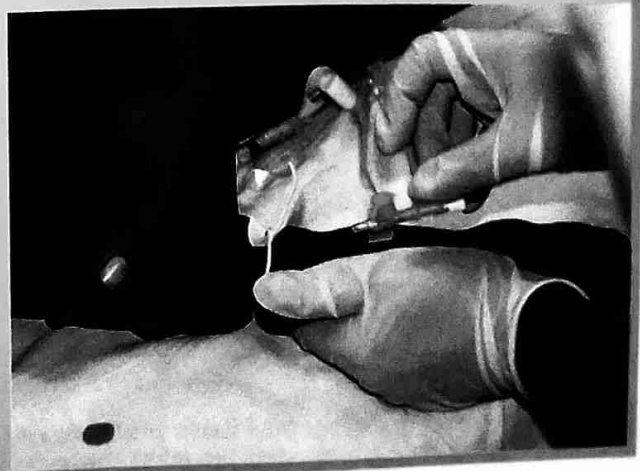
Imagine you are at the doctor's. Write the dialogue between you and the doctor. Use the words in the box below to complete the conversation.

antibiotics throat hot feverish
breathe in temperature (2x) cough high

- Doctor: Good morning.
 You: Good morning, doctor.
 Doctor: Well, what's wrong with you?
 You: I feel _____ and _____. I've got a sore _____ and I _____ a lot.
 Doctor: Let me have a look at you. I'd like to listen to your chest. Sit straight up. Now _____.
 A deep breath. That's it.
 You: I think I have a _____ too.
 Doctor: OK, I'll take your _____ then. Just put the thermometer under your tongue.

A few minutes later

- Doctor: It is a bit _____. Now, I want to examine your throat. Open your mouth wide. Say "ah".
 You: Aaaaaahh. Aaaaaahh.
 Doctor: Yes, it looks a bit sore. You'd better spend a couple of days in bed. I'm giving you a course of _____. Take one capsule every eight hours. Here's the prescription.
 You: Thank you, doctor. Goodbye.



LISTENING

Listen to your teacher reading this pamphlet.

IMPORTANT VOCABULARY

leftovers – *restos de comida*

without – *sem*

advice – *conselho*

drugs – *drogas*

Avoid cold water

Avoid red meat

Brush your teeth three times a day

Cut your finger nails

Don't eat leftovers

Don't smoke

Don't take tablets without a doctor's advice

Don't use drugs

Eat fresh food

Eat vegetables and fruits

Do exercise

Sleep well

Take a bath/shower every day

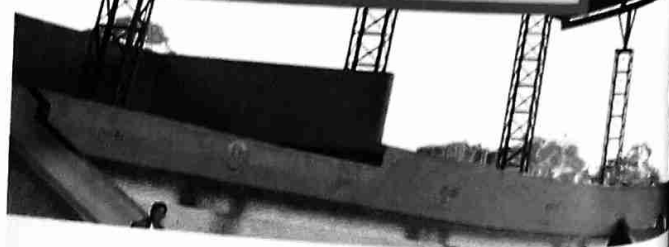
Wash your clothes

Wash your hands before and after a meal

VOCABULARY

Read the text again and complete the table.

You should	You shouldn't
<i>avoid cold water</i>	<i>eat leftovers</i>



COMPREHENSION

Look at the text and complete the table.

Healthy food	Good hygiene practice

SPEAKING

In pairs, think of at least four food items you think are healthy. Discuss your choice with the other students.

INTERPRETATION

What else do you do at home to keep healthy?

GRAMMAR

A. Complete the table below, making the necessary changes.

REMEMBER: 3rd person singular – eat / eats; do / does; study / studies

I	brush	my	
He			teeth three times a day.
You	wash		
		herself	in the bathroom.
They			

B. Complete the table with the correct verb forms.

REMEMBER: past simple (regular and irregular) – wash / washed; eat / ate; do / did

Infinitive/ Present simple	Past simple	Past participle	Meaning
avoid	avoided	avoided	evitar
cut			
do			
eat	ate		
sleep		slept	
smoke			tomar
take			
use		used	

D. Write a sentence for five of the adjectives on the left.

e.g. The weather is cold.

C. Match the adjectives with their opposites.

REMEMBER: adjectives describe nouns

1. clean
2. cold
3. common
4. dangerous
5. good
6. healthy
7. positive
8. quick
9. weak
10. wet

- a. hot
- b. safe
- c. negative
- d. dry
- e. unhealthy
- f. slow
- g. strong
- h. uncommon; rare
- i. dirty
- j. bad

WRITING

Design a poster informing people about good health practices.

READING

Read the recipe.



IMPORTANT VOCABULARY

recipe – *receita*spices – *temperos, especiarias*leaves – *folhas*chop – *cortar*

INGREDIENTS

oil, salt, spices, water, tomatoes, onions, lemon leaves, lemon juice, pepper and goose

PREPARATION

First of all, you need to clean and chop the goose. Then, mix the chopped goose with salt and pepper, spices, the tomatoes and the lemon leaves. After that, wait for 10 minutes. While you wait, put the saucepan with oil in it on the stove or firewood. When it gets hot, put the chopped goose in the saucepan. Using a spoon, stir the goose. Then, 20 minutes later, add some water and lemon juice to the goose.

After that, put some oil and wait for another 10 minutes. Finally, take it out and serve with rice, cassava flour and maize flour. It is delicious!

VOCABULARY

Cross the word which does not have to do with cooking.

spoon

knife

plates

CD

stove

saucepan

SPEAKING

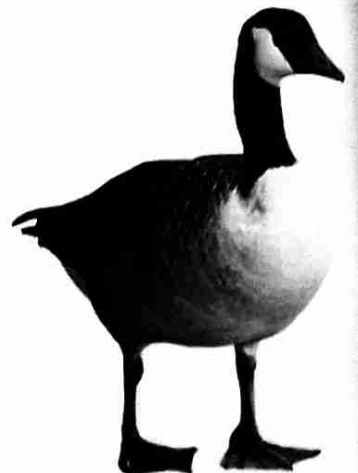
Talk to your partner about your favourite food and explain how it is prepared.

COMPREHENSION

A. Make a list of the ingredients for the Chicomo goose recipe.

B. Summarize the recipe using the imperative.

1. Clean the goose and chop it into pieces.
2. Mix it with...
3. ...



Determiners – each / every / all (= todos/as)

each (determiner and pronoun) and **every** (determiner) both mean **all** (with a slight difference):

- we use **each** when we are thinking about a person/thing individually;
- we use **every** when we are thinking of the people/things as a group.

Each and **every** are followed by a singular verb.

The only important differences between them are:

- **each** can be used as a pronoun while **every** cannot.
- **each** can be used for two or more persons/things while **every** is not normally used for very small numbers:
e.g. Two boys entered. **Each** (boy) was carrying a suitcase. (*every* could not be used here)
- **Every** (or *Each*) man carried a torch.

We use **all** (and **all + the**) with plural nouns and uncountable nouns.

- e.g. **All** fish live in water. **All the** fish in this lake are dead.
- All** water has oxygen. **All the** water in this lake is dirty.

Compounds with every – everyone, everybody, everything

Use a singular verb with these compounds.

- e.g. **Everyone** likes him. = All the people who know him like him.
- Everybody** clapped. = All the people in the room clapped.

A. Complete the gaps using the following determiners: a, no, some, each, every (2x) and all.

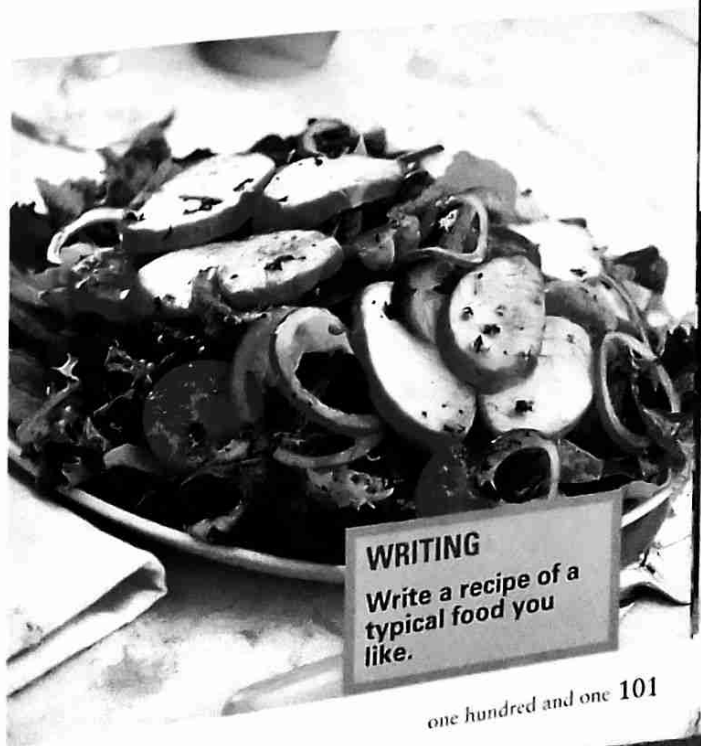
- _____ house in this community has a big garden. But there are _____ flowers around the houses. There is _____ kitchen outside _____ house. _____ house has a radio. _____ the bedrooms have two beds. _____ of the houses have a TV set.

B. Choose the correct one.

1. Every / All student passed the exam.
2. All / Each the girls had good marks.
3. Each / All student sits at a desk.
4. All / Every classroom has 50 desks.
5. All / Every the teachers are nice.

C. Complete with everything, everyone and everybody.

1. The fire destroyed _____ in the house.
2. _____ in the community agreed with him.
3. _____ in the class likes to learn English.
4. She invited _____ in her class to her party.
5. She told the teacher _____ she knew.



WRITING

Write a recipe of a typical food you like.

Manufactured in Belgium under authorisation number 150

Arinate® 100 mg

Artesunate



6 tablets
100 mg per tablet
For the curative
treatment of malaria



Dafra Pharma nv / sa AUT 1418
Slachthuisstraat 30/7, 2300 Turnhout (Belgium)
info@dafra.be

IMPORTANT VOCABULARY

pregnancy – *gravidex*
ensure – *ter a certeza*

503N006

ARINATE® 50 for children

Presentation :

Box of six blister-packed scored tablets containing 50 mg ARTESUNATE. Excipients : Lactose, microcrystalline cellulose, croscarmellose, anhydrous colloidal silica, magnesium stearate.

Indications :

ARINATE is indicated for the treatment of all forms of malaria, including multiple drug-resistant strains.

In case of *P. Vivax* recrudescence is fairly common. Retreatment is indicated.

Dosage and directions for use :

Children : Between 3 mg and 4 mg/kg bodyweight as a single starting dose on the first day followed by half the dose, as a single dose, over the next 4 subsequent days. Tablets may be broken or crushed for convenience sake.

Practically this means: for small children up to 7 kg : 1/2 tablet on day one followed by a quarter tablet on days 2 to 5.

For children of 8-15 kg : One tablet on day one and a half tablet on days 2 to 5.

For children of 16-23 kg : One and a half tablet on day one and half the dose on days 2 to 5.

For children of 24-30 kg : two tablets on day one followed by 1 tablet on days 2 to 5.

N.B. In order to ensure complete recovery, the entire course of treatment must be taken.

In severe or complicated malaria it may be necessary to start with higher dose and to prolong treatment to e.g. 7 days.

Precautions for use :

Pregnancy : Use of the product is not recommended during the organogenesis period (first 3 months) except if, in the doctor's opinion, the benefits outweigh the risks as seen with complicated or cerebral malaria.

No cases of human embryotoxicity or teratogenicity have been reported.

Breast-feeding : Artesunate is not known to cross into maternal milk.

Dosage : Do not exceed the recommended dose without seeking further medical advice.

In case of overdose, emergency symptomatic treatment in a specialised facility is required. Several times the treatment dose does in general not cause ill effects.

Drug Interactions :

There have been no reports of negative drug interactions to date. The activity of other anti-malaria drugs may in fact be potentiated.

Undesirable effects : Undesirable effects are generally rare at the therapeutic dose. In rare cases, however, slight changes to haematology values have been seen, including a reduction in the number of reticulocytes as well as a slight increase in transaminases. These signs, however, do not generally give rise to any noticeable clinical manifestations. In rare cases, a slight but transient reduction in sinus heart rate has been observed. No drug induced electrocardiographic changes have been seen and the QTc interval is not affected. Abdominal cramps and mild diarrhoea have been reported at elevated doses.

Pharmacological properties :

Artemisinin and its semi-synthetic derivatives such as Dihydroartemisinin and Artesunate are typical blood schizonticides. Artesunate has a peroxide bond which breaks up inside the parasite, forming singlet oxygen (epoxidation of lipids leading to membrane disruption) as well as free radicals. Both exert a direct cytotoxic effect on the cells, which forms the essential part of the mechanism of action of Artesunate and explains its rapid effect as well as its efficacy.

Pharmacokinetics :

Following oral administration, Artesunate is rapidly absorbed and reaches C_{max} within 45 to 90 minutes. The product is metabolized in the liver by simple hydrolysis or by esterases, giving rise to dihydroartemisinin which is also effective against malaria by the same mechanism of action.

Elimination half-life is approx. 1 to 3 hours.

Protein binding varies in accordance with the species being studied, but tends to be about 50% in man.

Storage :

The tablets should preferably be kept dry and stored at room temperature below 30 °C. They should always be kept in their original package.

Shelf-life :

3 years.

Registration holder :

Dafra Pharma n.v. / s.a.
Slachthuisstraat 30/7
2300 Turnhout (Belgium)
e-mail : info@dafra.be
April 2005

Manufacturer :

ERFA n.v. / s.a.
Landbouwersstraat 25
B-1040 Brussel

Read this drug information.

Manufactured in Belgium under authorisation number 150

Arinate® 100 mg

Artesunate



6 tablets
100 mg per tablet
For the curative
treatment of malaria



Dafra Pharma nv / sa AUT 1418
Slachthuisstraat 30/7, 2300 Turnhout (Belgium)
info@dafra.be

IMPORTANT VOCABULARY

pregnancy – *gravidéz*
ensure – *ter a certeza*

503N006

ARINATE® 50 for children

Presentation :

Box of six blister-packed scored tablets containing 50 mg ARTESUNATE. Excipients : Lactose, microcrystalline cellulose, croscarmellose, anhydrous colloidal silica, magnesium stearate.

Indications :

ARINATE is indicated for the treatment of all forms of malaria, including multiple drug-resistant strains.

In case of *P. Vivax* recrudescence is fairly common. Retreatment is indicated.

Dosage and directions for use :

Children : Between 3 mg and 4 mg/kg bodyweight as a single starting dose on the first day followed by half the dose, as a single dose, over the next 4 subsequent days. Tablets may be broken or crushed for convenience sake.

Practically this means: for small children up to 7 kg : 1/2 tablet on day one followed by a quarter tablet on days 2 to 5.

For children of 8-15 kg : One tablet on day one and a half tablet on days 2 to 5.

For children of 16-23 kg : One and a half tablet on day one and half the dose on days 2 to 5.

For children of 24-30 kg : two tablets on day one followed by 1 tablet on days 2 to 5.

N.B. In order to ensure complete recovery, the entire course of treatment must be taken.

In severe or complicated malaria it may be necessary to start with higher dose and to prolong treatment to e.g. 7 days.

Precautions for use :

Pregnancy : Use of the product is not recommended during the organogenesis period (first 3 months) except if, in the doctor's opinion, the benefits outweigh the risks as seen with complicated or cerebral malaria.

No cases of human embryotoxicity or teratogenicity have been reported.

Breast-feeding : Artesunate is not known to cross into maternal milk.

Dosage : Do not exceed the recommended dose without seeking further medical advice.

In case of overdose, emergency symptomatic treatment in a specialised facility is required. Several times the treatment dose does in general not cause ill effects.

Drug interactions :

There have been no reports of negative drug interactions to date. The activity of other anti-malaria drugs may in fact be potentiated.

Undesirable effects : Undesirable effects are generally rare at the therapeutic dose. In rare cases, however, slight changes to haematology values have been seen, including a reduction in the number of reticulocytes as well as a slight increase in transaminases. These signs, however, do not generally give rise to any noticeable clinical manifestations. In rare cases, a slight but transient reduction in sinus heart rate has been observed. No drug induced electrocardiographic changes have been seen and the QTc interval is not affected. Abdominal cramps and mild diarrhoea have been reported at elevated doses.

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VOCABULARY

What words are related to malaria treatment?

water

half a tablet

rest

curative

bandage

SPEAKING

Give instructions about a medicine you have used.

COMPREHENSION

Say whether the statements are true or false.

1. Each box contains seven tablets.
2. Arinate is only used for the treatment of malaria.
3. Children who are 3 years old take two tablets at once.
4. Doctors can prolong the treatment for 7 days.
5. Pregnant women can take Arinate if recommended by their doctors.
6. The tablets should be kept in a dry place.
7. The tablets are good to be used for three years.
8. The tablets were made in Mozambique.



INTERPRETATION

What roots or alternative medicine do you use in your community?

GRAMMAR

A. Insert the missing determiners: every, all, a lot of, many, no.

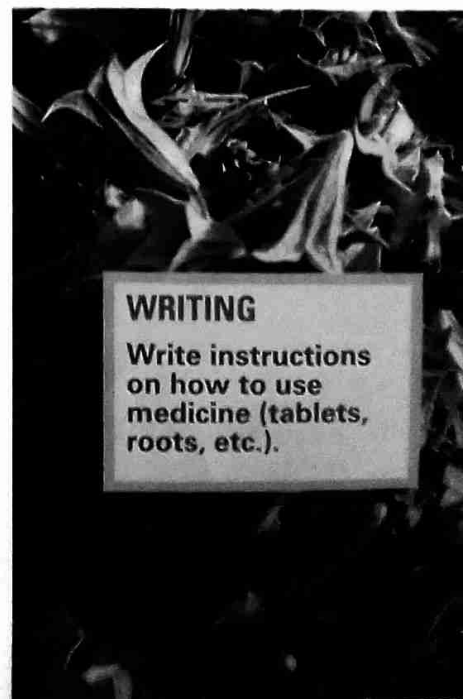
1. Dad, I'm afraid there are _____ lemons in the freezer. I can't make juice.
2. _____ child loves playing.
3. My friends usually eat _____ sweets.
4. Are you going to eat _____ those mangoes alone?
5. I don't know _____ African languages.

B. Add either, neither or both to the following sentences.

1. I don't drink coffee and _____ does she.
2. They didn't drink coffee and they didn't drink tea _____.
3. She is good at _____ Maths and Portuguese.
4. I don't know how to play chess and my father doesn't _____.
5. His father and his mother are _____ Mozambican.
6. She doesn't want to be a doctor and _____ does her sister.

WRITING

Write instructions on how to use medicine (tablets, roots, etc.).



READING

Read the text.



TUBERCULOSIS

Tuberculosis (abbreviated TB) is a disease that kills many people, but which is curable. This disease is caused by a bacteria called mycobacterium tuberculosis. Tuberculosis usually attacks the lungs, the so called pulmonary tuberculosis, but it can also affect the central nervous system, the lymphatic system, the circulatory system, the genitourinary system, the gastrointestinal system, the bones, joints and even the skin.

The typical symptoms of tuberculosis are chronic cough with blood, fever, night sweats and weight loss.

How do you find out that you have TB?

To find out if you have TB you have to pay attention to the symptoms, and you must go to a clinic to see a medical assistant. There they can make a diagnosis, a blood test, and an X-ray.

How do I get treated?

Tuberculosis treatment is difficult and requires long courses of multiple antibiotics. You must complete the treatment your doctor prescribes you.

How can TB infection be prevented?

Prevention relies on screening programs and vaccination, usually with *Bacillus Calmette-Guérin* (BCG vaccine). The tuberculosis bacteria spreads through the air, when people who have the disease cough, sneeze or spit. One third of the world's current population have been infected with *M. tuberculosis*, and new infections occur at a rate of one per second. About one in ten of these infections will eventually progress to active disease, which, if left untreated, will kill more than half of the infected. In 2004, mortality statistics included 14.6 million chronic active cases, 8.9 million new cases, and 1.6 million deaths, mostly in developing countries.

IMPORTANT VOCABULARY

lungs - *pulmões*joints - *articulações*X-ray - *raio X*

CHECKING YOUR VOCABULARY

Write the names of five diseases you know of and three symptoms of each disease.

SPEAKING

What do you know about tuberculosis? Malaria? Or AIDS? Talk to the other students about these diseases.
Mention the causes, symptoms and cure.

COMPREHENSION

Answer the questions.

1. What is tuberculosis?
2. What bacteria causes tuberculosis?
3. What are the symptoms of tuberculosis?
4. How do you find out that you have tuberculosis?
5. What can you do to prevent tuberculosis?
6. How many people died of TB in developing countries in 2004?

INTERPRETATION

What measures should be taken to prevent TB infections in your school or community?

CHECKING YOUR GRAMMAR

A. Write sentences using the following words: either... or, neither... nor, both... and, each, every, too, some, many, much, a lot of, everything and everyone.

B. Complete the sentences with the words/phrases above. Use each one only once!

1. I've got _____ money.
2. I can't wear _____ this shirt _____ that one.
3. We haven't got _____ milk in the fridge.
4. I'm glad that _____ is OK.
5. _____ Mozambican wants to be rich.
6. _____ boy in our class studies hard.
7. They want to have fun _____.
8. She has read _____ books.
9. I haven't seen _____ your father _____ your brother.
10. Is _____ here?
11. I know _____ South Africans.
12. _____ Malawi _____ Botswana are African countries.

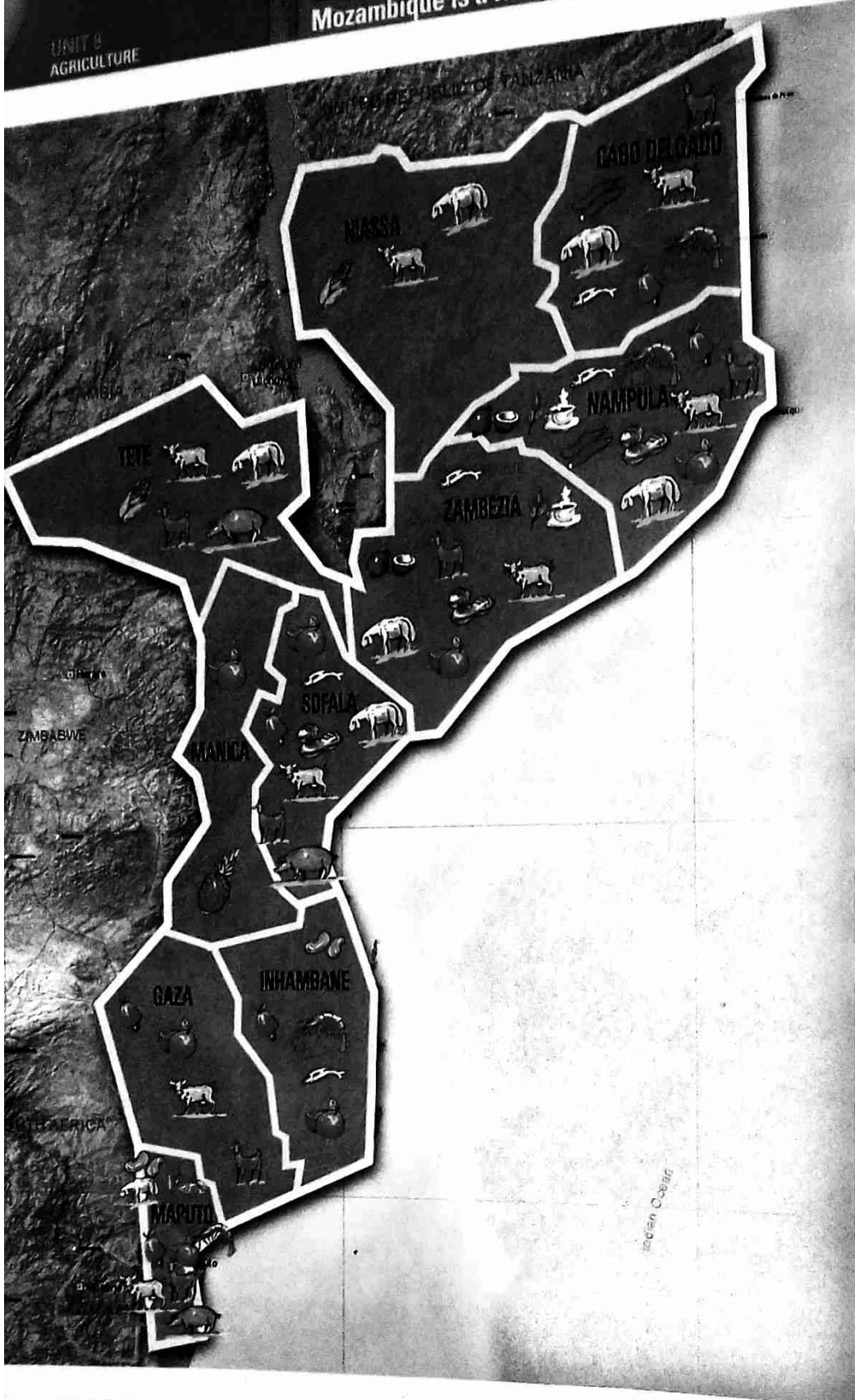


WRITING

Choose one of the following:

1. Design a poster informing people about one of the following diseases: malaria, AIDS, TB or cholera.
2. Write a recipe.
3. Write a list of dos and don'ts on good health habits.
4. Write a form to be completed by a doctor. Include: name, age, residence, symptoms and advice given.





VOCABULARY

Look at the map.

Mozambique is a rich country with lots of crops and cattle.

COMPREHENSION

True or false?

1. There are not many rabbits in Cabo Delgado.
2. There are many cows in Niassa.
3. You can get cassava in Cabo Delgado.
4. You can get prawns in Cabo Delgado.
5. Cabo Delgado does not produce cashew.
6. Nampula hasn't got any coconut trees.
7. You can get sheep in Nampula.
8. You can get fish in Zambezia.
9. Sofala grows oranges.
10. Inhambane grows coconuts.
11. There are many rabbits in Tete.
12. There are many cows in Maputo.

SPEAKING

In pairs, talk about the products that Mozambique and your province in particular produce. First study the map carefully, then follow the examples and ask and answer about the map.

1. Where are cattle farmed? Cattle are farmed in Cabo Delgado, Maputo and Tete provinces.
2. Where are cashew nuts grown?
3. Where are oranges and pineapples grown?

IMPORTANT VOCABULARY

- cattle – gado
- cassava – mandioca
- beans – feijão
- prawn – camarão

GRAMMAR

Quantifiers

Most (superlative of many, much) means 'nearly all' and is followed directly by a noun (e.g. **Most** cheese contains a lot of fat. = *A maior parte/A maioria do(s) queijo(s) contém muita gordura.*).

You say **most of the** when you are talking about part of a particular thing or group, etc. (e.g. The boy ate **most of the** cake that was on the table. = *O rapaz comeu a maior parte do bolo que estava em cima da mesa.*)

Note: **Most of the time** = a maior parte das vezes

Little and **a little** (= pouco/a) mean 'some, but not a lot' and are used before uncountable nouns: **little** milk; **a little** sugar.

Few and **a few** (= poucos/as) mean 'a small number, but not a lot' and are used before plural countable nouns: **few** bottles; **a few** apples.

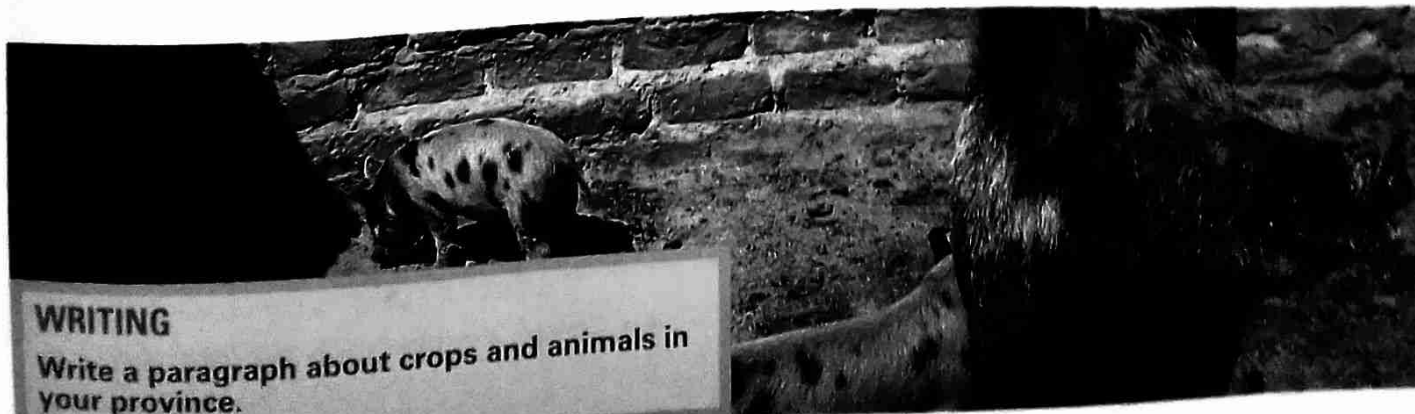
Little and **few** are usually replaced by **hardly any** or **not much / not many**:

e.g. There is **little** good land here. = There is **not much** good land here.
= There is **hardly any** good land here.

e.g. **Few** towns have a market. = **Not many** towns have a market.
= **Hardly any** towns have a market.

Complete the sentences using the following words: most, little, a little, few, not many, not much, most of the, hardly any and a few. Use them all!

- There are _____ wild animals left in some parts of Mozambique.
- _____ crops can be grown in Mozambique.
- Only _____ farmers still use animals to help them prepare the soil.
- _____ wild animals are not dangerous.
- _____ animals died of hunger last year.
- _____ of us have seen lions.
- _____ animals sleep during the day.
- Do you have _____ rice left?
- _____ food given by NGOs comes from Europe.
- _____ money is needed to help the animals in Limpopo National Park.
- _____ rivers in Mozambique run from south to north.
- There is very _____ water in the lake.



WRITING

Write a paragraph about crops and animals in your province.

GRAMMAR

Quantifiers

Most (superlative of many, much) means 'nearly all' and is followed directly by a noun (e.g. **Most** cheese contains a lot of fat. = *A maior parte/A maioria do(s) queijo(s) contém muita gordura.*)

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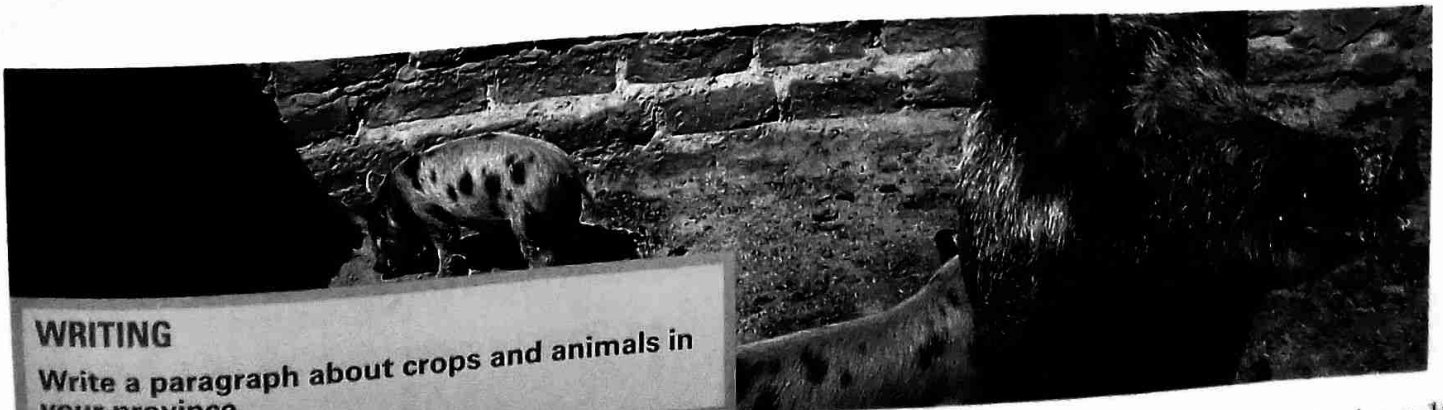
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WRITING

Write a paragraph about crops and animals in your province.

READING

Read the text.



Agriculture plays a very important role in Mozambique. Many people in Mozambique depend directly and/or indirectly on agriculture. There are two types of agriculture: large and small scale.

The first type employs many people and uses machinery and fertilizers. The products are mostly for export and to sell in large quantities within the country. Some years ago, AVICOLA, a national company, was in the chickens and broilers breeding business. This company employed many people and sold chickens and eggs throughout Mozambique. Those

who worked there earned enough money to feed themselves and to pay for school materials for their children.

The second type of agriculture is small scale or 'family agriculture'. This is what every family in our community does. They do not use fertilizers but dung that they make from tree leaves or animal excrement. The products harvested are for their own consumption and some to sell to get money to buy clothes, soap and some other things they need.

In general, most products we see every day are produced by farmers and peasants. Let's look at some of them:

Product	Origin
butter	peanuts, coconuts
oil	coconuts
shoes	animals' skin
shirt	cotton
milk	cows
juice	lemons, oranges
pasta	wheat

IMPORTANT VOCABULARY

play a role – *ter um papel*
 depend on – *depende de*
 scale – *escala*
 employ – *empregar, dar trabalho a*
 broilers – *galinhas poedeiras*
 dung – *estrupe*
 cotton – *algodão*
 pasta – *macarrão*

VOCABULARY

Match the products with their origin.

- | | |
|------------|----------------|
| 1. soap | a. cow |
| 2. sugar | b. cane |
| 3. sausage | c. animal skin |
| 4. shoes | d. coconut |

SPEAKING

There are many products we eat that are made of different fruits or animals. Talk to the other students about some of these products.

e.g. Cremora is made of cow's milk. What about Fizz?

COMPREHENSION

Answer the questions.

1. What is the main activity of most Mozambicans?
2. Differentiate between large and small scale agriculture.
3. What did AVICOLA do?
4. What advantages did this company give to Mozambicans?
5. Define 'family agriculture'.
6. What is dung made of?
7. What do people do after selling their crops?
8. What products can come from coconuts?

INTERPRETATION

Do you agree with this sentence?

'Many people in Mozambique depend directly and/or indirectly on agriculture.'

GRAMMAR

A. Complete the table below with the missing verb tenses.

Infinitive	Past simple	Past participle	Meaning
be	was/were	been	
play			
catch			apanhar
	sold	sold	
make	made		
harvest			colher, fazer a colheita
produce		produced	
work			trabalhar
use	used		

B. Rewrite these passive sentences in the active form.

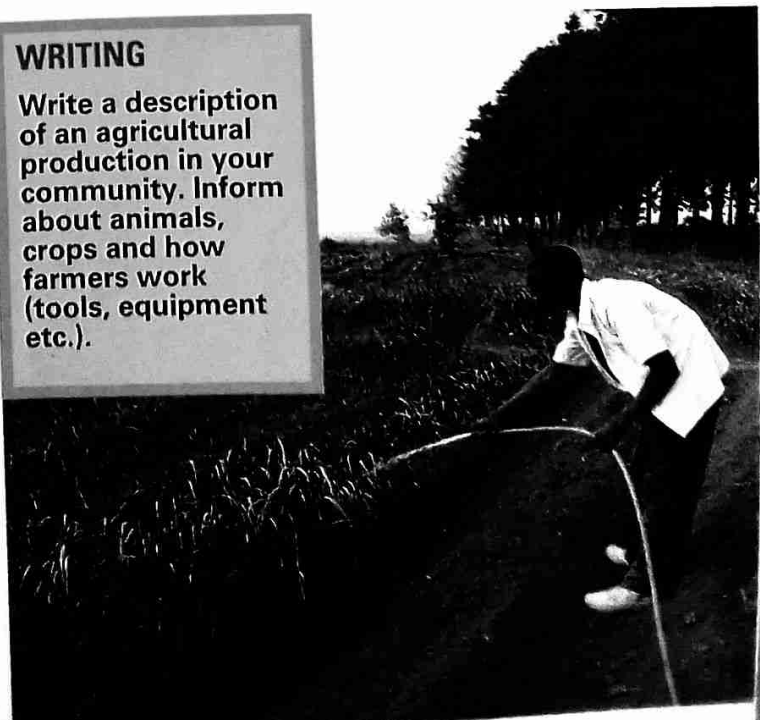
REMEMBER: They grow pineapples in Manica. (active voice)
Pineapples are grown in Manica. (passive voice)

1. Most materials are produced by farmers and peasants.
2. Animals are used by some farmers.
3. Dung is made by the farmers.
4. Machinery and fertilizers are employed in large scale agriculture.

C. Translate the first paragraph of the text.

WRITING

Write a description of an agricultural production in your community. Inform about animals, crops and how farmers work (tools, equipment etc.).



COMPREHENSION

Answer the questions.

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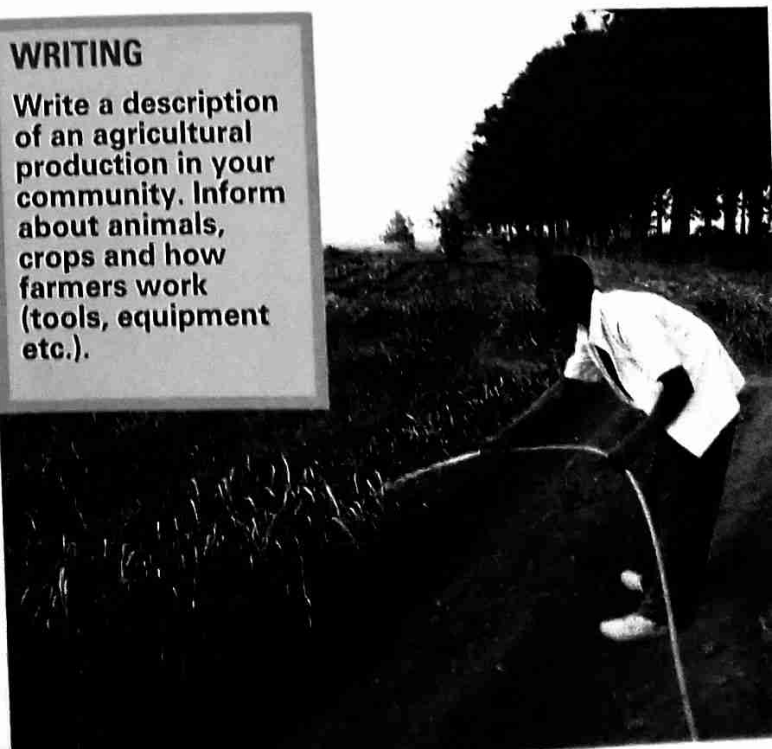
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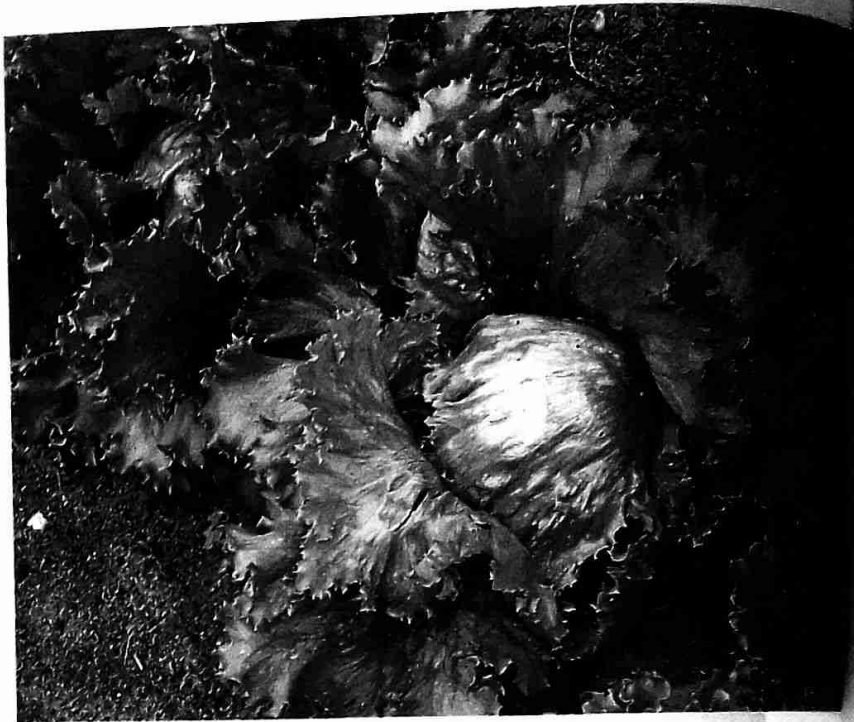


READING

Read the text.

Madina Ismael is a technician. She works for the local Rural Development Association, called IDR (Iniciativa de Desenvolvimento Rural). Here she's explaining how to make a kitchen garden.

To make a kitchen garden you need, first of all, to buy seeds or tomato and lettuce plants. Then, you buy or borrow the following tools: a hoe, a spade, a rake and a watering can. If you have money, you can buy fertilizer, but, if you haven't got enough money, you can make dung to fertilize the ground where you are going to plant your lettuces and tomatoes.



SOIL PREPARATION

Clean the area where you want to plant the tomatoes and lettuces. Mix the soil with dung and put some water. Continue watering for the next five days before you put the tomato or lettuce plants (or seeds).

PLANTATION OF LETTUCE AND TOMATOES

Make small holes where you put the tomato and lettuce plants. Plant them in the afternoon and water continuously for the next two weeks. On the first week water twice a day and on the second week water once a day.

Stop watering on the third week and you will see your tomato and lettuce plants growing.

From time to time, check the plants and take out all the grass that starts growing around the tomato and lettuce plants and water whenever necessary.

Your lettuce will be ready in 20 days time and your tomatoes will be tender to eat in 30 days.

IMPORTANT VOCABULARY

kitchen garden – *horta*
seeds – *sementes*
hoe – *enxada*
rake – *ancinho*
watering can – *regador*
dung – *estrume*

VOCABULARY

Match the tools/products with their use.

- | | |
|---------------|-----------------------------------|
| 1. fertilizer | a. You use it to cut things. |
| 2. hammer | b. You use it to manure the soil. |
| 3. hosepipe | c. You use it to convey water. |
| 4. knife | d. You use it to nail things. |

SPEAKING

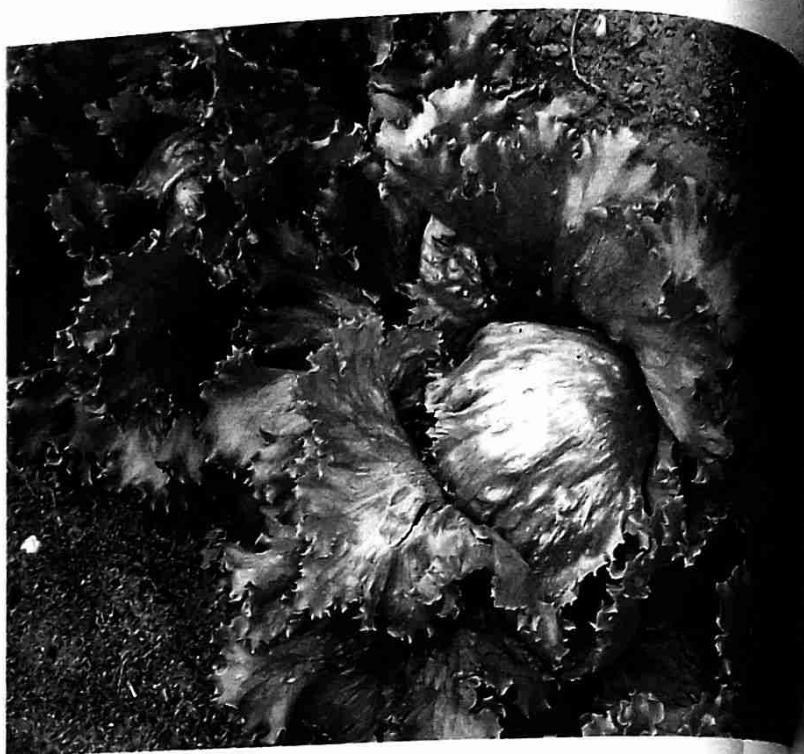
Talk to your partner about a vegetable you like and how it is grown. Talk about the steps necessary and the treatments until it is ready to be eaten.

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SPEAKING

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COMPREHENSION**Answer the questions.**

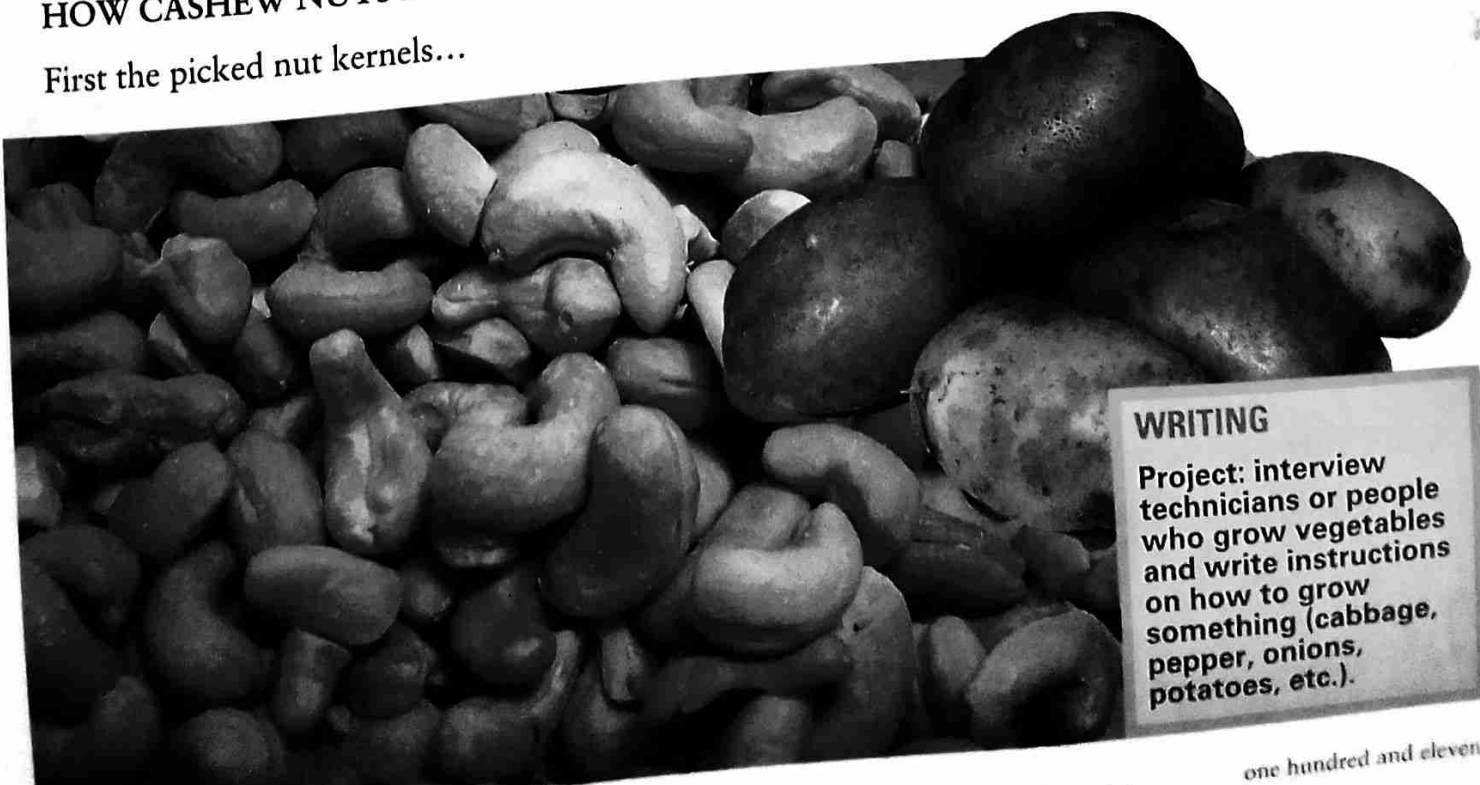
1. What does Madina do?
2. What organization does she work for?
3. What is she talking about?
4. What tools do you need to make a kitchen garden?
5. How long do you need to spend watering the plants?
6. When should you stop watering the plants?
7. When are the tomatoes ready to be eaten?

**INTERPRETATION****Which should you start with? Buying seeds or preparing the soil?****GRAMMAR****These sentences talking about how cashew nuts are processed are in the wrong order.**

- The nut is roasted.
- The picked nut kernels are removed from the shell.
- The nut is ready to be packed and sold.
- The nut is soaked in water.
- After roasting, the nuts are cracked with a hammer.
- After removing the kernel, it is dried in the sun and cleaned.

Put the sentences in the right sequence using the following words: first, then, after that, next, finally.**HOW CASHEW NUTS ARE PROCESSED**

First the picked nut kernels...

**WRITING**

Project: interview technicians or people who grow vegetables and write instructions on how to grow something (cabbage, pepper, onions, potatoes, etc.).

READING

Read the text.



Many people in Mozambique associate pigeons with myths and other traditional beliefs, but pigeons are ordinary birds like chickens, ducks, turkeys or geese. They are not difficult to breed. Tonecas went to visit his friend Zaqueuane who breeds pigeons in Muchungo. Zaqueuane has got more than 200 pigeons. Here is the conversation between Tonecas and Zaqueuane.

Tonecas: Good morning, Zaqueuane.

Zaqueuane: Good morning, Tonecas.

Tonecas: Zaqueuane, I like pigeons and I would like to breed them. What can I do to have so many pigeons like you?

Zaqueuane: Well, it is very simple. First, you need to build the place where the pigeons are going to live. Make sure that you make small 'bedrooms' for your pigeons to lay eggs and sleep.

Tonecas: I see, what about the food? What do they eat?

Zaqueuane: Well, you can buy bran if you have money, but if you haven't got money, you can give them rice, maize, peanuts and beans.

Tonecas: Do you eat them?

Zaqueuane: No, but remember that pigeons normally don't like blood. If you want to slaughter a chicken or a pigeon, don't do it in front of the rest of them. If they see blood, they will fly away.

Tonecas: Thank you very much for all the information.

Zaqueuane: Don't mention it.

IMPORTANT VOCABULARY

breed - *criar*

pigeon - *pombo*

myth - *crença*

lay (eggs) - *pôr (ovos)*

slaughter - *degolar*

VOCABULARY

Make a list of all the animals that you have in your community/house.

SPEAKING

What animals do you breed at home? Tell your partner how you breed these animals (the food you give them, where they live, etc.).

COMPREHENSION

Answer the questions.

1. Is it difficult to breed pigeons?
2. Where does Zaqueuane live?
3. When did Tonecas meet Zaqueuane?
4. How many pigeons has Zaqueuane got?
5. Has Tonecas got any pigeons?
6. What do you have to do to breed pigeons?
7. What do pigeons eat?
8. Does Zaqueuane eat pigeons?
9. What happens if pigeons see blood?

INTERPRETATION

Do you think that it is easy to breed pigeons?

GRAMMAR

Adverbs

Most **adverbs** are formed by adding **ly** or **ily** to the corresponding adjectives.

e.g. slow – **slowly**; immediate – **immediately**
happy – **happily**; easy – **easily**

If the adjective ends in **-ic**, the adverb usually ends in **-ically**.

e.g. scientific – **scientifically**

Exceptions:

- the adverb of *good* is **well**;
- most adjectives ending in **-ly** (e.g. friendly, lonely, lovely, etc.) have no adverb form.
e.g. Our teacher is very **friendly**. He greets us in a **friendly** way.
- **high, low, deep, near, far, fast, hard, early, late, much, little** and **kindly** can be used as **adjectives** or **adverbs**.

e.g. a **high** mountain (adj.) The bird flew **high**. (adv.)
a **fast** train (adj.) The man was driving **fast**. (adv.)

Complete the sentences. Make changes to the words in brackets whenever necessary.

1. We came to work _____. (*early*)
2. She _____ filled in the answers. (*quick*)
3. He likes to drive _____. (*fast*)
4. We proceeded _____. (*cautious*)
5. He threw the ball _____ into the air. (*high*)
6. How _____ do you know her? (*good*)
7. We arrived _____. (*late*)
8. They did the work _____. (*bad*)
9. He spoke _____. (*little*)
10. The gathering is held _____. (*annual*)
11. They replied _____. (*immediate*)
12. The workers met _____. (*weekly*)

WRITING

Project: interview people in your community that breed animals and write a paragraph about it. Explain what is needed and how to take care of them.

LISTENING

Listen to your teacher reading the text.

Environmental problems, like floods, droughts and deforestation, are caused by men. If we cut trees and burn bushes without following any rules, we cause these natural disasters that affect food production and our health.

In Mozambique, many crops depend on the weather conditions. For example, there are some crops that grow in rainy seasons while others grow in dry seasons. When planting cassava, you should know that it does not need water to grow, so you will only plant it in September and October.

Look at this planting timetable of my province:

Crop	Month of plantation
bananas	January
beans	February
cabbage	March
cassava	September-October
maize	April
peanuts	May

IMPORTANT VOCABULARY

- flood – *cheia*
- drought – *seca*
- deforestation – *desflorestação*
- season – *estação do ano*

VOCABULARY

List down the problems caused by floods and droughts in agriculture.

SPEAKING

Talk about crops in your community. When do you plant them? When do you harvest them?

COMPREHENSION

True or false?

1. Mankind is responsible for natural disasters.
2. Uncontrolled deforestation affects our health.
3. Natural disasters affect agriculture.
4. Crop production is associated with weather conditions.
5. You can plant cassava at any time of the year.
6. All over Mozambique people plant cassava in May.

INTERPRETATION

Compare the timetable with that of your own province.

GRAMMAR

A. Complete the sentences using the future tense.

REMEMBER: If we cut trees, natural disasters will happen more frequently.

1. If you plant orange trees, you will eat oranges.

2. If you put too much fertiliser, _____

3. If you keep a fish out of water for thirty minutes, _____

4. If you don't water your plants, they _____

5. If you destroy trees, _____

6. If you cause environmental problems, _____

B. Write the sentences in the passive form.

REMEMBER: Farmers grow pineapples in Manica. (active voice)
Pineapples are grown in Manica by farmers. (passive voice)

1. People cause environmental problems.

2. Natural disasters affect food production.

3. The weather conditions affect the crops.

4. Farmers plant cassava in May.

5. Some farmers use chemical fertilisers.

6. Chemicals pollute the soil and the water.

7. We all pollute the environment.

8. You can plant bananas in January.

C. Make adjectives to describe the weather.

NOUN / VERB	ADJECTIVE
rain	rainy
cloud	
storm	
wind	
sun	sunny
fog	

WRITING

Project: Interview people about the months of plantation and harvesting of different crops and make a timetable of your province.

READING

Read the text.

By Saisse Artur

Three people have died and seven were admitted in the local clinic with serious injuries because of elephants in Funhalouro district, Inhambane province. According to the patients, many fields and crops have been destroyed by elephants in Funhalouro.

In contact with the district directorate of Agriculture and Rural Development in Funhalouro, we've been told that this problem arises because of droughts:

'Because it does not rain, the grass is dry and elephants are starving and thirsty. They come to the village to look for something to eat and drink,' said the head of the department.

As a way of preventing elephants from coming to the village, people planted peppers and cactus, but this didn't help as elephants entered the village last week and killed three people and destroyed crops.

So, as some people told us, the local community is contributing with money to hire a hunter to kill some elephants.

in 'News Around You', March 2008

IMPORTANT VOCABULARY

be admitted – *dar entrada*

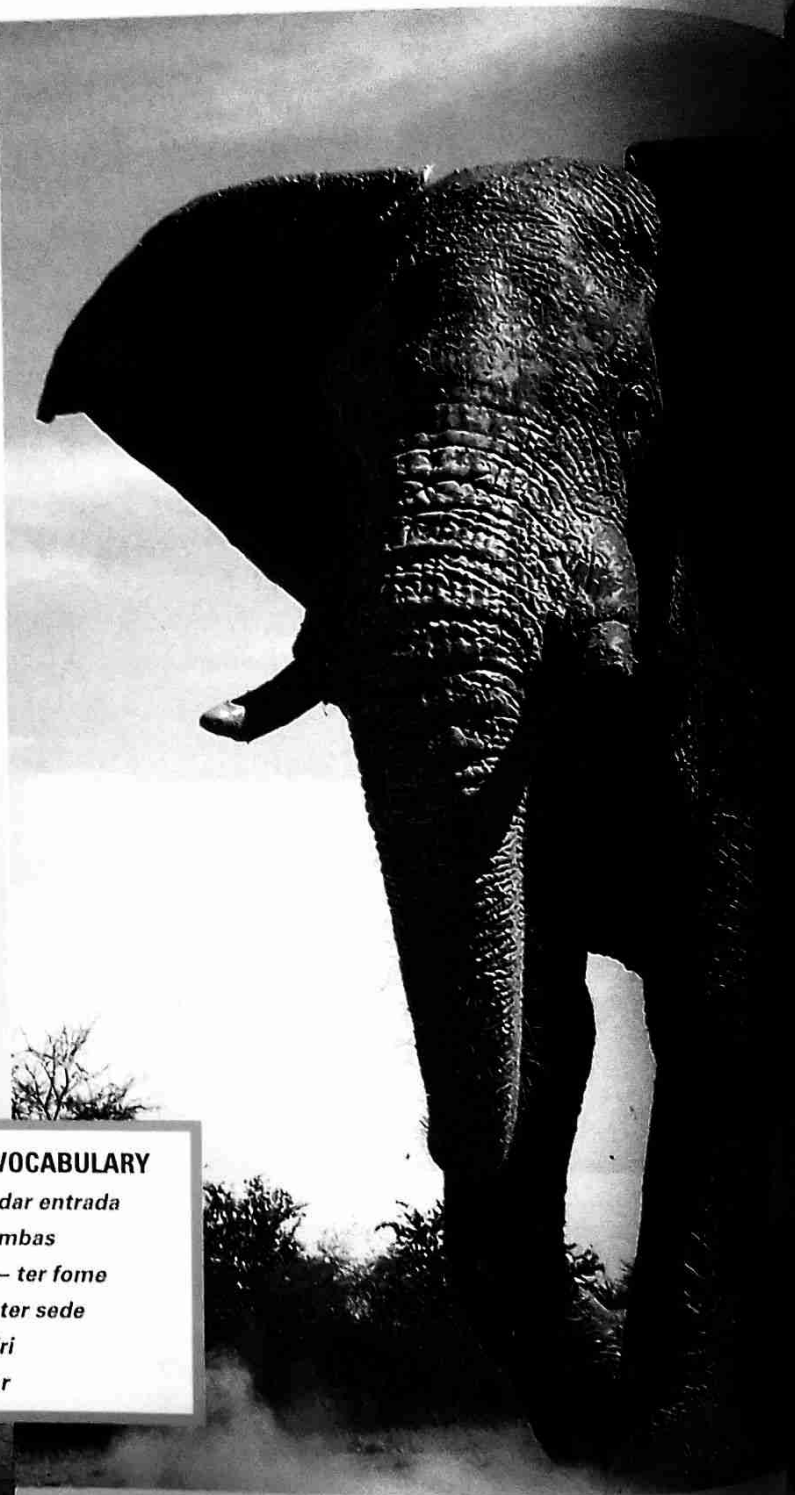
fields – *machambas*

to be starving – *ter fome*

to be thirsty – *ter sede*

pepper – *piripiri*

hire – *contratar*



VOCABULARY

Make a list of all the wild animals you know.

SPEAKING

What animals threat people in Mozambique?

COMPREHENSION

Answer the questions.

1. Where does the story take place?
2. How many people have died so far?
3. How many have been injured?
4. Why did the elephants come to the village?
5. What is the money given by the community going to be used for?
6. What do people in Funhalouro do to prevent attacks by elephants?

INTERPRETATION

What would be the best solution to this problem (animals attacking or destroying crops in the communities)?

GRAMMAR

REMEMBER: Seven people were **seriously** injured.

A. Complete the following table.

Nouns	Adjectives	Adverbs
care	careful	carefully
ease		
honesty		
truth		
comfort		
luck		

B. Complete the sentences using adverbs.

1. He did the work as _____ as possible. (*careful*)
2. They won the game _____. (*easy*)
3. I _____ expected that to happen. (*honest*)
4. The view was _____ magnificent. (*true*)
5. They have settled in _____. (*comfortable*)
6. _____, it stopped raining before we had to leave. (*lucky*)
7. She dances _____. (*good*)
8. They _____ agreed to go with us. (*happy*)
9. He walks _____. (*slow*)
10. She dresses _____. (*elegant*)
11. When the teacher called him, he got up _____. (*quick*)
12. He always talks _____ on the phone. (*polite*)

WRITING

Design a poster in which you inform people about problems raised by wild animals.

Mozambique is often confronted with natural disasters – floods (when it rains too much) and droughts (when it does not rain at all). National NGOs teach the communities how to live with droughts and floods. There are many ways of overcoming some of the problems caused by floods and droughts. Some communities that live in drought areas have learnt about the products they should plant. Some are taught how to keep their crops for the hunger period. Here the first and the most important thing to know is that you should plant/grow plants that are resistant to droughts, plants that do not need much water to grow. Some of these crops are pawpaw, cassava, pineapples and potatoes. The community should grow vegetables in the river banks. In areas where there are floods, communities should try not to make their fields close to the river, but far from it, so that crops are not destroyed by floods.

IMPORTANT VOCABULARY

NGO – ONG

hunger – fome

banks – margens

fields – machambas

REMEMBER: fields should be far from the river, so that crops are not washed out.

VOCABULARY

Tick the words that you associate with floods and droughts.

- | | | | | | | |
|-------|-------|----------|------------|-------------|-----------|----------|
| lives | food | houses | starvation | planes | hunger | diseases |
| wind | death | disaster | desert | destruction | computers | teachers |

SPEAKING

Discuss the following issues.

1. What does your community do to prevent the effects of floods and droughts?
2. What food do people in your community eat when they do not have enough food?

COMPREHENSION

Answer the questions.

1. What happens in Mozambique when it rains too much?
2. What happens if it does not rain at all?
3. What are NGOs?
4. What do NGOs teach the communities?
5. Mention some plants resistant to droughts.
6. What measures are taught to people living in flooded areas?

INTERPRETATION

Is it possible to prevent the effects of floods and droughts? How?

GRAMMAR

Conjunctions

We use **conjunctions** in complex sentences to join two or more clauses.

e.g. It was raining + he didn't take his umbrella
It was raining **but** he didn't take his umbrella.

Conjunctions can show:

- contrast: **although, even though, but;**
- cause and result: **because, so;**
- purpose: **so that;**
- addition: **and**
- choice: **or.**

A. Complete the gaps using the words in the box. Use them all twice.

and or but because so so that

1. We arrived very late _____ we decided to sleep in a hotel.
2. We decided to sleep in a hotel _____ we were very tired.
3. Are Manuel _____ Juliana Malawians?
4. I couldn't finish my homework _____ the lights went out.
5. We like fish _____ we haven't got any money to buy some.
6. Cereals _____ fish are good for your health.
7. Maria washed the apple _____ she could eat it.
8. Is Tonecas Mozambican _____ Angolan?
9. Do you prefer coffee _____ tea?
10. She came late, _____ he went out alone.
11. I bought some clothes _____ I didn't buy any shoes.
12. I bought the newspaper _____ I could read the latest news.

B. Make complex sentences using **although** and **even though**.

1. It was raining. We went outside.
2. It rained. We continued playing.
3. We stayed outside. It was raining.
4. The film was a comedy. It wasn't funny.



WRITING

Write a poster informing people about plants that can resist to droughts.

READING

Read the text.



There are many ways of conserving food. Here people from different parts of Mozambique say how they conserve their food.

Hello, my name's Mazembe. Where I live people conserve meat in the freezer or fridge.

Hi, my name's Helenane. In my community we don't have electricity. If there is a lot of meat, we smoke it and keep it. It can last for more than 6 months.

Hello, my name's Teixeira, I come from a rural area. When my father catches a lot of fish, we salt and dry it. It can last about a year without getting rotten.

Hello, my name's Quinita. When we buy much cassava you can either cook or fry it. We bury the rest to prepare after some months.

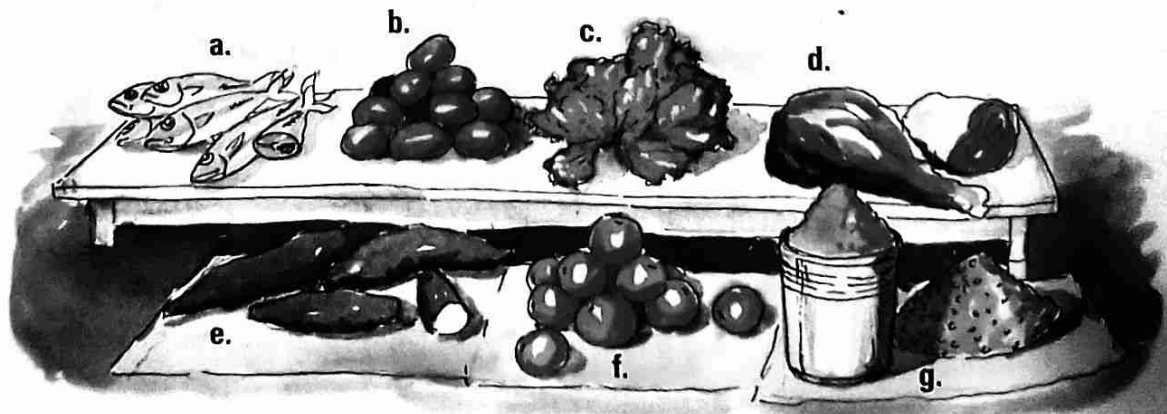
IMPORTANT VOCABULARY

- freezer – congelador
- fridge – frigorífico
- smoke – fumar
- dry – secar

VOCABULARY

Match the words to the pictures.

1. oranges
2. cassava
3. meat
4. fish
5. beans
6. potatoes
7. lettuce



SPEAKING

In pairs, talk about how food is conserved in your community. Then add to the table products you usually conserve.

Process	Food products
Salting	Fish
Smoking	Meat
Cooking	Cassava
Canning	Fish
Drying	Fish
Refrigerating	Meat
Freezing	Meat

COMPREHENSION

Complete the table.

Name	Product	Conservation
Helenane		
Mazembe		
Quinita		
Teixeira		
You		

INTERPRETATION

How do you conserve the following products at home: fish, potatoes, lettuce, leaves, oranges and beans?

GRAMMAR

Much / many / a lot of / lots of (= muito(a) / muitos(as))

REMEMBER:

We use **a lot of** and **lots of** with plural and uncountable nouns in affirmative, negative and interrogative sentences (**lots of** is only used in informal situations).
e.g. I've got **a lot of** friends. Has he got **lots of** CDs?

We use **much** with uncountable nouns in negative and interrogative sentences.
e.g. They didn't give me **much** food. I don't have **much** time.

We use **many** with plural nouns in affirmative (formal), negative and interrogative sentences.
e.g. Has he got **many** friends? I haven't seen **many** films.

A. Insert much or many.

1. There is _____ oil in the kitchen.
2. I grow _____ crops in my farm.
3. There is _____ juice in my glass.
4. How _____ tomatoes do you need?
5. Are there _____ environmentalists in Mozambique?
6. _____ people conserve fish by salting it.

B. Choose the correct one.

1. He doesn't eat *a lot of / much* vegetables.
2. He drank *many / a lot of* water.
3. He visited *much / many* African countries.
4. Did you buy *many / much* cheese?
5. He earns *lots of / many* money.
6. *Many / Much* teenagers go to school in Mozambique.

WRITING

Write a composition reporting how people in your community conserve food.

If there is much fish, we salt it.
We need a container, a knife and salt.
First, we wash and dry the fish.
Then, we put it in layers of salt in the container.
Finally, we store the container in a cool, dry place.
Salted fish can last for a year.

READING

Read the text.



Cidinho is a successful young businessman. He started his business like a play. Here he tells us how he started his business.

Hello, my name's Celestino, but my friends call me Cidinho. I am 15 years old now, and I'm a student and also a businessman. I started by making my kitchen garden in the bank of the river near my house. There I grew vegetables, potatoes and some fruit. When I started, my objective wasn't selling, but feeding my family. However, I started producing more than I needed, so I decided to sell my products. I went to the local market where I spoke to the local chief to allow me to keep a stall to sell my products. Fortunately, the chief allowed me to do it and I am now running my own business. Now I don't need my father's money to buy exercise books, pens, pencils, English dictionaries or rulers. I get money from selling the vegetables I grow in my kitchen garden. When I am at my market stall I read and revise my lessons. I am one of the best students in my class.

IMPORTANT VOCABULARYsuccessful – *de sucesso*however – *no entanto*allow – *autorizar*market stall – *barraca (no mercado)***CHECKING YOUR VOCABULARY**

What vegetables do you grow at home?

SPEAKING

Do you have a business at home? Do you know anyone who sells their crops?

COMPREHENSION

Complete the table using information from the text.

Name	
Age	
Job	
Where he grows his products	
Products grown	
Why he started his kitchen garden	
What he now does with the products he grows	
What he gets from his business	

INTERPRETATION

Do you think it is good to run a small business?

CHECKING YOUR GRAMMAR

A. Change the sentences into the passive voice.

e.g. People kill animals.

Animals are killed by people.

1. Elephants destroy many crops in Tete.
2. Monkeys steal cassava from the communities.
3. The weather affects the crops.
4. Animals don't kill many people in Tete.
5. Mozambicans grow vegetables.
6. Fish eat worms.
7. Some farmers use animals in agriculture.
8. Cows produce milk.

- Many crops _____
- Cassava _____
- The crops _____
- Not many people _____
- Vegetables _____
- Worms _____
- Animals _____
- Milk _____

B. Write sentences with the following words: and, but, or and so.

C. Complete the table with nouns, adjectives or adverbs.

Nouns	Adjectives	Adverbs
	successful	
goodness		well
caution		
	weekly	weekly
	natural	
happiness		
	wonderful	

WRITING

Project: write a story about a man or woman in your area who runs a business in agriculture. Write his/her biography, what he/she produces and his/her achievements.

VOCABULARY

A. Look at the picture.



1.



2.



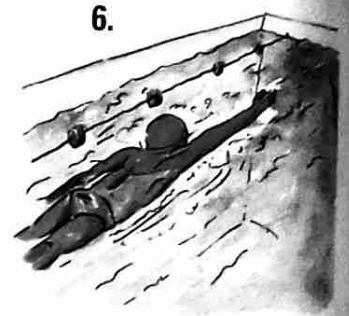
3.



4.



5.



6.



7.



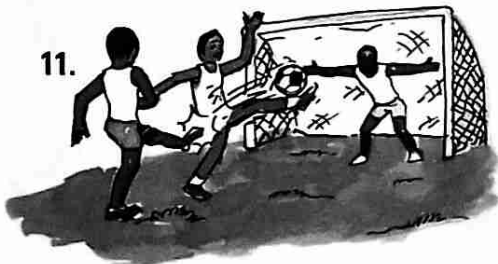
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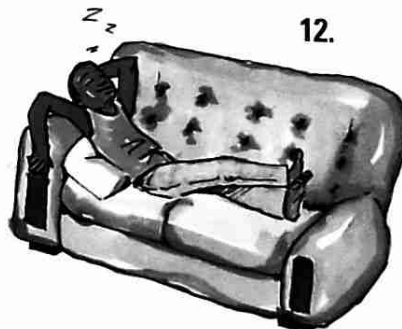
9.



10.



11.



12.



13.

B. Can you name the activities in the picture?

- | | | | | |
|---------------------|------------------|--------------------|-------------|------------------|
| dancing | playing football | playing cards | watching TV | visiting museums |
| going to the cinema | walking | playing basketball | jogging | taking a nap |
| | reading a book | listening to music | swimming | |

C. Mention six things you do to entertain yourself.

SPEAKING

Talk to your partner about the places where you go and the activities you do to entertain yourself.

GRAMMAR

Question tags

Question tags are used to check or clarify information or to seek the listeners' approval. Question tags consist of:

be or **auxiliary verb** or **modal verb** + **subject pronoun**

The subject pronoun repeats the subject of the main clause to which it refers (agreeing in number, person and gender).

If the main clause contains **be** or an **auxiliary verb** or a **modal verb**, it is repeated in the question tag.

- e.g. She **isn't** Malawian, **is** she?
 You **have** studied hard, **haven't** you?
 You **didn't** go to the match, **did** you?
 He **can** speak English, **can't** he?

If there is no auxiliary or modal verb in the main clause, we use the auxiliary **do/does/did** in the question tag.

- e.g. He **told** you to leave, **didn't** he?
 Macuena **lives** in Nampula, **doesn't** she?

Notice that when the **main clause** is in the **affirmative**, the **question tag** is **negative**; when the **main clause** is in the **negative**, the **question tag** is **affirmative**.

Make question tags.

1. You don't smoke, do you? _____ ?
2. People in Manica like fruit, _____ ?
3. You were not there yesterday, _____ ?
4. You didn't visit Boane, _____ ?
5. She does not live here, _____ ?
6. Massalonga is in Tete, _____ ?
7. Lions are dangerous, _____ ?
8. Pilots are intelligent, _____ ?
9. She doesn't smoke, _____ ?
10. Rabbits are clever, _____ ?

WRITING

Choose one of the topics.

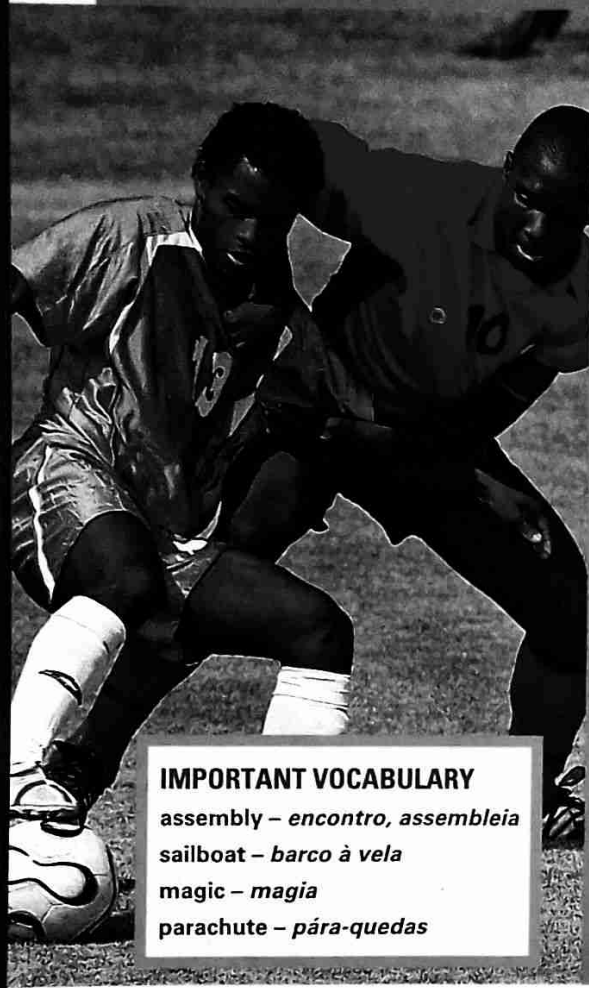
1. Design a poster in which you inform people about one interesting and important place of entertainment in your community/place where you live.
2. Design a poster telling people about the activities they can do to entertain themselves in your community/place where you live.



READING

Read the timetable.

Independence Day is next Friday. The local governor has organized many activities for this weekend. Look at the program.



IMPORTANT VOCABULARY

assembly – *encontro, assembleia*
 sailboat – *barco à vela*
 magic – *magia*
 parachute – *pára-quedas*

Friday		
Time	Activities	Place
8:00	Assembly	Heroes square
9:00 – 12:00	Football match	Local football field
13:00 – 15:00	Sailboat competition	Limpopo River
16:00 – 18:00	Film – ‘Do Rovuma ao Maputo’	Gaza cinema
19:00 – 20:00	Music show – ‘Aly Faque and Neyma’	Local football field
21:00 – 24:00	Show continues	

Saturday		
Time	Activities	Place
8:00	Volley competition	Beach
9:00 – 12:00	Free lunch	Garden
13:00 – 15:00	Comedy show	Ferrovário club
16:00 – 18:00	Marrabenta dance competition	Miau Miau Disco
19:00 – 20:00	Music show – ‘Neyma and Tabasilly’	Halley Resort
21:00 – 24:00	Show continues	

Sunday		
Time	Activities	Place
8:00	Church chorus competition	The Old Apostolic Church
9:00 – 12:00	Magic show	Xai Xai cinema
13:00 – 15:00	Parachute launching	Xai Xai beach
16:00 – 18:00	Free lunch	Joaquim Chissano School
19:00 – 20:00	Film and closing ceremony	Xai Xai cinema

SPEAKING

Talk to your classmates about what you normally do on:

- 3rd February *On (the) third (of) February I usually...*
- 7th April
- 1st May
- 1st June
- 25th June
- 7th September
- 25th September
- 4th October
- 12th October
- 25th December

COMPREHENSION

Answer the questions.

- Where can you watch the football match?
- Where and what time can you see ‘Do Rovuma ao Maputo’?
- Where are Aly Faque and Neyma performing?
- Where can you see people dancing marrabenta?
- What is happening at the Old Apostolic Church?
- What time is the magician performing?
- What time is Tabasilly performing?
- Where and what time can you see parachutes?
- Where can you have a free lunch on Sunday?
- What time is the closing ceremony?

GRAMMAR

Numerals

Cardinal numbers

1	one	11	eleven
2	two	12	twelve
3	three	13	thirteen
4	four	14	fourteen
5	five	15	fifteen
6	six	16	sixteen
7	seven	17	seventeen
8	eight	18	eighteen
9	nine	19	nineteen
10	ten	20	twenty

Ordinal numbers

1 st	first	11 th	eleventh
2 nd	second	12 th	twelfth
3 rd	third	13 th	thirteenth
4 th	fourth	14 th	fourteenth
5 th	fifth	15 th	fifteenth
6 th	sixth	16 th	sixteenth
7 th	seventh	17 th	seventeenth
8 th	eighth	18 th	eighteenth
9 th	ninth	19 th	nineteenth
10 th	tenth	20 th	twentieth

Prepositions of place – **at**, **in** (= em) and **to**

- **at** a small village
- **at** an address e.g. I live **at** 10 Silver Street.
- **at** a certain point
- **at** home e.g. He is **at** home now.
- **at** school
- **in** a country/town/village e.g. He lives **in** London.
- **in** a square/street
- **in** a room e.g. He is **in** his bedroom.
- **in** a forest/wood/field

We can be **at** or **in** a **river/lake/swimming pool**, etc., and **at** or **in** the **sea**.

The difference is: **at** means 'beside'; **in** means 'in the water'.

- **in** is used for position e.g. The children are **in** this room.
- **into** is used with a verb of motion e.g. The boys just went **into** the room.
- **to** is used for place and time e.g. We walk **to** school. (place)
We have school from 6 **to** 11. (time)

Complete the spaces using **in**, **into**, **at** and **to**.

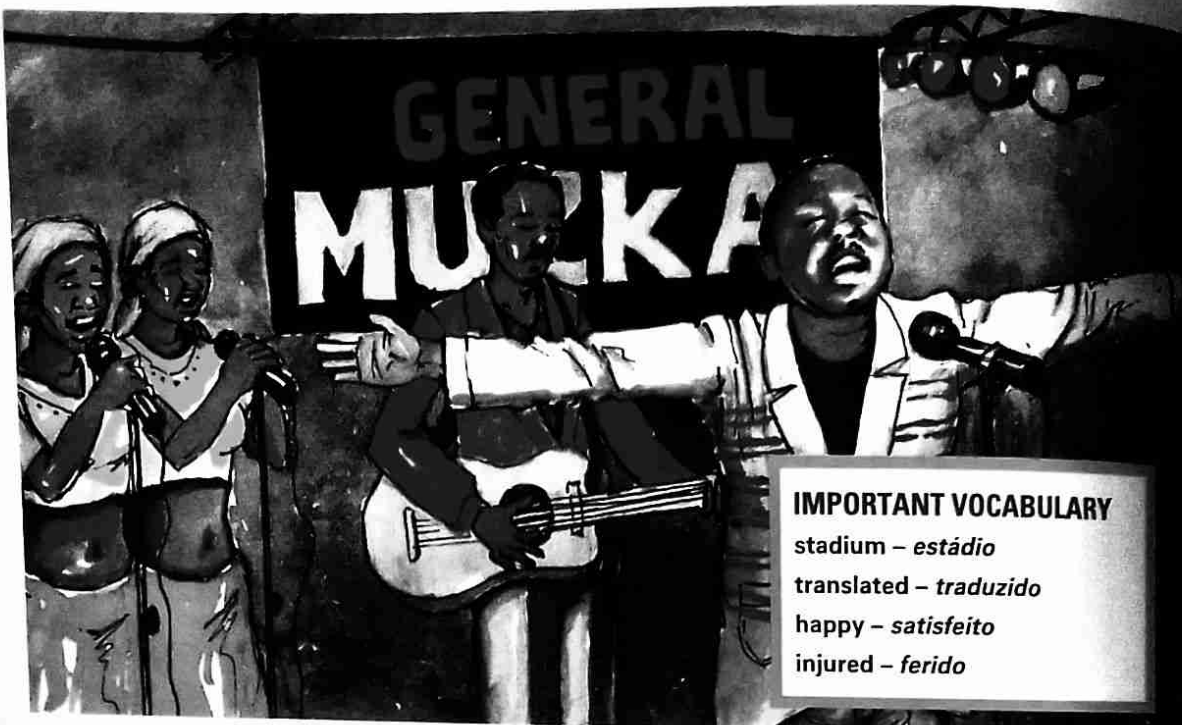
1. There was a live concert. It was _____ Xai Xai _____ Independence Square.
2. The MCell concert was _____ the Machava stadium _____ Maputo.
3. Many people went _____ Africa to help the people there.
4. _____ Portugal many people work from 9 a.m. _____ 6 p.m.
5. Josito didn't sleep _____ home last night.
6. Are you going _____ the stadium to watch the match?
7. I'll wait for you _____ the bus stop. We can go together.
8. Will you stay _____ your bedroom all afternoon?
9. I'm going _____ the cinema.
10. They went _____ that house over there.

WRITING

Design a program for a celebration at school or in the community where you live.

READING

Read the text.



IMPORTANT VOCABULARY

stadium – *estádio*translated – *traduzido*happy – *satisfeito*injured – *ferido*

Yesterday was a very special day in Inhambane. The biggest music show ever seen there was a success. The local stadium was crowded. There were more than 6,000 people. People travelled more than 400 km to hear General Muzka, the half South African half Mozambican singer. General Muzka was accompanied by Tabasilly, another famous Mozambican singer. The show started with local singers showing their talents. When General went on stage, the crowd went mad. When he sang that song that goes 'Kufa ku ethela', which translated into English means 'to sleep is to die', old people started to cry.

Manuela Chenchera, 66, travelled from Dondo, Sofala province, to see General Muzka.

'I can die today. I am very happy to be here. I always listen to General Muzka at home in Dondo. When I was told that he was coming here I sold my dry fish and came,' she said.

Vasco Mapepa is a driver and he left Tete the day before yesterday to come and see General and Tabasilly. *'I preferred to spend two days driving without sleeping because of General and Tabasilly. They are the best singers I know,' he said.*

According to the district commander, superintendent Alexandre Tinga Mavitha, the audience behaved very well in the show. *'Many people drank a lot, but nobody was injured,'* said Mavitha to our reporter.

By Saisse Artur in Inhambane

VOCABULARY

What words do you associate with a music concert?

SPEAKING

Have you ever been to a music show? Have you ever heard or read about a concert? Talk to your partner about it.

- Where/When did it take place?
- Can you remember the names of the singers/musicians/group?
- What kind of music did they play?
- Were there many people in the audience?

COMPREHENSION

Answer the questions.

1. What is this report about?
2. Why was that Friday a special day?
3. How many people were there at the concert?
4. How old is Manuela?
5. Where did Manuela come from?
6. What did Mrs Manuela sell to come to the show?
7. What does Mr Mapepa do?
8. Where did Mr Mapepa come from?
9. Does Mr Mapepa like General Muzka?
10. Who is Mr Mavitha?

INTERPRETATION

Answer these questions in your own words.

1. Why did Mrs Manuela say that she could die on that day?
2. Why did old people cry?

GRAMMAR

A. Write sentences using the present perfect.

e.g. Mr Mavitha / just / answer / the reporter's questions
Mr Mavitha has just answered the reporter's questions.

1. Manuela / just / arrive / in Inhambane
2. General Muzka / just / sing / 'Kufa ku ethela'
3. The music show / just / start

B. Rewrite the sentences in the passive form.

1. Tabasilly accompanies General Muzka.
2. General Muzka sings the song 'Kufa ku ethela'.
3. The audience applauds the singers.

C. Write the numbers in full.

1. 1 - _____
2. 3 - _____
3. 5 - _____
4. 12 - _____
5. 15 - _____
6. 20 - _____

REMEMBER: present perfect (have / has + past participle)
e.g. They have lived in Mozambique for six years.

4. Tabasilly / just / finish / his performance
5. The spectators / just / leave / the stadium
6. Vasco / just / see / General Muzka

4. The reporter translates the title of the song.
5. Many people attend the show.
6. Manuela sells fish at the market.

- 1st - _____
- 3rd - _____
- 5th - _____
- 12th - _____
- 15th - _____
- 20th - _____

WRITING

Report a concert you have been to or heard about.



READING

Read this letter.

Bairro de Muatala
Nampula

Casa Messica
Chimoio

24th October 2008

Dear Sir or Madam

My name's Sandra Artur, or simply Sandrinha, and I live in Nampula. I am 15 years old and I'm attending grade 8 this year.

I am writing to book two rooms for three people (my mother, my father and me). We will arrive on Monday at 2 p.m. by plane. Please make a reservation of good rooms for us. My parents would prefer a room facing the river and I'd rather have a room from where I can see the crocodiles.

We were told that there are many crocodiles there. I have never seen a live one.

I look forward to hearing from you.

Yours faithfully

Sandrinha
Sandra Artur

IMPORTANT VOCABULARY

book - *reservar*
plane - *avião*
live - *vivo*

VOCABULARY

Match the words/expressions in the two columns.

- | | |
|-----------|------------------|
| 1. book | a. crocodile |
| 2. travel | b. a reservation |
| 3. make | c. a room |
| 4. a live | d. by plane |

SPEAKING

What do you prefer to do on your holiday? Make a list of activities you normally do with your partner.

COMPREHENSION**Answer the questions.**

1. Where does Sandra live?
2. Where is she planning to go?
3. How is she going to Chimoio?
4. When did she write this letter?
5. What is the objective of this letter?
6. When is she arriving in Chimoio?
7. How many rooms does she need to book?
8. How old is Sandra?
9. What does she do?

INTERPRETATION**Why is Sandra so excited about going to Casa Messica?****GRAMMAR****Complete the spaces with the following prepositions.**

between	in	to (2x)	at	next to	around
----------------	-----------	----------------	-----------	----------------	---------------

1. The living room is usually _____ the kitchen.
2. My house has a small garden _____ it.
3. My bedroom is _____ the kitchen and the pantry.
4. Let's go _____ the disco.
5. There aren't any planes _____ Bazaruto.
6. Can you buy clothes _____ the shops?
7. Let's have a picnic _____ the garden.

WRITING**Write a letter booking a room.****Don't forget to mention:**

- number of nights / people
- single / double room with / without private bathroom
- date of arrival / departure

And don't forget to ask for confirmation of the reservation.

READING

Read the dialogue.



Miriam: Hello, Madina, how are you?

Madina: I'm fine and you?

Miriam: I'm fine, thanks.

Madina: You are not busy this weekend, are you?

Miriam: No, not at all.

Madina: Can you come to my party on Saturday then?

Miriam: Oh, yes. What time is the party?

Madina: At 5 p.m. Here is an invitation for you.

Miriam: Thanks, Madina. Can I bring my CDs?

Madina: Sure. Do you have any by MC Roger, Neyma or Didacia?

Miriam: Yes, I do. I will also bring one by Wet Wet Wet... See you there after tomorrow.

Madina: Bye, see you there.

Come to the party
on Saturday at
5 o'clock p.m.
at Bairro Khongolote, near
the mosque.

Hope you can come!

Madina

IMPORTANT VOCABULARY

weekend - *fim-de-semana*

invitation - *convite*

SPEAKING

What activities do you do at the weekend? What things do you normally do in a party? Talk to your partner.

COMPREHENSION

Say whether the statements are true or false.

1. The party is on Sunday.
2. It is Miriam's party.
3. Miriam is busy on Saturday.
4. Miriam has got many CDs.
5. Wet, Wet, Wet are a music group.
6. Madina lives in Khongolote.
7. MC Roger and Neyma will be in Khongolote, too.
8. Madina met Miriam on Thursday.

GRAMMAR

Question tags

Affirmative statement, negative question tag

Verb to be

You are busy, **aren't you?** = *Estás ocupado/a, não estás?*

She is lazy, **isn't she?** = *Ela é preguiçosa, não é?*

Auxiliary or modal verbs

We've got Maths, **haven't we?**

She can swim, **can't she?**

Other verbs

You speak English, **don't you?**

She plays tennis, **doesn't she?**

They went on holiday, **didn't they?**

Negative statement, affirmative question tag

Verb to be

You are not busy, **are you?** = *Não estás ocupado/a, pois não?*

He isn't ill, **is he?** = *Ele não está doente, pois não?*

Auxiliary or modal verbs

They haven't got a car, **have they?**

She cannot swim, **can she?**

Other verbs

You don't speak English, **do you?**

He doesn't smoke, **does he?**

They didn't go abroad, **did they?**

Pay attention to **imperative** main clauses:

Do your homework, **will you?**

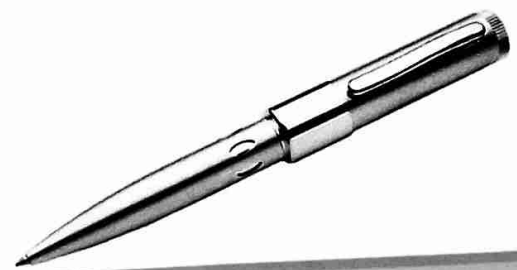
Don't be late, **will you?**

Let's go to the disco, **shall we?**

Choose the right question tag.

don't you?	aren't there?
hasn't she?	didn't she?
aren't you?	shall we?
isn't she?	didn't they?
aren't you?	are you?
doesn't it?	is it?

- Let's start, _____
- You are on holiday, _____
- Mum went out, _____
- Madina is happy, _____
- You are coming to my party, _____
- You aren't busy, _____
- There are crocodiles in Chimoio, _____
- She's got a new CD, _____
- You live in Nampula, _____
- The party isn't on Sunday, _____
- They brought some CDs, _____
- The plane arrives at 10 a.m., _____



WRITING

Write a letter or card inviting your schoolmates for your birthday party or any other celebration.

Dear _____

Can you come to my birthday party?

It will be on _____ (date), at _____ (address), from _____ to _____ (time).

Your friend
(signature)

P.S. You can stay the night with us.

READING

Tinoco supports Namutequeliua. He listens to the radio whenever Namutequeliua plays. Read this transcript from a sports commentator.

Sports commentator: Good afternoon to our listeners all over Mozambique. We are now reporting and broadcasting from '25 de Setembro' stadium where Namutequeliua plays against Ferroviário from Maputo. Before we start with the line up of both teams, let's have our commercial break.

If you can't see the danger, you are the danger... If you drink, don't drive!

Let's see Namutequeliua's line up. Mateus is the goalkeeper, and there are four defenders: Antoninho, Santinho, Sataca and Bequene. Wetela, Jamal and Evans are the middle-fielders. Brás, Zelio and Pina are the strikers.

The weather is fine. The governor has just entered the stadium with his wife. For what I can see, the governor is a Namutequeliua supporter and his wife supports Ferroviário.

Studio: How do you know that?

Sports commentator: The governor is wearing a black and yellow shirt, which represents Namutequeliua, and his wife a green T-shirt representing Ferroviário. OK now, the game has started. Nelinho is Ferroviário's goalkeeper. Evans is running forward... He gets the ball, he shoots and... It's a goal, goooool... A beautiful goal... I am 42 years old and I have never seen such a beautiful goal... But, what is the referee doing? He is dancing... Celebrating the goal... Oh no...



IMPORTANT VOCABULARY

- line up – *constituição da equipa*
- middle-fielder – *centro-campista*
- striker – *avançado*
- referee – *árbitro*

VOCABULARY

What is necessary to play football? Tick the correct ones.

- | | | | |
|------------|-----------|------------|-------------|
| 1. ball | 4. car | 7. referee | 10. field |
| 2. pencil | 5. boots | 8. fork | 11. goal |
| 3. T-shirt | 6. shorts | 9. racket | 12. players |

SPEAKING

What team do you support? Do you play football?
What position do you play? Talk to the other students about it.

COMPREHENSION

Answer the questions.

1. What team does Tinoco support?
2. Where are they playing?
3. What teams are playing there?
4. What is the name of Namutequeliua's goalkeeper?
5. Who scored the goal?
6. What team does the governor support?
7. How old is the commentator?
8. What is the name of Ferroviário's goalkeeper?

INTERPRETATION

Answer the questions.

1. What team do you think the commentator supports?
2. What team do you think the referee supports?

GRAMMAR

A. Rewrite the following sentences in the past simple.

1. Tinoco listens to the radio whenever his team plays.
2. Mateus is the goalkeeper and there are four defenders.
3. The governor wears a black and yellow shirt.
4. The weather is fine.
5. For what I can see, the governor is a Namutequeliua supporter.

B. Choose the correct verb tense – present simple or present perfect.

1. Look, Faela *eats / has eaten* the whole chicken.
2. Laura *eats / has eaten* chicken every day.
3. *Have you gone / Do you go* to the cinema very often?
4. *Have you seen / Do you see* my new English textbook?
5. There *haven't been / aren't* many stars in the sky tonight.
6. It usually *has not rained / doesn't rain* in May.
7. I *have visited / visit* China recently.
8. I *have played / play* tennis on Mondays.

REMEMBER:

present simple – They **play** well every week.

past simple – They **played** well last week.

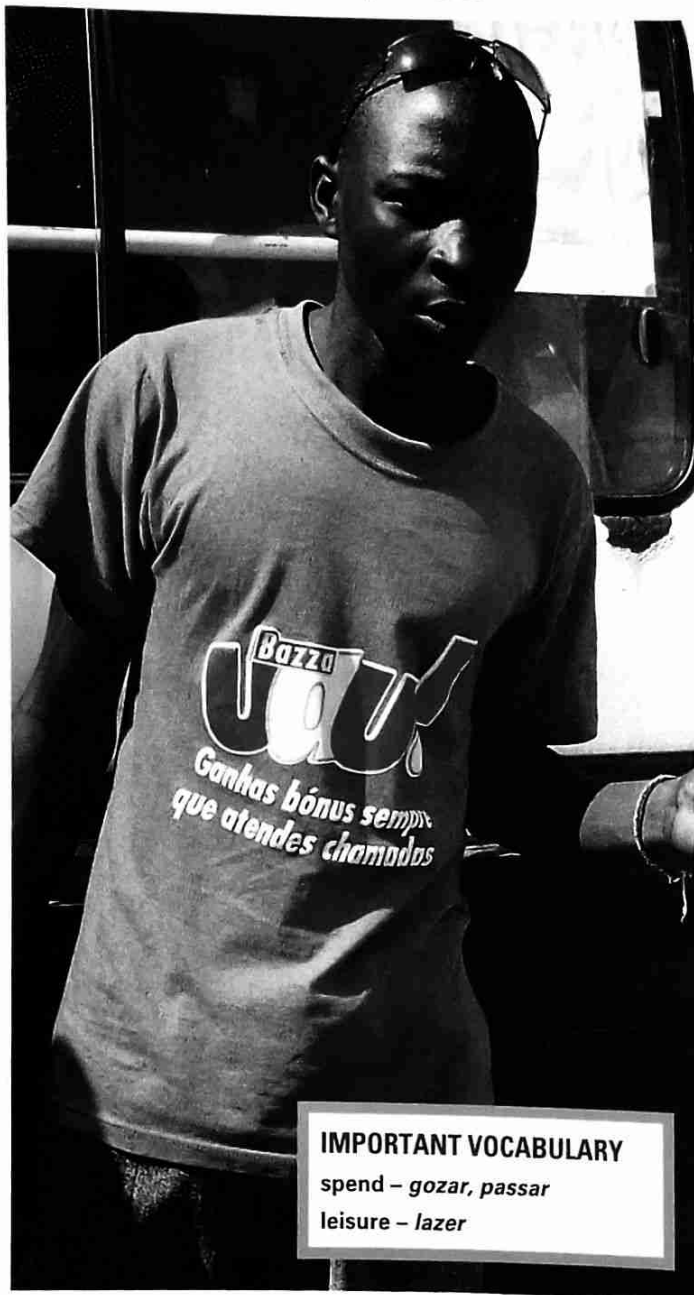
present perfect – They **have played** well for two months.

WRITING

Write a report about a sports event, mention the names of the players, results and other comments.

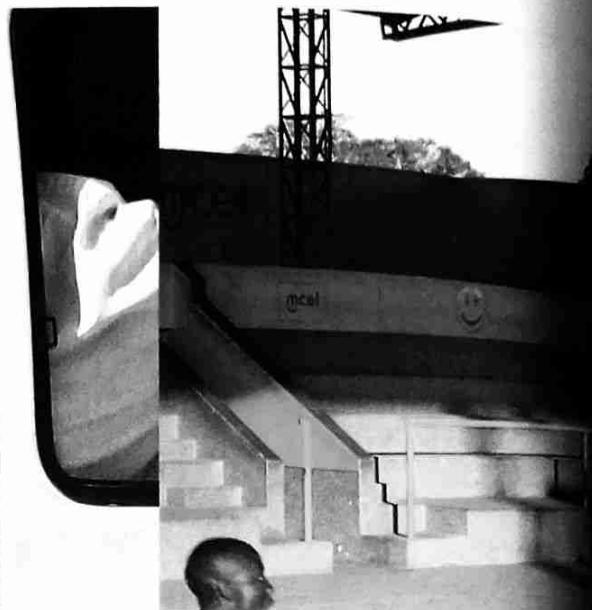
LISTENING

Listen to your teacher reading the text.



IMPORTANT VOCABULARY

spend – gozar, passar
leisure – lazer



There are many ways of entertaining people and spending free time. Nholas is talking about how people in his community spend their free time.

My name's Nholas. I am a student and I am presently learning English at a private school. In my community, there are many sports and leisure activities. Some of them are:

- sports activities – football, tennis, sailing, basketball, swimming, fishing, bird hunting and playing cards;
- leisure activities – taking photographs, going to the cinema or theatre and visiting old churches or mosques.

VOCABULARY

In pairs, make a list of sports and leisure activities found in your communities.

SPEAKING

Ask your classmates about sports and leisure activities found in their communities.

1. Which sports and leisure activities are there in your community?
2. Which do you prefer doing in your free time?
3. Classify them under indoor/outdoor activities.





COMPREHENSION

Answer the questions.

1. What does Nholas do?
2. What is Nholas doing this year?
3. List five sports you can do in Nholas's community.
4. List three leisure activities found in Nholas's community.

INTERPRETATION

Compare Nholas's community to your own.

In Nholas's community...

In my community...

GRAMMAR

Rewrite the sentences in the present perfect (have / has + past participle).

1. There **are** many ways of...
2. Nholas **talks** about people's hobbies.
3. I **am** a student.
4. I **learn** English.

WRITING

A. Write at least three paragraphs about leisure and sports activities in your community.

B. Fill in the table according to the information given in the text.

Name	
Occupation	
Indoor activities	
Outdoor activities	

C. Now do the same about the place where you live.

Name	
Occupation	
Indoor activities	
Outdoor activities	

READING

Read the text.



Sports and leisure activities are very good for your health. Those who do sports live longer than those who do not. According to a research conducted in Europe, the more you are involved in sports and leisure activities the better. You do not need to play football, basketball or any formal sport. Walking for 20 minutes a day is a good training. The first days, you will find it difficult but after some weeks, you will see that you feel much better.

Many diseases can be prevented through sports and leisure activities. For example, if you do not exercise, you become fat. Fat people are more likely to have heart diseases.

Leisure activities can also help you to relax. Do not work too much without leaving some time for you to relax. There are many things you can do to relax and amuse yourself: go bird watching, go for walks, watch a football match, meet new people or listen to music.

Doctors always recommend people to go for walks and see new things more often. How much time do you devote to sports and entertainment?

IMPORTANT VOCABULARY

feel - sentir-se

be more likely - ter maior probabilidade de

heart - coração

VOCABULARY

Make a list of ten words related to entertainment and leisure.

SPEAKING

Talk to your partner about the sports and leisure activities people do in your community.

COMPREHENSION

True or false?

1. Sports and leisure activities are good for adults.
2. This research is only valid for Europeans.
3. In the text sport refers to football, basketball, and hockey.
4. Walking is good for your health.
5. There are diseases that you can prevent just by doing exercise.
6. You need to relax from time to time.
7. Bird watching, walking and listening to music is good for you.
8. Doctors advise people to do exercise.



INTERPRETATION

How much time do you spend doing sports and entertaining yourself?

GRAMMAR

Double comparatives

To say that things change or vary together we use **the + comparative... the + comparative**.

e.g. **The more difficult** a task is, **the better** it feels after you do it. (= *Quanto mais difícil for uma tarefa, melhor te sentirás depois de a completar.*)

To say that something is gradually changing we use **two comparatives** joined by **and**.

e.g. The weather is getting **hotter and hotter**. (= *cada vez mais quente*)
He is becoming **more and more handsome**.

A. Complete the sentences with double comparatives.

1. The students are getting _____ (clever).
2. The teachers are getting _____ (proud).
3. Driving is becoming _____ (dangerous).
4. She's getting _____ (thin).
5. Food is becoming _____ (expensive).
6. The situation is getting _____ (bad).

B. Write complete sentences using double comparatives.

e.g. *relaxed / he feel / good The more relaxed he feels the better.*

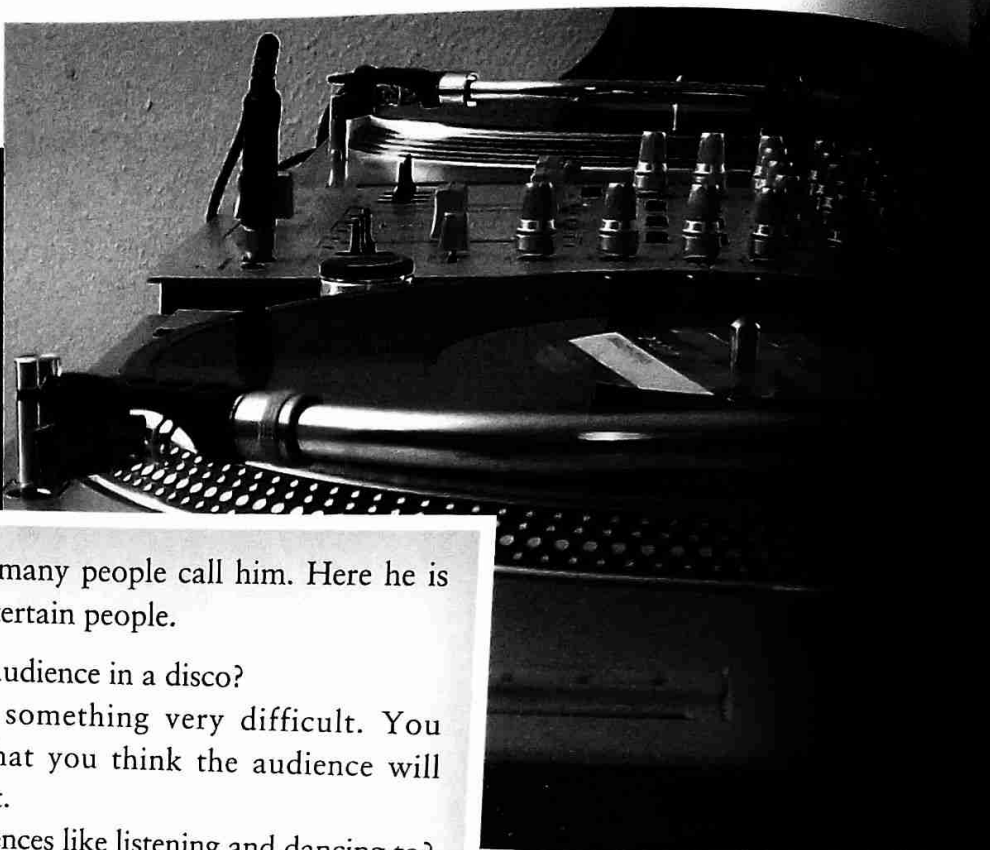
1. old / they be / happy
2. clever / he get / hard / he study
3. strong / he feel / good
4. rich / he gets / greedy / he become

WRITING

Project: interview people in your community and write a poster about sports and leisure activities commonly found in your community.

READING

Read the text.



Dadilson is a disc jockey, or DJ as many people call him. Here he is talking to Manuela about how to entertain people.

Manuela: Is it easy to entertain the audience in a disco?

Dadilson: To entertain people is something very difficult. You sometimes play songs that you think the audience will enjoy, but they don't react.

Manuela: What songs do most audiences like listening and dancing to?

Dadilson: When I started working as a DJ seven years ago, people enjoyed more European music than Mozambican. These days, things are different. People prefer Mozambican songs.

Manuela: What type of music do audiences like?

Dadilson: They do not have one specific type of music. They sometimes ask for rap, marrabenta, reggae, rock and the new Mozambican dance style dzukuta. When they are drunk, they like dancing dzukuta...

Manuela: What age are your audiences?

Dadilson: They vary from 18 to 60. Children under 18 are not allowed.

Manuela: Do you like your job?

Dadilson: I like it very much, although it is difficult.

CHECKING YOUR VOCABULARY

Make a list of five words related to the following:

1. Music
2. Sports
3. Leisure activities

SPEAKING

Tell your partner all you know about entertainment (sports and leisure) in your community.

COMPREHENSION

Answer the questions.

1. What does Dadilson do?
2. Is being a DJ an easy job?
3. Does Dadilson enjoy his job?
4. What songs do audiences like nowadays?
5. What age are the audiences?
6. What kinds of music do audiences like?
7. What kind of music do people prefer when they are drunk?

CHECKING YOUR GRAMMAR**A. Write sentences using:**

1. present simple + always
2. present simple + every day
3. present continuous + now
4. present continuous + at the moment
5. present perfect + since
6. present perfect + for
7. past simple + yesterday
8. past simple + last year

B. Write the numbers from 1 to 20.**C. Complete the spaces using in, into, at and to.**

1. The football game was _____ Tete _____ the local stadium.
2. The concert was _____ Maputo.
3. People go _____ South Africa to find better jobs.
4. He shot the ball _____ the basket.
5. _____ Mozambique students have classes from 6 a.m. _____ 12 a.m.
6. José wasn't _____ home yesterday.
7. Are you going _____ the cinema?
8. She just got _____ the house.
9. I live _____ 10 Mondlane Avenue.

D. Complete the sentences with question tags.

1. She isn't Irish, _____?
2. You have studied hard, _____?
3. You didn't go to the market, _____?
4. He can speak Xitswa, _____?
5. He told you to sit down, _____?
6. Jonas lives in Quelimane, _____?

WRITING**Choose one of the topics.**

1. Write about common sports and leisure activities in your area.
2. Write about why sports are good for you.
3. Write a letter inviting a friend to a celebration.
4. Design a poster/publicity for an entertainment.

READING

Read the text.

Beto is a student. He's talking about the places where he buys different things in his community. Read and compare to what you do in your own community.

Place	Things sold
Bakery / Baker's	bread, oil, vegetables, scissors
Bar	wine, shirts, dictionaries, lemons
Bookshop	oranges, fish, grammar books, biographies
Liquor store	whisky, fried fish, mangoes, rice
Butcher's	milk, tools, meat, ice
Cell shop	mobile phones, tickets, chalk
Grocery / Grocer's	chargers, fruit, meat, vegetables
Hardware store	hammer, iron, fishing hook, rabbits
Market	clothes, tablets, brake fluid, soap, paraffin oil
Newsagent's	magazines, books, newspapers, exercise books
Petrol station	fuel, engine oil, water, petrol
Pharmacy / Chemist's	medicine, beer, food, condoms
Restaurant	food, drinks, cakes
Clothes shop	clothes, cameras, Hi-Fi, CDs
Take-away	fast food, chips, sausages, rice

IMPORTANT VOCABULARY

fishing hook – *anzol*
 paraffin oil – *petróleo*
 fuel – *combustivel*
 chips – *batatas fritas*

VOCABULARY

Where do you buy the following items in your community?

- vegetables *I buy vegetables at the grocer's.*
- bread
- fish
- fruit
- clothes
- soap
- books
- fuel
- CDs
- medicines *I buy medicines in the pharmacy / at the chemist's.*



SPEAKING

Look at the table and compare Beto's shopping places to the ones in your community.

COMPREHENSION

What does Beto buy in each place? And what about you?

Place	Beto	You
Baker's		
Bar		
Bookshop		
Liquor store		
Butcher's		
Pharmacy		

GRAMMAR

REMEMBER: prepositions of place

- at the door / the airport / work / a party / 7 Machel Street
- in England / the kitchen / the cupboard / London / Machel Street
- on the table / the wall / page 19 / the bus / the lake / the sixth floor

A. Complete the spaces using in, at or on.

- We have Internet access _____ work, but I don't have a high-speed connection _____ home.
- The children are learning about the Civil War _____ their History classes _____ school.
- Mariamo was _____ hospital for two weeks after his motorcycle accident.
- Gilberto and Gove saw dolphins _____ the ocean while they were having a party _____ the beach.
- Mariamo loves to go camping _____ the desert, but Sandrinho prefers to camp _____ the mountains.
- The conference was held _____ a beautiful place _____ Pemba, a small city _____ the North of Mozambique.

REMEMBER: conditional sentences

- type 0 - If you go to the baker's, buy me some bread.
- type 1 - If you need bread, I'll go to the baker's.

B. Using information from the text, write conditional sentences.

- If you need vegetables, _____
- If you go to the market, _____
- If you need milk, _____
- If you go to _____
- If you need _____
- If you go to _____

WRITING

Design a map of the place where you live and include the different places to go shopping.

e.g. The local market, where we buy vegetables, is opposite Mahira hira shop.

READING

Read the text.



IMPORTANT VOCABULARY

credit card – *cartão de crédito*

VAT – *IVA*

monthly installments – *prestações mensais*

delivery – *entrega ao domicílio*

Shopkeeper: Can I help you?

Docasse: Yes, I'm looking for a computer and I like that one. How much is it?

Shopkeeper: It's 12,500Mts. Are you paying in cash or with a credit card?

Docasse: I haven't brought any credit cards with me. Do you accept cheques?

Shopkeeper: Yes, and you can also pay by bank transfer or monthly installments.

Docasse: I will pay by cheque. Any discount on the price?

Shopkeeper: Well, it will be 12,000Mts.

Docasse: Sorry, is VAT included?

Shopkeeper: Yes, madam. We can also deliver the computer at your address.

Docasse: Here is the cheque.

Shopkeeper: Thank you. What is your address?

Docasse: No thanks, I don't need you to deliver it. I have my car outside.

Shopkeeper: Have a nice day.

Docasse: Bye.

VOCABULARY

Which of these words are related to shopping?

- | | | |
|--------|----------|----------|
| change | coins | receipts |
| cash | presents | hospital |

ROLE-PLAYING

Play the dialogue.

COMPREHENSION

Answer the questions.

1. What does Docasse want to buy?
2. How much does the computer cost?
3. How is she going to pay for it?
4. How much did she pay for the computer?
5. What forms of payment are mentioned?
6. Was VAT included in the price?
7. How did she take the computer home?

INTERPRETATION

Answer the following questions.

1. Why was the shopkeeper asking for Docasse's home address?
2. Why did she refuse to give that information?

GRAMMAR

Complete the sentences using the adverbs of frequency below.

REMEMBER: adverbs of frequency (100% → 0%)

- always (I always brush my teeth at night.)
- usually (I usually have breakfast at home.)
- often (I often visit my friends.)
- sometimes (I sometimes eat Chinese food.)
- rarely (I rarely get angry.)
- never (I never disrespect teachers.)

1. He is _____ rude to his parents.
2. He _____ goes to the cinema.
3. She is _____ at home on Sundays.
4. He _____ arrives late from work.
5. They _____ play volleyball at school.
6. We _____ forget to do our homework.
7. We _____ have dinner at home.
8. I _____ lie and I _____ steal!



WRITING

Write a dialogue at the greengrocer's, inserting the sentences below in the right place.

- Have you got any pineapples?
- How much is that then, please?
- Five bananas, please.
- Er... four red apples and four green apples.
- Can I have eight apples, please?

At the greengrocer's

Woman: What can I do for you?
 You: _____
 Woman: Red or green apples?
 You: _____
 Woman: Here you are. Anything else?
 You: _____
 Woman: Five lovely yellow bananas. Here you are.
 You: _____
 Woman: Sorry, we haven't got any pineapples today.
 You: _____
 Woman: That's 65Mts.
 You: Thank you. Bye-bye.
 Woman: Bye-bye. Have a nice day!

READING

Read the text.



IMPORTANT VOCABULARY

sure – *com certeza*fitting room – *vestiário*change – *troco*

Shopkeeper: Can I help you?

Fiona: Yes, how much is that red dress, please?

Shopkeeper: It's 300,00Mts.

Fiona: Can I have a look at it?

Shopkeeper: Sure, here you are, madam.

Fiona: Thank you. Can I try it on?

Shopkeeper: Oh, yes, there is a fitting room over there...

Fiona: I like it, but it's a bit expensive...

Shopkeeper: Well, You can have it for 250,00Mts.

Fiona: I'll take it. Here is your money. It is 300,00Mts.

Shopkeeper: Thank you. Here is your change... 50,00Mts. Please check it.

Fiona: Thank you.

Shopkeeper: Have a nice day.

Fiona: You too. Bye.

VOCABULARY

List some clothes people in your community wear.

SPEAKING

Role play the dialogue with your partner changing names and places. You can use the sentences in the box to complete the dialogue at the butcher's.

Yes, we are. We want some sausages. One kilo, please.

Oh, hello, you two. Are you helping your parents?

One kilo of sausages, OK. Here you are. That's...

Thank you. Bye-bye.

Here's your change.

Bye-bye.

At the butcher's

Butcher: Who's next?

You: We are.

Butcher: ...

COMPREHENSION

Answer the questions.

1. What is Fiona buying at the shop?
2. What colour is the dress?
3. For how much did the shopkeeper sell it?
4. Where did she try the dress on?
5. How much did she receive in change?

INTERPRETATION

Did Fiona like the dress? What clothes do women in your community wear?

GRAMMAR

Put **much**, **many** or **a lot of** before the words.

e.g. much milk; many friends

1. _____ food
2. _____ evenings
3. _____ sugar
4. _____ money
5. _____ women
6. _____ children
7. _____ time
8. _____ bananas
9. _____ friends
10. _____ balls

REMEMBER:

we use **many**, **much** and **a lot of** to express quantity.

- **many** is used with countable and plural nouns
- **much** is used with uncountable nouns
- **a lot of** is used with countable and uncountable nouns

WRITING

Project: go to a local market and make a list of ten items sold and their prices. Then, write the dialogue you had with the seller. Translate the language you used at the market into English.

e.g. Bom dia. Quanto custa esta camiseta?

Good morning. How much is it?

São ... Mts.

It's ... Mts.

Posso experimentar a vermelha?

Can I try the red one on?

Sim, senhor/senhora. Que tamanho usa?

Yes, you can. What size do you wear?

38, por favor.

Size 38, please.



READING

Read this letter.

Escola Secundária de Samora Machel

Livraria Metodista C.P. 88

Av. 24 de Julho

Maxixe

Gaza

24th September 2008

Your ref: 06/LP/2008

Our ref: 12/Essm/2008

Re: School materials estimate

Dear Sir or Madam,

We are planning to have a students' training workshop on '*starting and running small businesses*' in December this year. Thus, we are writing to ask for an estimate for the school materials below:

Quantity	Article
100	blue pens
100	calculators
100	dictionaries of business terms
100	erasers
100	notebooks
100	pencils
100	rulers

Please send us the estimate including VAT.

We look forward to hearing from you.

Yours faithfully

Aidar Momade Algy

Aidar Momade Algy

(School's director)

IMPORTANT VOCABULARY

estimate – orçamento

workshop – sessão de
formação prática

thus – assim

VOCABULARY

What information do you need to include when writing a letter to request information about the acquisition of school materials? List them down.

SPEAKING

Imagine you want to buy some school materials and your schoolmate is selling them. Ask as much information as you can.

COMPREHENSION

Answer the questions.

1. Where and when was the letter written?
2. Who is this letter addressed to?
3. When is the workshop going to be?
4. What is this training about?
5. Mention three materials the school needs.
6. Who is Aidar Algy?

INTERPRETATION

Do you think the 'school' is being honest? Why / Why not?

GRAMMAR

A. Match the tenses in A with their uses in B.

A. VERB TENSES

1. Present simple
2. Present continuous
3. Past simple
4. Past continuous
5. Present perfect

B. USES

- a. Describes actions which happened in a finished time period
- b. Describes habits, routines
- c. Describes actions which were in progress at a given time in the past
- d. Describes activities happening at the time of speaking
- e. Describes actions which happened at an indefinite time in the past (or which started in the past and may continue in the present)

B. Write the following sentence in all the verb tenses above.

Tonecas _____ (learn) English.

WRITING

Imagine that you work for Papelaria Metodista. Reply to the letter on the last page.

- First thank the client for the enquiry.
- Send your quotation as requested.

READING

Read the text.



IMPORTANT VOCABULARY

complain – *reclamar*speakers – *colunas*record – *gravar*report – *queixar*wherever – *qualquer lugar*

- Manager: Can I help you, madam?
- Ms Felicidade: Yes, can I speak to the manager, please?
- Manager: I'm the manager, madam.
- Ms Felicidade: Well, I came here to complain about the CD player you sold me...
- Manager: Sorry, madam, what CD player are you talking about?
- Ms Felicidade: I bought it here last week, on Thursday, a Pioneer CD player...
- Manager: OK, what is the problem then?
- Ms Felicidade: First of all, the speakers. They are out of order. When I play a CD, they make a lot of noise. And the microphone is not good. The recorded voices sound as if you were very far away...
- Manager: So, what do you want me to do to help you, madam?
- Ms Felicidade: I want my money back...
- Manager: Sorry, madam, did you test the CD player here?
- Ms Felicidade: Yes I did, it worked fine here...
- Manager: I'm sorry but we are not going to give you your money back because the problem was caused at your house, probably by your children...
- Ms Felicidade: What are you saying? Do you want me to change my colour?
- Manager: Feel free, madam.
- Ms Felicidade: I am going to expose this case to the media and report this case to the local police station.
- Manager: Please, go wherever you feel like.
- Ms Felicidade: You will see, sir, you will regret this.
- Manager: Have a nice day, madam.

VO
Wh
aboSPE
RoleCOM
Answ1.
2.
3.
4.
5.
6.
7.

INTER

Give yo

1. If
2. W

GRAMM

Fill in the

e.g.

1. V
2. T
3. H
4. O
5. M
6. T
7. L
8. T
9. S
10. T

WRIT

Write a
you ar

VOCABULARY

What expressions do you use when you are not happy? What terms do you use when you want to complain about services offered?

SPEAKING

Role play the dialogue changing places and items.

COMPREHENSION

Answer the questions.

1. Why did Ms Felicidade go to the shop?
2. What did she buy at the shop?
3. Mention the problems she had with her CD player.
4. What did she want the manager to do?
5. Did the manager accept what she was asking for?
6. Did she try the CD player at the shop when she bought it?
7. What measures did she say she was going to take if she was not given her money back?

INTERPRETATION

Give your opinion about the following topics.

1. If you were the manager, would you give Felicidade her money back? Is she right or wrong?
2. What does she mean when she says: 'Do you want me to change my colour?'

GRAMMAR

Fill in the gaps in the 2nd sentence with an adverb formed from the adjective in the 1st sentence.

e.g. *Matusse is happy. He smiles happily.*

1. Vânia is *sad*.
2. The boy is *loud*.
3. His English is *fluent*.
4. Our mum was *angry*.
5. My neighbour is a *careless* driver.
6. The painting is *awful*.
7. Langa is a *wonderful* piano player.
8. This girl is very *quiet*.
9. She is a *good* dancer.
10. This exercise is *simple*.

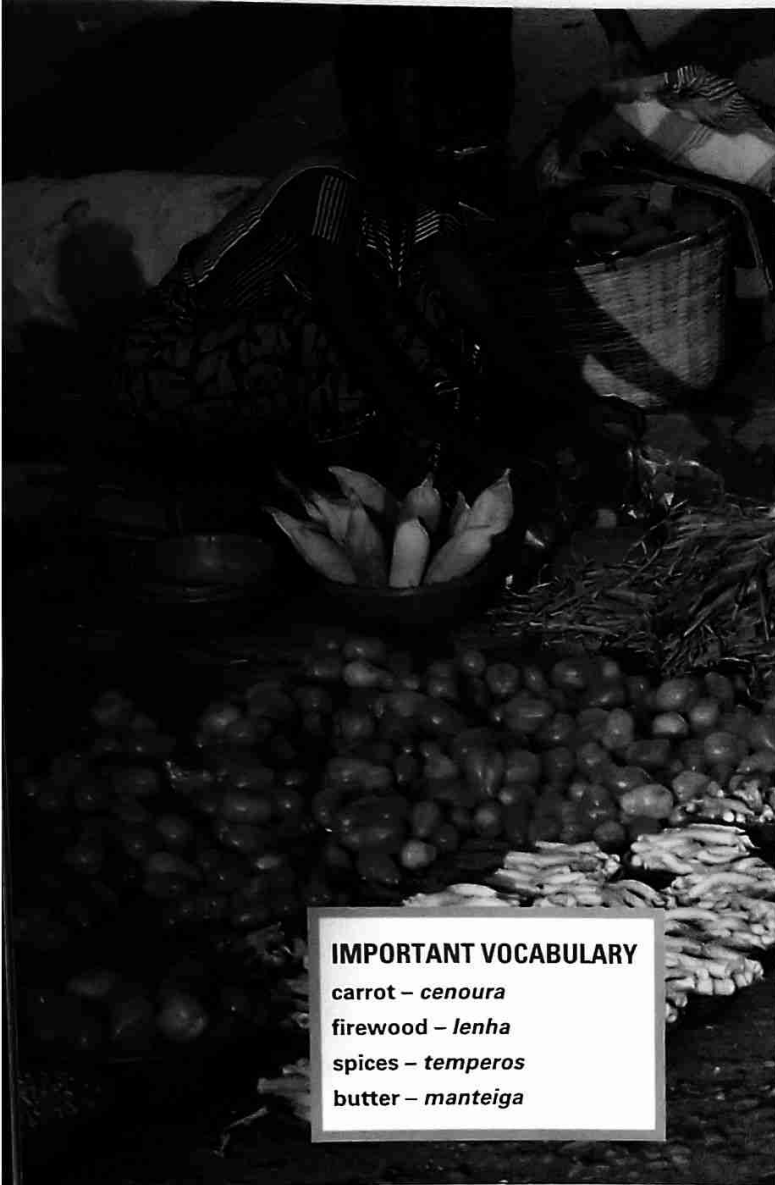
- She sighs _____.
- He shouts _____.
- He speaks English _____.
- She spoke to us _____.
- He drives _____.
- He paints _____.
- He plays the piano _____.
- She often reads _____ in her room.
- She dances really _____.
- You _____ have to put one word in each space.

WRITING

Write a letter of complaint to the manager of a shop. You have to imagine the address of the shop you are writing to.

LISTENING

Listen to your teacher reading the text.



IMPORTANT VOCABULARY

carrot – *cenoura*
firewood – *lenha*
spices – *temperos*
butter – *manteiga*

Rosemary and McWilliams live in Cabo Delgado. They do their shopping once a month. Before they go shopping, they write down what they are going to buy to help them. They don't buy things that they do not need. Here is their last month's shopping list:

1/2 kg of salt
1 sack of potatoes
1 tin of milk
4 tins of baby milk
5 kg of dry fish
5 kg of carrots
5 litres of coconut cooking oil
5 kg of rice
100Mts of firewood
2 litres of lemon juice
3 kg of peanuts
10 spices
2 kg of washing powder
3 tubes of toothpaste
2 toothbrushes
2 kg of butter

VOCABULARY

Write down five items your family buys at the end of each month.

SPEAKING

Do you make a shopping list? What are the advantages of having a shopping list?

COMPREHENSION

Look at the shopping list and complete the table according to it.

Quantity	Article
	<i>carrots</i>
	<i>coconut cooking oil</i>
	<i>dry fish</i>
	<i>firewood</i>
	<i>lemon juice</i>
	<i>milk</i>
	<i>rice</i>
	<i>potatoes</i>
	<i>salt</i>
	<i>tin of baby milk</i>

is couple have children? Justify your answer.

BAR

Countable and uncountable nouns

Countable nouns can be plural.

Singular	
a	apple
an	egg
one	onion
	carrot
	sausage

Plural	
some	apples
(a) few	eggs
a lot of	onions
six	carrots
100 g of	sausages

Uncountable nouns have no singular or plural.

some	milk
(a) little	cheese
a lot of	meat
100 g of	coffee
a bottle of	oil
two pounds of	flour



Complete the spaces using some of the words above.

1. I've had _____ drinks but I'm not drunk.
2. Sorry, I would like _____ water.
3. I need _____ help. I'm a bit stuck.
4. We will need _____ onions for the soup.
5. There weren't many people there. Just _____.
6. Do you want _____ lemon juice? It's very good.
7. Will you have _____ more ice-cream?
8. Could you spare me _____ minutes?
9. There are _____ eggs in the fridge.
10. Go to the butcher's and buy _____ meat.

WRITING

Write a shopping list of things you need to buy for your school celebration day.

READING

Read this advertisement.

LÁGRIMAS LEÃO

IMPORTANT VOCABULARY

- kettle - *chaleira*
- cooker - *fogão*
- armchair - *poltrona, sofá*
- suit - *fato*

Have you ever been to a shop where you pay for one item and take another one for free?

This coming Friday, you will see it with your own eyes!

Come to our shop and witness it!

See you here, then!

Kitchen
Kettles
Stoves
Cookers
Freezers
Fridges

Sitting room
TVs
Armchairs
DVD players
Video players
Cupboards

Bedroom
Beds
Mattresses
Pillows
Bed sheets

Clothes
Shirts, suits and ties
Underwear
Shorts
Shoes and tennis shoes

Electronic appliances
Cameras
CD players
Computers

Tools
Pliers
Scissors
Hammers

WHO can beat our prices?

We are the best because nobody around here can beat our prices!

National road, near Vilanculos, Inhambane

VOCABULARY

What items are sold in the following shops – supermarket, take away restaurant, school canteen?

SPEAKING

In pairs, ask each other about the places where you buy things in your community.

Where do you usually buy...?

I usually buy... at...

ENSION
the table.

List five items you can buy
from the kitchen section

List five items you can buy
from the clothes section

List five items you can buy
from the sitting room section

List five items you can buy
from the electronic appliances
section

INTERPRETATION

Imagine that this shop is in your community. What six items would you buy? Why?

GRAMMAR

Connectors

Because is used to give a reason.

e.g. I couldn't go to school **because** I was ill.

So is used to express a result.

e.g. I was ill, **so** I couldn't go to school.

And is used to connect words or parts of sentences of similar value.

e.g. He is rich **and** good-looking.

But is used to introduce a sentence that contrasts with what was said before.

e.g. She is pretty **but** he doesn't like her.



Complete the following sentences using your own words.

1. It was raining and _____
2. I bought a pair of jeans and _____
3. The plane crashed but _____
4. It was an action film but _____
5. It was very hot so _____
6. The lake was full of fish so _____
7. They were late because _____
8. We didn't go to the cinema because _____

WRITING

Design a shopping advertisement for a local shop and present it to your colleagues.

READING

Read this receipt.

IMPORTANT VOCABULARY

cash - *dinheiro*treasurer - *tesoureiro*detail - *detalhe*

Just Translations

Email: justtranslations@lycos.com

Mobile: +258 824593810

Cuamba Municipality, Mozambique

Licence no. 08/7/17/C/CMCC/07

Receipt no. 25/2008

This certifies that Mr Balzac Usta has paid
2,500,00Mts for the translation of his certificate.

Payment details:

Cost:	2,000,00Mts
Tax:	500,00Mts
Total	2,500,00Mts

Mode of payment: cash

Hauamba Cassama
(Treasurer)

REMEMBER: How much did he pay for the translation?

VOCABULARY

What information comes in a receipt? List down.

SPEAKING

Remember some places where you buy things and receive receipts for it. Talk to the other students.



COMPREHENSION**Answer the questions.**

1. What does 'Just Translations' do?
2. Who's Hawambo Cassamo?
3. What is the licence number of the company?
4. What did Balzac pay for at 'Just Translations'?
5. How much did he pay?
6. How much was the tax due?
7. What is the number of the receipt?

INTERPRETATION**Where do people pay taxes in your community?****GRAMMAR****Question words**

English	Portuguese
Who...	Quem...
What...	O quê...
Which...	Qual...
Where...	Onde...
When...	Quando...
How much...	Quanto/a...
How many...	Quantos/as...
How old...	Que idade...

A. Write questions beginning with the words listed below.

1. Who
2. Which
3. How much
4. How many

B. Insert where, what, when and how.

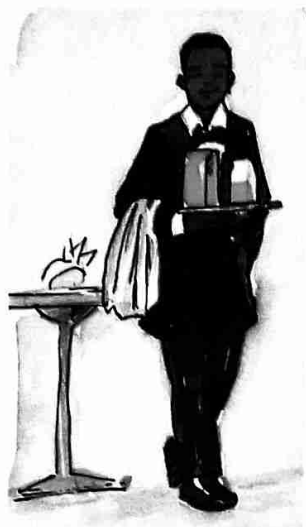
1. _____ old are you?
2. _____ do you live?
3. _____ many sisters have you got?
4. _____ is the name of the capital of Mozambique?
5. _____ were you born?
6. _____ are you today?
7. _____ many languages do you speak?
8. _____ is the weather like today?

WRITING

Imagine you own a shop. Design a receipt form and complete it.

READING

Many people have different perceptions about jobs and the requisites necessary. Read what some people say about their jobs.



'Hello, my name's Nene. I'm a shopkeeper. To be a shopkeeper you need to be patient. Many clients try clothes on and don't buy them. The prerequisites to be a good shopkeeper is to always be in a good mood, to be friendly and to show your teeth!'

'Hi, my name's Tomama. I work in that restaurant over there. To be a bartender, you need to always be prepared to fight and argue with customers. Some customers drink a lot and don't want to pay. Well, I do it because I haven't got anything else to do...'

'Hello, my name is Maria Escandalosa. I sell peanuts in the street. It is a good job, but sometimes I spend a whole day without selling one single peanut. The prerequisites for this job are being friendly and very clean.'

'Hi people, my name is Leo. I sell CDs, cassettes, video players and radios. To run this business you need to be strong. People come and play tricks. You have to be prepared for complaints every day.'

IMPORTANT VOCABULARY

play tricks – enganar

complaint – queixa, reclamação

CHECKING YOUR VOCABULARY

List three words related to each of the following topics:

Shops	take away
Clothes	cap
Food	beans
Tools	knife
Payments	cash
Commercial documents	receipt
Jobs related to shopping	manager

SPEAKING

Write dialogues and role play them with your partner.

e.g. You are buying something in a shop.

A: I'd like one of these blue shirts, please.

B: Yes, sir. What size collar?

A: 15 1/2, please.

You are complaining about something you bought and did not like.

You are giving a presentation about 'money and shopping' in your community.

Complete the table.

Name	Nene	Tomama	Maria Escandalosa	Leo
Job?	shopkeeper			
Requisites?				
Problems of the job?				
Likes/Dislikes his/her job?				

CHECKING YOUR GRAMMAR

A. Complete the following conditional sentences.

- If there _____ (*be*) some apples in the fridge, I _____ (*make*) some apple juice.
- If he _____ (*get*) here on time, we _____ (*go*) to the cinema.
- I _____ (*go*) with you if you _____ (*go*) to the market.
- I _____ (*play*) football if the weather _____ (*be*) good.

B. Complete the sentences with adverbs of frequency.

- I _____ have classes at half past six.
- I _____ have Physical Education in the gymnasium.
- I _____ go to the market.
- I _____ eat without washing my hands.

C. Countable (C) or uncountable (U)?

- | | |
|----------------|----------------|
| 1. money _____ | 5. ball _____ |
| 2. apple _____ | 6. week _____ |
| 3. water _____ | 7. sugar _____ |
| 4. wine _____ | 8. boy _____ |

D. Complete the sentences using the past continuous and the past simple.

- I _____ (*eat*) an apple when the phone _____ (*ring*).
- While we _____ (*play*) outside, it _____ (*start*) raining.
- When my mother _____ (*call*) me, I _____ (*talk*) to my friends.
- I _____ (*take*) a bath when someone _____ (*knock*) at the door.

WRITING

Choose one of the following topics:

- | | |
|---------------------|---------------------------------|
| 1. A shopping list | 3. A letter of complaint |
| 2. An advertisement | 4. A letter of enquiry or order |

Símbolos da República de Moçambique

BANDEIRA



EMBLEMA



HINO NACIONAL

Pátria Amada

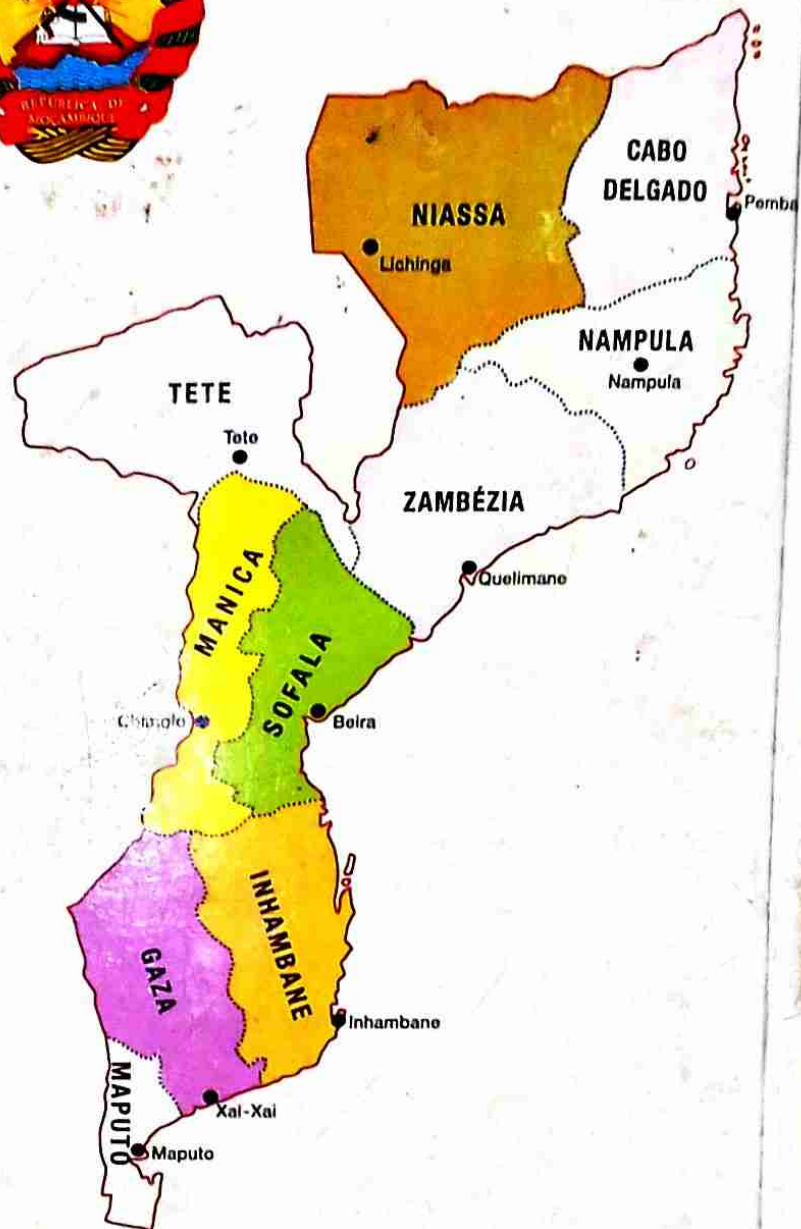
Na memória de África e do Mundo,
Pátria bela dos que ousaram lutar
Moçambique o teu nome é liberdade
O sol de Junho para sempre brilhará

Coro

Moçambique nossa terra gloriosa
pedra a pedra construindo o novo dia
milhões de braços, uma só força
ó pátria amada vamos vencer!

Povo unido do Rovuma ao Maputo
colhe os frutos do combate pela Paz
cresce o sonho ondulando na Bandeira
e vai lavrando na certeza do amanhã

Flores brotando do chão do teu suor
pelos montes, pelos rios, pelo mar
nós juramos por ti, ó Moçambique:
nenhum tirano nos irá escravizar



8.^a classe

Inglês

Isildo Celestino

LIVRO DO ALUNO

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