



REPÚBLICA DE MOÇAMBIQUE

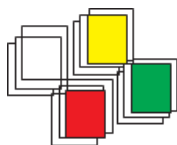
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PREFACE

Dear student,

It is with great pleasure and enthusiasm that we present to you the Learning Support worksheet, which was designed with dedication and care. This worksheet serves as an additional support for the teaching materials that are available in schools, in a context in which we do not yet have a student's course book for grade 8, within the scope of the gradual implementation of Law no. 18/2018, of December 28, of the National Education System Law.

This worksheet covers a variety of syllabus contents, providing a diverse range of activities, carefully designed to supplement your learning throughout the academic year. In its different thematic units, you will find:

- Informative worksheet, with thematic contents, which will provide you with a global and concise view of the covered topics;
- Practical exercises, designed to deepen your understanding and practical use of the contents dealt with in the classroom;
- Solutions and suggestions to the proposed exercises, to allow you to self-assess the level of understanding of the content learned.

We believe that this support worksheet will prove to be an invaluable resource, which will not only complement, but also enrich your learning experience, stimulating your curiosity and promoting an environment of a continuous discovery.

We hope that this worksheet will be of an additional value to your day-to-day school activities.

The authors

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UNIT 1:

ENGLISH IN MOZAMBIQUE



1.1 Major languages in the world

Reading

Major languages spoken in the world

Language is a vital part of human connection. Although all species have their own ways of communicating, humans are the only ones that acquire cognitive language communication. Language allows us to share our ideas, thoughts and feelings with others. It has the power to build societies but also tear them down.

Now read the description of some of the most common spoken languages in the world:

a) English has become the world's common language. It is a pervasive language in international business, tourism, technology and much more.

b) Portuguese is another language that expanded worldwide during the European colonial period. Today, Portuguese is the official language in about nine countries in Europe, South America, Africa, and Asia. Brazil is the largest country out of those nine and has the most Portuguese speakers.

c) Spanish, also known as Castilian in Spain, is the official language in about 20 countries. It's one of the official languages of the United Nations as well as other international organizations, including the African Union and the European Union. Besides, Spanish has also influenced several other languages, like Tagalog.

Like Spanish and English, **d) French** spread throughout the world along with the French colonial empire. Today, there are 29 French-speaking countries all around the world!

If English is the language of business, then French is considered the language of culture. Its enormous importance is also reflected in the fact that it is the third language with the largest number of non-native speakers.

Source: <https://www.babbel.com/en/magazine/the-10-most-spoken-languages-in-the-world>

Exercise 1

Read the text again and say if the sentences taken from the text are true (T) or false (F).

- a) Humans and mammals are the only ones that acquire cognitive languages.
- b) _____ Language can build societies and it can also destroy them. _____
- c) English is used in areas like tourism, business, shopping and education. _____
- d) Portuguese is the official language in about 9 countries. _____
- e) Spanish is one of the languages that are used in the United Nations meetings and conferences. _____
- f) French has less speakers than Spanish. _____

Exercise 2

Choose the correct word or verb to complete the sentences below.

- 1. All the species on the earth _____ their own way of communicating.
a. has b. have c. had d. has had
- 2. English has become a _____ common language.
a. local b. village c. world's d. Mozambique's
- 3. The official language of Brazil is _____.
a. Portuguese b. Spanish c. English d. French
- 4. Castilian in Spain _____ another name used for Spanish.
a. are b. was c. were d. is

Grammar

Review of the present and past simple tenses.

Present simple – is used to talk about things in general.

Example:

- ✓ All species have their way of communicating.
- ✓ Portuguese is the official language in Mozambique.
- ✓ They speak French.

Past tense – is used to talk about actions or situations in the past.

Example:

- ✓ We invited the Zimbabweans to visit Mozambique in 2020.
- ✓ We left school at 5 p.m..
- ✓ I liked Mathematics lesson yesterday.

Exercise 3

Read the sentences and complete the blank spaces with the verbs in the box below.

speak, went, drove, stopped, is (2x)

1. Communication _____ important for the people and other species.
2. They _____ to South Africa to buy goods.
3. The people in Zambia _____ English and other local languages.
4. The Republic of Tanzania _____ located in the north of Mozambique.
5. She _____ at 63 km per hour on her way home.
6. The police _____ her at the road block.

Reading and comprehension

Importance of English in Mozambique

The need for the English Language in Mozambique results from the current demand for this language in different fields and the ability to use it in real life situations. As Mozambique develops and its population grows, the need to learn English becomes more and more important. For these reasons, developing children's English language skills in an early age in Mozambique will reinforce their passion to learn and become global citizens. English helps children have doors open for them not only for global and village issues but also for the labour market.

Irrefutably, learning English is a key for most international communication, entertainment, diplomacy, media, commerce and tourism.

In satisfying the above roles, English creates development opportunities for individuals and communities in Mozambique.

Exercise 4

Reading and comprehension

Answer the questions using the information from the text above.

- a) Where does the need to learn English come from?
- b) What is the advantage of learning English for the children?
- c) Name the 6 fields where English is mostly used.

Exercise 5

Match the words in (A) with their definitions in (B) in the table below.

A	B
Language	Affecting the whole world.
Communication	Very strong feeling.
Global	Human speech in a particular nation.
Passion	A concert or a theatrical show.
Opportunity	Means of getting messages by letters, telephones...
Entertainment	A chance to do something.

Grammar

Connectors (and, because, but)

Connectors are words we use to join sentences. They help the reader to follow the meaning of the sentence.

Example:

- ✓ Developing children's English language skills at the early age will reinforce their passion to learn **and** become global citizens.
- ✓ English helps children have doors open for them not only for global **and** village issues **but** also for the labour market.
- ✓ They failed grade 8 **because** their English was poor.

Exercise 6

Complete the following sentences using **but, and, because**.

1. I've got a brother _____ a sister who live in Eswatini.
2. Swaziland was the 1st name of Eswatini. They changed it _____ of cultural _____ political reasons.
3. I love languages _____ I can only speak two.
4. They know English is important _____ they do their best to learn it at school.

1.2 English speaking countries around Mozambique

Reading and comprehension

Mozambique and its neighbouring countries

Mozambique is a south-east country with a long coastline which offers some of the Africa's best natural harbours and it is bathed by the Indian Ocean. Our country has 11 provinces namely Niassa, Cabo Delgado, Nampula, Zambézia, Manica, Tete, Sofala, Inhambane, Gaza, Maputo Province and Maputo City. There are about 40 languages spoken in Mozambique and Portuguese is the official Language which is spoken by around half of its total population.

Mozambique is rich in natural resources, it is biologically and culturally diverse and it has a tropical climate. There are mostly two seasons: summer and winter.

Its neighbouring countries are Eswatini, Malawi, South Africa, the United Republic of Tanzania, Zambia and Zimbabwe. All these countries use English as their official language.

Exercise 7

Tropical, 40 languages, natural resources, south east, neighbouring countries, coastline

Complete the sentences using the information given in the box.

- a. Mozambique is located in the _____ of the African Continent.
- b. It has a long _____ which is part of its natural harbours.
- c. There are about _____ spoken in the country.
- d. Our country is rich in _____ and it has a _____ climate.
- e. The United Republic of Tanzania is one of the 6 Mozambique's _____.

Modal verbs

Can/can't

Can – is used to say that someone has the ability to do something.

Example: I **can** speak some of the Mozambican languages.

My sister **can** name the 11 provinces of our country.

Rogério **can** drive to Eswatini and take less time.

Can't – is used to say that someone does not have the ability to do something.

Example: Madalena **can't** speak Portuguese.

They **can't** drive right in South Africa.

My mother **can't** speak English.

Exercise 8

Complete the sentences using **can** and **can't**.

- _____ you speak any of the Mozambican languages?
- Some students in Mozambique _____ name the 11 provinces correctly.
- We _____ work together to protect our coastline.
- People in Manica province _____ travel to Zimbabwe without passports.

Adverbs of frequency (usually, always, often, never, rarely, sometimes)

They are used to say how often we do something or something happens.

Examples:

- They **sometimes** go to Malawi for shopping.
- I **always** watch TV in the evenings.
- My colleague is **often** late for work.
- Our coastline is **usually** humid in summer.
- We **rarely** travel by train to South Africa.
- Many children **never** read newspapers.

Exercise 9

Complete the sentences below using adverbs of frequency (sometimes, never, always, never, usually and always).

- My mother _____ cooks in the evening because she is _____ tired.
- He _____ drinks coffee in the morning before he goes to work.
- She _____ listens to music on Sundays, Tuesdays and Fridays.
- They _____ eat meat because they are vegetarians.
- Angela _____ goes to the beach.

UNIT 2:

MODERN AND TRADITIONAL MEDICINE



2.1 Modern and traditional medicine

Reading and comprehension

Conventional medicine and alternative medicine are very different. Conventional medicine also known as modern medicine includes pills, injections, and surgery and it concentrates on curing diseases and symptoms. Alternative medicine includes herbal remedies, prayer and spiritual healing. It concentrates on making the whole person better, rather than just getting rid of a disease. The San people of the Kalahari practice this kind of alternative medicine through their healing dances.

The traditional African medicine is an alternative medicine based on the belief that the ancestors communicate with the living people through dreams. So, the healers can interpret dreams to find out what message the ancestors are sending.

Sangomas are traditional doctors who can diagnose what is wrong with someone. They often do it by throwing bones and interpreting what the bones mean depending on the way they lie.

Source: Mapep – year 7 Pupil people book- New Southern African Edition

Exercise 1

Complete these sentences using the information from the text above.

- Conventional medicine is different from the _____.
- Conventional medicine includes _____ and _____.
- Herbal remedies, prayer and spiritual healing are examples of _____.
- The San people use _____ medicine.
- The traditional African medicine is based on the belief that our ancestors _____.
- The _____ are able to diagnose what is _____ using the _____.

Exercise 2

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

1. There is no difference between conventional and traditional medicines.
2. _____ Conventional medicine cures diseases and identifies the symptoms.
3. _____ The healing dances are used by the San people. _____
4. The healers are not able to interpret the dreams. _____
5. The interpretation of the bones is done according to the way they lie. _____



2.2 Differences between doctors, traditional and religious healers

Reading and comprehension

Traditional healers also known as witchdoctors have many advantages over modern or conventional doctors, nurses and other healthcare professionals. The healers are very well respected members of the communities that's the reason why people who look for their services do not have to travel long distances. Traditional healers normally know and understand the people of their community as well as their needs.

People prefer to consult traditional healers because they believe in them and think they will cure every disease they have. Apart from that, they say the healers are cheaper than conventional doctors that require conventional medicine, buildings that can be used as healthcare centres and specialised doctors as well as nurses.

Like in any community, not every healer is good. There are those (false or bad healers) who do not know or know only a few of the medicinal plants and herbs. They lie to their people saying that they can cure diseases like HIV/AIDS, cancer, etc. These are only interested in making some or a lot of money.

Adapted from Learning English – student's book grade 9 Longman Mozambique

Exercise 3

Answer these questions using the information from the text.

- What are the advantages of the traditional healers?
- Why do people prefer to consult a traditional healer?
- What characterises the bad healers?
- What are false healers interested in?

Exercise 4

Look at these sentences taken from the text:

- Traditional healers have many advantages.
- Like in any community, not every healer is good.
- There are those (false or bad healers) who do not know or know only a few of the medicinal plants and herbs.
- False healers are only interested in making some or a lot of money.

Note that all the underlined words are quantifiers. They are used to indicate the quantity of something. Example (a little milk, a lot of money, some oranges, much sugar)

Complete the sentences using an appropriate quantifier (a few, a lot, many, some and many).

- There are _____ traditional healers and doctors in my city.
- Hospitals must vaccinate _____ people against cholera.
- Conventional doctors must know the scientific names of _____ of tablets or pills.
- _____ people were invited for the party but only _____ could eat food.

2.3 Differences made by advances in medicine in people's lives

Reading and comprehension

Advances in the development of medicine

It is very difficult to say when vaccines became an accepted practice because the journey to discovery was long and complicated. Beginning with Edward Jenner from Berkeley-England who in 1796 produced vaccine against smallpox. The use of his vaccine and his popularity grew quickly. From 1800 to 1900 centuries, various vaccines were developed to combat various disease like smallpox, tuberculosis, cholera, etc.

Since then, virtually all vaccines have worked using the same concept. That was until a new technology called **mRNA** came along and created possibilities for the future of healthcare. Its capacity for rapid development and potential for low production costs was evident during the **COVID-19 pandemic** where two separate mRNA vaccines were developed and approved for use in just a few months.

Another most significant advance in medicine came in 1928, when Sir Alexander Fleming, an English man discovered penicillin which has save countless lives since.

Exercise 5

Complete the table with information from the passage.

	Date of discovery or invention	Surname of the inventor/discoverer	Nationality of the inventor/discoverer
Vaccine			
Penicillin			

Grammar

Review of Present continuous

We use the Present Continuous to talk about a continuous action which started in the past and is still going on.

We form it like this: am/is/are+— ing form of the main verb.

Examples:

- a) Edward Jenner is becoming a very famous scientist.
- b) Vaccines are being accepted everywhere in the world.
- c) Scientists are producing a vaccine against smallpox.
- d) Penicillin is saving many people's lives.

Exercise 6

Complete the sentences using the correct form of the Present Continuous.

- 1. Scientists _____ (work) hard these days.
- 2. They _____ (study) different types of medicinal plants.
- 3. The new technology called **mRNA** _____ (create) possibilities for the future of healthcare.
- 4. They _____ (learn) English at the Language Institute to make it easier for them to know the scientific names of the malaria/cholera pills.
- 5. Alexander Fleming's discovery _____ (save) many lives.
- 6. Conventional medicine _____ (become) very popular.

Exercise 7:

Writing

Write a short paragraph describing the importance of a medicinal plant in your community/ town/village/city.

Grammar

Future – going to/will – these two forms for expressing future time can be used together and mean almost the same. We use **will** when we predict what will happen and **going to** when we know that something will happen.

- They **are going to** take glasses of water.
- I forgot to drink my paracetamol pill. I **will take** one after dinner.
- She feels awful. She thinks she **will** be sick.
- They are late. They are **going to** miss the 7 o'clock bus.

Exercise 8

Complete these sentences using going to or will.

1. It is very cold. We are _____ have many people with flu.
2. What _____ you do after you finish your nurse course?
3. My teeth are not okay. I think I am _____ see the dentist on Friday.
4. The advances in medicine _____ help people prevent and combat many diseases.

Adjectives (normal degree)

Adjectives are used to describe and modify nouns or pronouns.

Example:

- Herbal remedies are cheap.
- Conventional tablets or pills are expensive.
- Doctors receive good salaries.

All the underlined words in the sentences above are adjectives.

Look at this table that shows the positive, comparative and superlative degrees of the adjectives.

Positive degree	Comparative degree	Superlative degree
Good	Better	Best
small	smaller	smallest
Big	bigger	biggest
Short	Shorter	Shortest
Bad	Worse	Worst
Cold	Colder	Coldest
Cheap	Cheaper	Cheapest
Expensive	More expensive	Most expensive

Other examples

- ✓ Vaccines must be stored in colder recipients and places.
- ✓ Our Rural Hospital is smaller than the Lichinga Provincial Hospital.
- ✓ Injections are more expensive than the blades.

Exercise 9

Writing

Write 3 sentences using the degree of adjectives from the table above.

Zero Conditional

Zero conditional is used to express general habits or permanent truths.

Structure if + present simple, present simple.

Examples:

- If I feel tired and a bit sick, I go to bed early.
- If we put food for longer periods into the freezer, it freezes and it becomes unhealthy.
- If I get a headache, I take a painkiller.
- If they do not water the medicinal plants, they die.

1st conditional

It is used to talk about future situations we believe are real or possible.

Structure: if/when + present simple + will + infinitive

Examples:

- If the public hospitals are not open tomorrow, we will go to the nearest clinic.
- If the drivers do not drive at 180 km per hour, they will not cause accidents and increase the number of patients in the healthcare centers.

Exercise 10

Complete the sentences using zero or 1st conditionals and these verbs (communicate, help, die, can, put, can and go).

- a) If doctors do not prohibit self-medication, many people can _____ of overdose.
- b) If our ancestors _____ with us, they _____ make us feel better.
- c) If the rich countries _____ the poor ones, they _____ contribute to the increase of life expectancy in these countries.
- d) If pregnant women do not _____ to the health centers, they can _____ their babies at risk of death.

UNIT 3:

CUSTOMS AND TRADITIONS

Exercise 1

Look at the pictures and guess in what provinces these ceremonies are held in our country.

a) Unhagu _____ b) Tufo _____ Lobola _____



Unhagu



Tufo



Wedding after lobola

Source: [google.com/search?q=pictures+showing+traditional+ceremonies+or+rits+in+Mozambique&sca_esv...](https://www.google.com/search?q=pictures+showing+traditional+ceremonies+or+rits+in+Mozambique&sca_esv...)

3.1 The importance and the impact of traditions, customs and rites

Reading and comprehension

Importance of customs and traditions

Traditions and customs are important because they create unit and gather people together. Traditions provide us with a sense of comfort and cosiness, bringing families and friends during the holidays. Some traditions are used to connect people with their history and family lineage.

Rituals are equally important in the sense that they empower people be it individually or collectively. They help us work through difficulty problems.

Rites are ceremonial events that take place in every society and they symbolise, for example, the passage from childhood into the adulthood, from single to marriage life, social maturity, etc.

Exercise 2

Answer these questions using the information from the text above.

- Why are traditions and customs important?
- Do you believe that rituals are also important? Why?
- Define rites and say what are they used for.
- What kind of rituals are common in your community?

3.2 Initiation rites, traditional ceremonies, social norms and sexually transmitted diseases (STD)



Reading and comprehension

In all parts of the country, especially in the Central and Northern provinces of Mozambique, there are traditional ceremonies, called initiation rites. These rites involve teenagers of both sexes. The ceremonies are performed in different ways, depending on the cultural traditions.

An initiation rite called *unhagu* is practised in the northern province of Niassa and the objective is to prepare boys and girls for adult life.

Unhagu consists of *djando*, which is the initiation rite for boys, and *nzondo*, which is the initiation rite for girls and this takes place right after the first girl's menstruation period.

Both boys and girls are taken to the bush, where they are taught very important traditional rules of their communities. Boys are taught how to respect people, how to care for their wives, how to look after their families and how to do community work. Girls are taught how to look after themselves and how to look after a house and children. They are also shown ways of making their husbands happy.

Many people believe that the initiation rites should begin with sexual activities immediately after the boys and girls have undergone the initiation rites but many of these boys and girls are still immature and this very often leads to early pregnancies and premature marriages. Sometimes, HIV/AIDS and other Sexually Transmitted Diseases (STD) occur as a result of this.

Adapted from Learning English grade 11 – Longman Mozambique

Exercise 3

Choose the correct words to complete these sentences using the information from the text above.

- The initiation rites are common in the _____ regions.
a. the three b. central and northern c. southern d. in none of the regions
regions
- The name given to boys initiation rites is _____.
a. Nzondo b. rites c. djando d. unhagu
- The initiation rites for both boys and girls take place in the _____.

- a. bush b. suburbs c. city d. house
4. Initiation rites for girls are held right after their _____ menstruation period.
- a. second b. first c. third d. fourth
5. Boys are taught how to _____.
- a. respect people, care for their wives, look after their families and do community work.
- b. how to look after themselves and how to look after a house and children.
- c. Start early sexual activities.
6. Sexually Transmitted Diseases, early pregnancies and _____ are some of the consequences of boys' and girls' immaturity after the initiation rites.
- a. first menstruation b. wanted pregnancies
- c. rites ceremonies d. Premature marriages

Grammar

Sequence markers

They are used to describe the order in which two or more actions happen, and help us to understand the time relationship between sentences and ideas. They are: first, next, after that, then and finally.

Examples of my daily routine using sequence markers:

- First – I get up and I brush my teeth.
- Next – I dress my clothes and make my bed.
- After that – I take a cup of tea and leave my house.
- Then – I have my lessons at school until 3 p.m.
- Finally – leave school and go back home.

Exercise 4

Fill in the blank spaces using the given sequence markers (next, finally, after that, first, then).

Initiation rites process

_____ the boys and girls are selected in the communities. _____ they are taken to the community leader's house. _____ they go to the bush where they are explained everything. _____ they are taken back to their families. _____ the families celebrate their return.

Adverbs of time

They are used to say when something happens or happened.

Examples:

- I will go to the initiation rites in November.
- They went to the wedding ceremony on Saturday.
- Today is my first day at home after the long holidays.
- She had her baby birth ceremony a month after the baby was born.

Exercise 5

Fill in the blank spaces by choosing the most appropriate adverbs of time. (tomorrow, tonight, night, yesterday, summer)

1. Did you go to school _____?
2. Will you be able to finish your work by _____ afternoon?
3. Doreen stayed at home the whole _____.
4. I will be visiting my grandparents in _____.
5. _____ we are celebrating the first anniversary of our love story.

Should and should not

They are used to say that something is or is not probably true.

Examples:

- Many people believe that the initiation rites **should** begin with sexual activities, immediately after the boys and girls have undergone the initiation rites.
- You **should** marry that girl. She is so nice and respectful.
- Boys and girls **should not** get married before they are 18.
- Parents **should not** allow their children have sex at an early age.

Exercise 6

Complete the blank spaces using should or shouldn't.

- a) You _____ shout in class.
- b) Teachers _____ be patient to their students when teaching them.
- c) Everyone _____ visit his/her parents.
- d) Long distance drivers _____ drive too fast.
- e) People _____ sometimes have appointments with their doctors for check-ups.
- f) Rituals and ceremonies _____ take place during the school calendar.



4.1 The importance and conditions for farming

Reading and comprehension

Farming is the process of cultivating natural resources to sustain the human life and provide economic gain. It consists of planting crops and raising animals with modern production methods and new technologies. Farming is also a business that provides basic goods used in commerce.

For thousands of years, farming has played an important role in everyday life. Before farming, hunting and gathering have enabled humans to survive but it has never been easy for them to have enough food for a long time as well as the skills for preserving it.

Then, they gradually developed tools and practices to improve farming outputs with more efficient means of sustaining themselves. From there, humans created industries for producing more sophisticated instruments for farming and storing crops for longer periods.

Exercise 1

Answer these questions using information from the text above.

- Define farming.
- What does farming consist of?
- In what way is farming contributing to countries' economy?
- What happened before farming?
- Why was there a need for developing efficient tools and practices?

Present perfect

It is used for something that happened in the past but has an effect in the present.

The structure of the present perfect is: have/has + past participle

Examples:

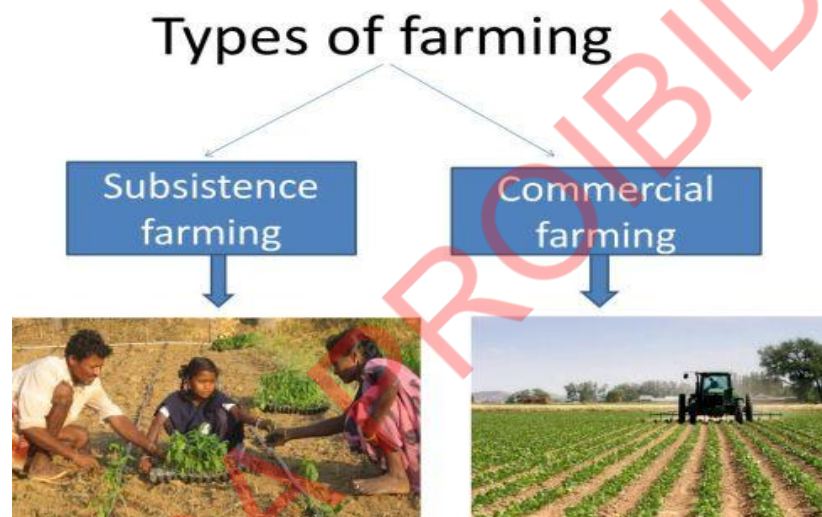
- For thousands of years, farming has played an important role in everyday life.
- Before farming, hunting and gathering have enabled humans to survive.
- It has never been easy for them to have enough food for a long time as well as the skills for preserving it.

Exercise 2

Choose the correct form of the present perfect to complete the sentences that follow.

1. Are you going to the farm today? No, I _____ there already. (has been/have been)
2. Farmers and peasants in Chimoio _____ many crops this years and are thinking of looking for new markets. (has grown/have grown)
3. I _____ always (has/have) _____ agricultural life.(like/liked)
4. My parents _____ just _____ their work about commercial farming. (have/has _____ finish/finished)
5. It _____ (has/have) never _____ (be/been) easy for anyone to grow greater quantities of food and crops.

4.2 Description of different types of farming



As you can see from the pictures, farming is done in different ways all over the world. Depending upon geographical conditions, demand of production labour and level of technology.

Farming can be classified into two main types namely **subsistence farming** and **commercial farming**.

- a) Subsistence farming** is practised to meet the needs of the farmer's family and is practiced in small pieces of land with the use of primitive tools like hoe, rake, watering can and digging sticks, and family or community labour.
- b) Commercial farming** is mostly practised in developed countries. This type of farming is practiced for profits and it is characterized by the use of high technology like tractors, seed drills, fertilizer spreader, etc.

Exercise 3

Answer the questions using the information from the passage above.

- What types of farming are mentioned in the passage?
- What is the difference between the two types of farming?
- What type of farming do you think is common in your community?
- Give two examples of instruments used for farming.

Active voice

The **active voice** tells us what a person or thing does.

Examples:

- **Nampula produces cassava.**
- **A farmer grows crops.**
- **The company provides the farmers** with modern tools.
- **The peasants buy the tools** to use in agriculture.

Passive voice

It is used to say who did or caused the action.

Structure - we form the passive voice with **be +past participle** (3rd form of the verb).

So, in the present simple the passive is: **am/is/are+ past participle form.**

Examples:

- **Cassava is produced** in Nampula province.
- The **crops are grown** by the farmer.
- The **farmers are provided with the modern tools** by the company.
- The **tools for use in agriculture are bought** by the peasants.

Exercise 4

Fill in the gaps using **am, is** or **are** to complete the following passive voice sentences.

- This kind of commercial farming _____used for profits.
- The machinery _____ carried by the trucks.
- The agricultural areas _____ irrigated by water pumps.
- Subsistence farming _____ used to meet the needs of the farmer's family.

Exercise 5

Put the verbs in brackets in the present simple passive.

- The workers in this farm _____ (not pay) well.
- In the subsistence farming, technological machines _____ (not use).
- Their house _____ (pay) every month.
- Bananas _____ (grow) in Boane.

4.3 Ways of preserving food

Food preservation

Look at this picture and think about it.



This picture shows that depending on the way people preserve food, it can grow bacteria and bacteria spoils food. To preserve food for longer period you have to destroy the bacteria or slow down their growth. There are different ways to do this namely:

- a) Drying – which is the oldest type of food preservation. If for example we remove water from food, the bacteria cannot grow. In the past, people simply left fruit and meat outside to dry in the sun and the wind until all its natural water was gone. This made the fruit and meat last a very long time.
- b) Salting – salting food, especially meat and fish, is another very old way to preserve food. Bacteria cannot grow in a very salt environment, so salted food lasts a long time. In many countries salt fish or meat has become a traditional food preservation and people still do it today.
- c) Heating – this is a more modern way to preserve food which was discovered in 1809 by an inventor called Nicolas Appert. He found that if food is heated at high temperatures and then sealed in a container, the food lasts for months. This is because the bacteria are killed when they are heated and cannot grow again without air. Vegetables and fizzy drinks in cans, jam and juice in bottles are preserved using this method.
- d) Freezing – this is another newer method for preserving food which was invented by a scientist called Clarence Birdseye in the 1900 century when he went to the Arctic. He noticed that when fish was caught it froze quickly in the icy conditions. He realized that freezing slowed down the growth of the bacteria. Back home he invented a way of fast freezing food. Frozen food was first sold in 1930. Now, all sorts of food can be frozen for us to buy.

Adapted from internet

Exercise 6

1. Answer this question using the information from the passages above.
 - How many methods are there for food preservation?
2. Fill in the gaps with the right method of food preservation.
 - a) If water is removed from food, bacteria can't grow. _____
 - b) When fish was caught it froze quickly in ice conditions. _____
 - c) Bacteria can't grow in a salty environment. _____
 - d) If food is heated at high temperatures and sealed in a container, the food lasts for months. _____
3. What is the importance of preserving food?
4. Which of the above methods is common in your community?

Grammar

Quantifiers are expressions used to indicate the quantity of something (example: I bought 50 t. shirts, 10 kgs of rice and some mangoes)

The use of quantifiers with countable and uncountable nouns

Quantifiers with countable nouns

Example:

- Two packets of tea leaves.
- Forty-five story books.
- Five bananas.
- Two apples.
- One bottle of orange juice.

Quantifiers with uncountable nouns

Example:

- I need some sugar for my tea.
- How much rice do you want for dinner?
- There is some water for you to drink.
- Is there any milk in the fridge?
- Is there any smoked fish?

Exercise 7

Use *one*, *some* (2x), *any* and *two* to complete the sentences.

1. Can I have _____ water please?
2. We do not have _____ bread for breakfast.
3. She is going to the market to buy _____ flowers to decorate the party's saloon.
4. My sister has _____ apples in the fridge.
5. My neighbor who is a farmer has _____ tractor at home.

4.4 Ways of minimizing the effects of climate change

Reading and comprehension

Climate change has a negative impact over the globe and those who live in extreme poverty. For those who live on whatever they can grow themselves, when drought or floods come, it can lead to famine and a food crisis. One of the ways the organization called Fields of Life has found to minimize the impact of the climate change is to work hard to teach sustainable agriculture in schools. This includes the teaching on diversifying crops and growing climate change resistant crops. Children are taught from a young age about the importance of different crops for different seasons, helping them become more resilient to the effects of climate change.



Education, education, education

Nelson Mandela once famously said that education is the most powerful weapon you can use to change the world. At Fields of Life, we passionately believe this! Through educating children, we can teach the importance of looking after our planet, how to become more resistance to the effects of climate change, and even rise up the leaders of tomorrow who can change the world for the better.



3. As a new Africa emerges, they have an opportunity to build an economy that learns from the mistakes of the West. While the West has grown through taking our planet's

resources, Africa has the opportunity to be leading the world in how to grow through renewable energy, such as solar, wind and hydroelectric.

Fields of Life has given thousands of solar lights to children to study at night, and many of the partner schools have started to use solar energy as their main source of energy.

Exercise 8

Answer these questions about the passages above.

- Mention two impacts of climate change mentioned in the first passage.
- What are the school children learning as a result of the work done by the Fields of Life organization?
- What weapon did Nelson Mandela advise people or nations to use to change the world?
- What is the above organization suggesting Africa to do?
- What are solar lights used for in schools?

Grammar

Modal verbs (must and must not)

They are used to express obligation.

Example:

- We must protect our planet.
- The government must find better ways of reducing the impact of the climate change.
- People must not pollute the rivers, air and the places where they live.
- Countries must not work alone to address climate change issues.

Exercise 9

Complete the sentences using **must** or **must not**.

- According to the passage 3, Africa _____ take some actions now.
- Africa _____ repeat the same mistake which was made by the West.
- Every country _____ take an action towards the preservation of the environment and the planet.

Exercise 10

Writing

Write a short paragraph about the importance of agriculture or farming in Mozambique.

5.1 Different types of shops and shopping places

Maputo market



Read this dialogue

Shop assistant: Hello, can I help you?

Customer: Hello, yes please. I am looking for a dress for me and a shirt for my husband.

Shop assistant: Which colours do you prefer?

Customer: Red for the dress and blue for the shirt.

Shop assistant: And what sizes do you need?

Customer: Medium for the dress and large for the shirt.

Shop assistant: Here you are. Do you want to try the dress on?

Customer: Yes, please. Where is the changing room?

Shop assistant: It is just at the end of the corridor.

Customer: Ok thanks.

(A few minutes later)

Shop assistant: Does it suit you?

Customer: Yes. How much do I have to pay?

Shop assistant: It is 450.00 mts for the dress and 700.00 mts for the shirt.

Customer: Here you are.

Shop assistant: Thank you very much.

Exercise 1

2. Say if the sentences are **true (T)** or **false (F)**.

- a) The customer wants to buy a suit. _____
- b) The customer prefers a green dress and a blue shirt. _____
- c) The customer bought a red dress and a blue shirt. _____
- d) The dress was more expensive than the shirt. _____
- e) The shirt was cheaper than the dress. _____
- f) The blue shirt was more expensive than the red dress. _____

Exercise 2

Answer the questions about the dialogue.

- a) What was the customer looking for?
- b) What were the customer's favourite colours?
- c) How much money did the customer pay for the dress?
- d) Where is the changing room?
- e) How much did the shirt cost?

Grammar

WH – questions.

Look at these examples:

- Where...? **Where** are you going now? **Where** do you live?
- When...? **When** did you arrive? **When** are you starting your course?
- Why...? **Why** do you want to buy a car? **Why** don't you go to Baia Mall shop?
- How...? **How** much does it cost? **How** much did you pay for the theatre ticket?
- Who...? **Who** is that man standing under the tree? **Who** bought him those clothes?
- What...? **What** is your name? **What** are they doing now?

Exercise 3

Complete the sentences using the correct Wh – question form. (use – how, what, why, what, where and when)

- 1. _____ are they travelling to Quelimane?
- 2. _____ much did they pay for her wedding dress?
- 3. _____ is Mary going with that load?
- 4. _____ are you looking for?
- 5. _____ are your colleagues going to do at the weekend?
- 6. _____ is he driving too fast? The shop is just by the corner.

Exercise 4

Look at this list of things my aunt has to buy and the name of each shopping place where she should buy the things in her list. (use – Clothes shop, Supermarket, Furniture shop, Bookshop, Garage).

- a. Table, chair and two beds. _____
- b. School uniform for the children. _____
- c. Rice, sugar, milk, tomatoes and maize. _____
- d. A car to take her to work. _____
- e. A bible. _____

5.2 The importance of bargaining when shopping

Negotiating the price/bargaining



Buyer: How much is this bicycle?

Seller: It is 3,890.00 mts.

Buyer: What's your best price?

Seller: I can only sell it for 3,590.00 mts.

Buyer: It is still expensive.

Seller: My boss said we can only give a discount of 300.00mts.

Buyer: Umm. It is a pity and I only have 3,450.00mts.

Seller: Let me talk to him again.

Buyer: Ok

Seller: You are lucky. He said you can buy it with the amount you have.

Buyer: Here you are.

Seller: Thank you very much.

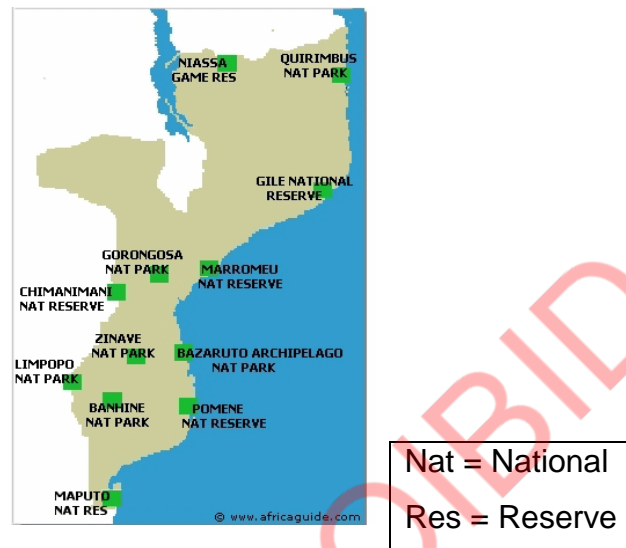
Exercise 5

Answer these questions about the dialogue.

1. How much is the bicycle?
2. How much did the buyer pay for the bicycle?
3. Why did he pay for that amount?
4. Is it common to bargain over the price in your local market or shop?

UNIT 6:

TOURISM AND WILDLIFE



Exercise 1

1. Describe, with your colleague, what you see in the picture above.
2. What does the picture represent?

6.1 The importance of protecting and promoting tourism/wildlife and its impact for the community and country's development

Reading

Mozambique National Parks and Game Reserves

The main tourist attractions of Mozambique are the environmental conservation areas. Presently, they cover about 12.6% of the total country's surface, and comprise 6 national parks and 6 national reserves.

The national parks and reserves are circumscribed public spaces, delimited, which represent the natural national heritage. They aim to protect the biodiversity and fragile ecosystems as well as animals' species and vegetation.

Besides presenting the effort that has been made in order to continually protect the Mozambican biodiversity, a brochure is provided which also shows the beauties with exceptional characteristics on, both leisure and environmental education in large scale, promoting, at the same time, the ecological tourism. It also includes rules for your safety

and that of animals in a national park or a national reserve. For example in a national park you have to keep quiet, if you must speak, do so softly. You can carry binoculars and cameras but you cannot come too close to animals, drive fast, leave any litter and take babies or small children.

Mozambique is not just a travel destination, it is a once in a life time experience. A countless breath-taking variety of landscape is offered to the visitor, in terms of flora, as well as fauna.

Source: <https://www.africaguide.com/image/country/mozamb/maps/parks/mozambique>

Reading and comprehension

Exercise 2

Answer the questions using the information from the text above.

1. What are the main tourist attractions of Mozambique?
2. What are national parks and reserves?
3. How many national parks and reserves are mentioned in the text?
4. What is the importance of national parks and reserves?
5. What else does the brochure show?

Vocabulary

Exercise 3

Find 7 nouns in the puzzle. They go in two directions, horizontal and vertical.

S	U	R	F	A	C	E	Q
R	Z	X	L	N	S	I	S
P	U	C	O	M	L	K	P
T	O	U	R	I	S	T	I
I	R	W	A	G	J	P	C
B	E	A	U	T	Y	A	I
E	G	Q	O	F	S	R	E
D	F	Y	U	P	A	K	S
H	E	R	I	T	A	G	E

Grammar

Study this modal verb: **can/can't**

When you state that someone is allowed to do something, you use the word 'can'.
You use the words 'cannot' or 'can't' to express that they are not allowed to do it.

Examples

Can:

We can go to the Gorongosa park now, it's open to public.

Cannot or can't:

We can't go fishing in January because it's a ban period.

Exercise 4

Using the information from the text write a list of things (3) you can do and cannot do in a national park and compare it with your colleague.

I can	I cannot or can't
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

6.2 Describing tourist places and attractions

Speaking

Exercise 5

Look at the pictures below.

1. Describe, with your colleague, what you see in the pictures.
2. What do these pictures represent?



Source: <https://africaa-z.com/images>



Source: <https://dynamic-media cdn.tripadvisor.com>

Exercise 6

Complete the sentences using your own words.

1. Can you tell me why you like visiting tourist places?

Yes really, I like _____.

2. What are the names of historic places in your village or city?

They are _____.

3. Can you tell me what tourist attractions there are in your village or city?

Yes of course _____.

4. Where do you usually go on holidays?

I usually go to _____.

Grammar

Study these modal verbs: **will** and **shall**.

The words will and shall are auxiliary verbs that are used to form the future simple. Shall is used in the first person (I, We) and will is used in all other persons (you he/she they).

Use of **Shall** and **Will**

I	shall	go to the park.
We	shall	visit Bazaruto Island.
He	will	speak with local people.
She	will	go on holiday.
You	will	become a tourist guide.
It	will	be interesting to see the lions.
They	will	enjoy visiting the historical places.

Exercise 7

Complete the following exercise using *will* or *shall*.

- _____ we visit the Quirimbas National Park next year?
- Tell him that he _____ never confuse a park with a reserve.
- Tomorrow we are leaving for Banhine National Park, what time _____ we call you?
- Let's go to the park, _____ we?
- This year we _____ go to Chimanimani National Reserve.
- _____ you advise tourists to visit Mozambique?

Past simple and the past continuous tenses

Study these verbs.

Past simple describes a completed action in the past.

Example

News *arrived* from Maputo.

The **past continuous** describes a continuous activity in the past.

Example

The general and his soldiers *were resting* after the battle.

If two actions happened at the same time we use past continuous and past simple.

Example

The general and his soldiers *were resting* after the battle, when news *arrived* from Maputo.

If two activities happened one after the other, both, verbs are in the past simple.

Example

When news *arrived* from Maputo, the general *returned* to his headquarters.

Exercise 8

Complete the blank spaces using the **past simple** or the **past continuous** form of the verbs in brackets.

1. When Maria _____ Kamala about Jorge, they _____ a drink of coffee. (tell/have)
2. When Kamala _____ Jorge, he _____ to Maria. (see/talk)
3. When Maria _____ Jorge on Saturday, he _____ at the trees. (see/look)
4. When Maria _____ Jorge on Saturday, they _____ for a cup of coffee. (meet/go)
5. While Maria _____ Kamala about Jorge, Catarina _____. (tell/arrive)
6. While Catarina _____ about the tourism project, Maria and Kamala _____ (ask/join) her.

Comparative adjectives

Study these adjectives.

We use a **comparative adjective** to express how two people or things are different. It is formed as follows: Noun (subject)+verb+comparative adjective+than+noun (subject).

Comparative adjective

Examples

She is two *years* older than me.

Maputo city is much *bigger* than Beira city.

He is a better *player* than Reinildo.

Mozambique is a *bigger* country than Malawi.

Exercise 9

Complete the sentences with the correct comparative form of the adjectives in brackets.

1. My sister thinks she's _____ (intelligent) than me, but I don't agree!
2. Communication is _____ (easy) today than it was 50 years ago.
3. I prefer _____ (hot) temperatures to colder ones.
4. John's car is _____ (big) than mine.
5. Maria is _____ (old) than Sandra?
6. This coat is _____ (nice) than that one.

Superlatives adjectives

Study these adjectives.

We use a **superlative adjective** to show how one person or thing is different to all the others of its kind. It is formed as follows: Noun (subject)+verb+the+superlative adjective+noun (subject).

Superlative adjective

Examples

My house is the *largest* in our neighbourhood.

Everest is the *highest* mountain in the world.

I have three sisters: Jan is the *oldest* and Angela is the youngest.

Exercise 10

Complete the sentences with the correct superlative form of the adjectives in brackets.

- 1) Binga is _____ (high) mountain in Mozambique.
- 2) Who is _____ (old) person in your family?
- 3) This dress was _____ (cheap)
- 4) This film is _____ (short) of all we have seen.
- 5) She's _____ (fast) runner in her school.

Exercise 11

Writing

Write a short paragraph describing how you can protect fauna and flora in your community.

UNIT 7:

MANAGING OUR PLANET



Exercise 1

1. Describe with your colleague what you see in the pictures above.
2. What do the pictures represent?

7.1 The importance of protecting the environment for human beings

Reading

Air pollution

Wildfires, volcanoes, and industrial chemicals cause some air pollution. But most air pollution comes from burning fossil fuels. These include coal, oil, and natural gas. Factories, electrical plants, and automobiles burn these fuels generate power. The burning of fossil fuels may release solid particles, such as ash, into the air. It may also release harmful gases. This type of pollution may be seen in the form of smog over big cities. Smog-filled air is hazy, or hard to see through.

Air pollution may cause diseases such as cancer and asthma. Air pollution also leads to acid rain, or polluted rain that can harm living things. In addition, air pollution may be a cause of global warming, which is a steady rise in Earth's average temperature. Finally, air pollution damages a part of the atmosphere called the ozone layer. The ozone layer is important because it protects Earth against harmful rays from the Sun.

Reading and comprehension

Exercise 2

Say if the sentences are true (T) or false (F) according to the text above.

1. Air pollution is caused by volcanoes only. _____
2. Most air pollution comes from coal, oil, and natural gas. _____
3. The burning of fossil fuels never releases solid particles into the air. _____
4. Diseases such as cancer and asthma may be caused by air pollution. _____
5. Air pollution may be one of the causes of global warming. _____
6. Rays from the sun are harmful to Earth. _____

Vocabulary

Exercise 3

Are the underlined words in the sentences below nouns or verbs? Write (N) for nouns and (V) for verbs.

1. Wildfires, volcanoes, and industrial chemicals cause some air pollution. _____
1. The burning of fossil fuels may release solid particles. _____
2. Smog-filled air is hazy, or hard to see through. _____
3. Air pollution may cause such diseases as cancer and asthma. _____
4. Air pollution may be a cause of global warming. _____
5. Air pollution damages a part of the atmosphere called the ozone layer. _____

Grammar

Relative pronouns

Study these relative pronouns.

A **relative pronoun** is used to connect a clause or phrase to a noun or pronoun. The most common relative pronouns are *who*, *whom*, *whose*, *which*, and *that*.

Examples

1. The cyclist **who** won the race trained hard.
2. The trousers **that** I bought yesterday were cheap.
3. Matapa, **which** we ate last week, is one of my favourite dishes.
4. The book **was** not in good condition **when** it was finally returned.

Exercise 4

Read the given sentences and use the right relative pronouns in the blanks.

1. We always like people _____ protect the environment in our community.
2. Can you tell _____ responsibility is it to protect the forests?
3. This is the lady _____ I was praising because of her initiative in recycling products.
4. This is the house in _____ Jorge lived in our community.
5. These are the mango trees _____ my mother and I planted together.
6. I don't think there's anyone _____ doesn't like nature.

Second conditional

Study the second conditional.

The second conditional is used to imagine present or future situations that are impossible or unlikely in reality.

Examples

If I won a lot of money, I'd buy a big house.

If it rained, you would get wet.

If she fell, she would hurt herself.

The structure is usually: if + past simple + would + infinitive.

Exercise 5:

Complete the sentences with the past simple form of the verbs in brackets.

1. If I _____ (win) the lottery, I would travel around the world.
2. She would buy a new car if she _____ (have) enough money.
3. If he _____ (study) harder, he would pass the exam.
4. They would go on a vacation if it _____ (be) cheaper.
5. He would be healthier if he _____ (like) vegetables.
6. If she _____ (know) how to cook, she would make dinner every night.
7. If it _____ (rain) tomorrow, they would stay at home.
8. If he _____ (speak) English, he would have more job opportunities.

Modal verbs: Would and Should

Study these modals verbs.

Should is used to give suggestion or advice.

Examples

You *should* study.

You *should* eat healthy food.

The modal verb “*would*” is used to give advice. In this situation, the speaker is giving hypothetical advice as if he/she were the listener.

Examples

If I were you, I *would* return the book.

If I were you, I *would* not wear that jacket.

Exercise 6:

Complete the sentences using the modal verbs *should*, *shouldn't* or *would*.

1. You _____ eat more vegetables.
2. She _____ pay attention in class.
3. The students _____ arrive on time for class.
4. If I were you, I _____ take a different course.
5. The children _____ play soccer in the house. They may break something.
6. How _____ you make the cake?
7. You _____ change your shoes.
8. My car is broken. I _____ take it to a mechanic.

Reflexive pronouns

Study these reflexive pronouns.

Reflexive pronouns are words like **myself, yourself, himself, herself, itself, ourselves, yourselves and themselves**. They refer back to a person or thing. We often use reflexive pronouns when the subject and the object of a verb are the same.

Examples

I prepared *myself* for the exam.

We cooked *ourselves* dinner.

They built the house *themselves*.

Exercise 7

Complete the sentences using reflexive pronouns: *myself, yourself, himself, herself, itself, ourselves, yourselves or themselves*. She poured some tea.....

2. We bought a van.....
3. You must go by
4. Peter built a hut.....
5. Did you paint it....?
6. I carried this box.....
7. Antonio was proud of.....
8. The fire went out by.....



<https://ecotelhado.com/wp-content/uploads/2020/05/como-reciclar-o-lixo-domestico.jpg>

https://img.freepik.com/vetores-gratis/conjunto-de-triagem-de-lixo_74855-15415.jpg

Exercise 8

1. Discuss, with your colleague and say what you see in the pictures.
2. What products do you think can be recycled?

7.2 The Importance of recycling products

Reading

Let's recycle

Recycling simply means taking materials that have already been used and then making new products or resources from these materials. There are many reasons to recycle in this way.

- Recycling old materials and turning them into something new saves us money.
- It means less rubbish taking space in our landfills.
- We save energy and natural resources when we recycle instead of making something new.
- It's an important skill to learn and role to play in our community.
- It reduces pollution allowing us to live healthier lives.
- It helps us to become more responsible in the way we use and dispose of materials.

Reading and comprehension

Exercise 9

Read the text above and do the exercises below.

1. What does recycling mean?
2. Mention 4 advantages of recycling.

Grammar

Modal verb: Must and mustn't

Study this modal.

You can use *must* to give advice or make recommendations emphatically.

Example

You must see Mozambique island, it's beautiful.

You can use *mustn't* to forbid someone to do something.

Example

You *mustn't* cross when the light is red.

Exercise 10

Say what we must and mustn't do to help recycling. Write, in the box, **(M)** for must or **(MT)** for mustn't.

Statement		
01	Give old toys and clothes to charity.	
02	Throw food and liquids into the recycling bin.	
03	Reuse paper and cardboard for drawing.	
04	Use green bags when out shopping.	
05	Put paper and glass in the same recycling bin.	
06	Use recycled materials for craft.	
07	Sort rubbish into the correct bins.	

Exercise 11

Match the projects to the solutions.

1	Recycle	a	We must check and fix all the taps.
2	Save water	b	We must put a recycling bin in every classroom.
3	Save electricity	c	We must walk or ride our bikes to school.
4	Save gasoline	d	We can put reminder signs next to the light switches in the house.



<https://imgs.edhelper.com/clipart/stories/rstoriesg1497prev.jpg>

Exercise 1

1. Describe with your colleague what you see in the picture above.
2. What does the picture represent?

8.1 Causes and prevention of diseases related to malnutrition**Reading**Malnutrition

The child in the picture is suffering from malnutrition and shows symptoms of nutritional rickets. She has bowed legs and an enlarged wrist. Nutritional rickets is a condition in which children's bones are too soft and do not develop properly due to a deficiency of vitamin D.

Augustine lived in a developing country. He rarely had enough to eat. The drought in his nation made regular meals impossible. Augustine suffered from malnutrition.

Teresa was lactose intolerant. She avoided milk and dairy products because they made her feel sick. She wasn't taking enough calcium into her body. As a result, she suffered from malnutrition.

Philip was a young accountant. He used to eat plenty of junk food but not much that was good for his body. As a result, Philip suffered from malnutrition.

How can three such different people suffer from malnutrition? Malnutrition is a health condition in which the individual is not getting adequate nutrients. The condition can occur because the person's diet is lacking a particular vitamin or because the person is not getting enough food. Malnutrition can be caused by a lack of food, an unbalanced diet, trouble with digestion or absorption of food, or another health condition. The treatment of malnutrition depends on the cause and how bad the condition is.

<https://imgs.edhelper.com/clipart/stories/rstoriesg1497prev.jpg>

Reading and comprehension

Exercise 2

Read the text and answer the questions below.

1. What is malnutrition?
2. List the symptoms of malnutrition mentioned in the text.
3. Why did Augustine get malnutrition?
4. Why did Teresa get malnutrition?
5. What causes malnutrition?

8.2 The importance of having a balanced diet and exercises for a healthy living.



Vocabulary

Learn the expressions related to fitness in the box below.

Regular Exercise
Balanced Diet
Regular Check-ups
Get enough sleep
Eat healthy food
Drink a lot of water

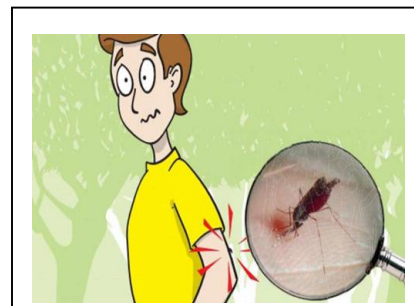
Exercise 3

Match the expressions in **A** with their advantages in **B**.

A		B	
1	Regular Exercises	a.	Reduces the risk of the diseases. It gives you energy.
2	Eat healthy food	b.	Helps control calories, it regulates body temperature, and it helps maintain blood pressure.
3	Drink a lot of water	c.	Help reduce the risk of the disease.

Exercise 4

Describe, with your colleague, what you see in the picture on the right.



8.3 Protecting ourselves and others from common diseases

Reading

Malaria

According to the Centers for Disease Control and Prevention (CDC), some of the most common diseases in Mozambique include hepatitis A, malaria, typhoid, cholera, hepatitis B, rabies and yellow fever.

Malaria is a disease caused by a parasite. The parasite is spread to humans through the bites of infected mosquitoes. People who have malaria usually feel very sick with a high fever and shaking chills.

To reduce malaria infections, World Health Programs distribute preventive drugs and insecticide-treated bed-nets to protect people from mosquito bites. Protective clothing, bed-nets and insecticides can protect you while traveling. You can also take preventive medicine before, during and after a trip to a high-risk area. Many malaria parasites have developed resistance to common drugs used to treat the disease.

Talk to your doctor if you experience a fever while living in or after traveling to a high-risk malaria region. If you have severe symptoms, seek emergency medical attention. Malaria can be treated with antibiotics. Signs and symptoms of malaria may include, fever, chills, general feeling of discomfort, headache, nausea, vomiting, diarrhea, abdominal pain, muscle or joint pain, fatigue and cough.

Reading and comprehension

Exercise 5

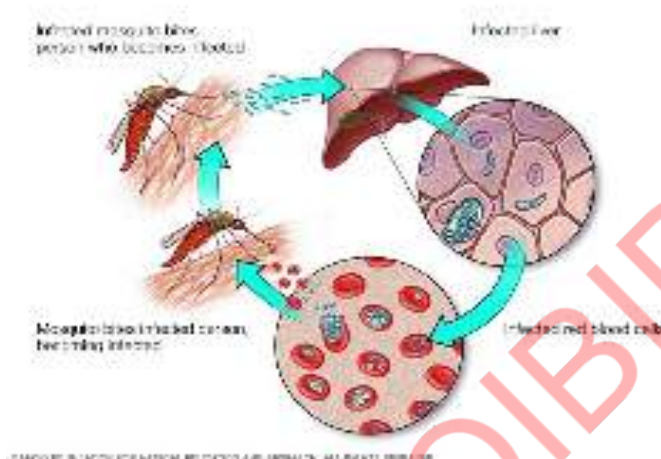
Read the text and answer the questions.

1. What causes malaria?
2. How do people who have malaria usually feel?
3. What is the World Health Program doing to protect people from getting malaria?
4. Mention 3 signs and symptoms of malaria.
5. What should you do if you experience a fever?
6. What can doctors use to treat malaria?

Vocabulary

Exercise 6

Look at the malaria transmission cycle and complete the paragraph below.



Source: Mayo foundation for medical education and research

Malaria spreads when 1. _____, and the 2. _____. The malaria parasites enter that person's bloodstream and travel to the 3. _____. When the parasites mature, they leave the liver and infect red blood cells.

Grammar

Review of modal verb: *should*

Review this modal.

Should is used to give advice.

Examples

You *should* stop eating fast food.

He *should* go to the pharmacy first thing in the morning.

Exercise 7

Match the advice to the explanation.

Advice		Explanation	
1	You <i>should</i> use mosquito bed-nets	a	Empty standing water at least once a week to prevent mosquitoes from laying eggs.
2	You <i>should</i> use window nets	b	Wear proper clothes especially during the evening.
3	You <i>should</i> use mosquito repellent creams and bands	c	Cover your windows well and keep them closed.
4	You <i>should</i> not keep standing water near your house	d	They will help keep you safe even when you are sitting in a garden or playing outside.
5	You <i>should</i> wear the right clothes	e	Using mosquito bed-nets does not expose you to mosquitoes.
6	You <i>should</i> get the shot	f	Use antimalarial prophylaxis before going to endemic zones.

8.4 Protecting ourselves from HIV/AIDS

Writing/research work

Exercise 8

Write a paragraph explaining how you can prevent yourself from getting HIV/AIDS.

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UNIT 9:

OCCUPATIONS AND PROFESSIONS



9.1 Preferred occupations and professions and reason for the choice

Exercise 1

1. Describe with your colleague what you see in the pictures above.
2. What do the pictures represent?

Reading and comprehension

Exercise 2

Read the text and complete the blank spaces with the alternatives given in A, B, C or D after it.

Armando's story

My name is Armando. I (1) _____ a mechanic. I (2) _____ in Maputo, I (3) _____ a brother and a sister. My sister is a university student. She (4) _____ medicine. She is going to be a doctor. My brother doesn't want to (5) _____ to university (6) _____ he wants to be a mechanic like me. He comes and (7) _____ me in my shop on Sundays. He hasn't finished his studies yet. (8) _____ that he is thinking of (9) _____ with me. We will (10) _____ the business together.

- | | | | |
|--------------|------------|-----------------|-------------|
| 1. A is | B are | C am | D do |
| 2. A believe | B think | C arrive | D live |
| 3. A owns | B learn | C have | D study |
| 4. A teach | B learn | C studies | D uses |
| 5. A go | B goes | C went to | D gone |
| 6. A because | B although | C behind | D during |
| 7. A works | B helps | C is angry with | D shouts at |
| 8. A For | B Because | C After | D So |
| 9. A works | B worked | C to work | D working |
| 10. A run | B depart | C put | D wear |

Vocabulary

Exercise 3

Answer the questions using the words in the box below.

Shop assistant, bus driver, veterinarian, teacher, policeman,
hairdresser, architect, dentist, doctor, zookeeper

1. I sell things to people. I work in a shop. Who am I?
2. I design buildings (houses, schools, hospitals...). Who am I?
3. I treat sick animals. I work in a pet shop. Who am I?
4. I teach children how to read and write, I work in a school. Who am I?
5. I look after animals. I work in the zoo. Who am I?
6. I help sick people. I work at the hospital. Who am I?
7. I check and treat people's teeth. I work in the dental surgery. Who am I?
8. I drive a bus along a particular route. Who am I?
9. I help people in road accidents. I work at the police station. Who am I?
10. I wash and treat your hair. I work in a hairdressing salon. Who am I?

Grammar

The 1st conditional

Study the first conditional.

We use the 1st conditional when we believe the condition and result can (and probably will) happen in reality, but are not 100% certain. It is formed:

If + present tense, (comma) + future with "will"

[condition]

[result]

OR

future with "will" (no comma) + if + present tense

[result]

[condition]

Example:

If you repair my bike, I *will* help you with the Math's homework.

Exercise 4

1. If Pedro _____ (sit) on the sofa, his sister _____ (have) no space.
2. The policeman _____ (tell) you the way if you _____ (ask) him.
3. I _____ (lend) you my laptop if you _____ (promise) to bring it back.
4. If I _____ (find) Simon's mobile, I _____ (take) it to the office.
5. We _____ (get) lost if we _____ (forget) the town map.



Exercise 5

1. Describe with your colleague what you see in the picture above.
2. What does the picture represent?

9.2 Past and current demands of professions

Reading

Jobs in high demand

A high-demand job typically means that either there are more opportunities than qualified candidates to fill them, or there will be more jobs available over the next several years. These types of jobs tend to have several benefits, including good salaries and opportunities for promotion. One of the high demand jobs today is that of a computer manager. A computer manager is responsible for the company's network and information technology services ensuring that users can access required software and tools without interruption.

Reading and comprehension

Exercise 6

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

1. High demand jobs tend to have no benefits. _____
2. A computer manager is one of the high demand jobs today. _____
3. A computer manager is responsible for the company's network and information technology services. _____

Vocabulary

Exercise 7

Make a list of 3 high demand jobs in Mozambique.

Speaking
Exercise 8

Discuss why you think these are high demand jobs.

Writing
Exercise 9

What would you like to be when you grow up? Why? Write a short paragraph.

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KEY TO EXERCISES

UNIT 1: ENGLISH IN MOZAMBIQUE

Exercise 1

- a) F
- b) T
- c) T
- d) T
- e) T
- f) F

Exercise 2

- 1. b
- 2. c
- 3. a
- 4. d

Exercise 3

- 1. is
- 2. went
- 3. speak
- 4. is
- 5. drove
- 6. stopped

Exercise 4

- a) It comes from the current demand for the language in different fields and the ability to use in a real life situation.
- b) It reinforces their passion to learn this language and become global citizens.
- c) International communication, entertainment, diplomacy, media, commerce and tourism.

Exercise 5

- 1. Language – human speech in a particular nation.
- 2. Communication - means of getting messages by letters, telephone...
- 3. Global – affecting the whole world.
- 4. Passion – very strong feeling.
- 5. Opportunity – a chance to do something.
- 6. Entertainment – a concert or theatrical show.

Exercise 6

- 1. and
- 2. because/and
- 3. but
- 4. and

Exercise 7

- a. south east
- b. coastline
- c. 40 languages
- d. Natural resources/tropical
- e. Neighbouring countries

Exercise 8

- a) Can
- b) Can't
- c) Can
- d) Can

Exercise 9

- 1. Never/always
- 2. Always
- 3. Usually
- 4. Never
- 5. Sometimes

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UNIT 2: MODERN AND TRADITIONAL MEDICINE

Exercise 1

- a) Alternative medicine.
- b) Pills, injections and surgery.
- c) Alternative medicine.
- d) Alternative.
- e) Communicate with us through dreams.
- f) Sangomas – wrong with someone – bones

Exercise 2

- 1. F
- 2. T
- 3. T
- 4. F
- 5. T

Exercise 3

- a) The advantage of the traditional healers are:
 - They are very respected members of the communities;
 - They know and understand their communities as well as their needs.
- b) Because they believe in them and think they will cure all their diseases.
- c) They do not know or know a few of the medicinal plants, they lie to people saying that they can cure diseases like HIV/AIDS, cancer...and they are only interested in making some or a lot of money.

Exercise 4

- a) Some
- b) Many
- c) A lot
- d) Many – a few

Exercise 5

	Date of discovery or invention	Surname of the inventor/discoverer	Nationality of the inventor/discoverer
Vaccine	1796	Jenner	English
Penicillin	1928	Fleming	English

Exercise 6

- 1. Are working
- 2. Are studying
- 3. Is creating
- 4. Are learning
- 5. Is saving
- 6. Is becoming

Exercise 7

No key

Exercise 8

1. Going to
2. Will
3. Going to
4. Will

Exercise 9

No key

Exercise 10

- a) die
- b) communicate / can
- c) help / can
- d) go / put

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UNIT 3: CUSTOMS AND TRADITIONS

Exercise 1

- a) Niassa b) Nampula c) Maputo or Inhambane or Gaza

Exercise 2

- a) Because they create unity and gather people together.
- b) Yes, because they empower people and help them work through difficult problems.
- c) Rites are ceremonial events that take place in every society and they symbolize the passages from childhood to adulthood, from single to married life, for social maturity, etc.
- d) No key but any answer can be accepted provided that it gives clear description of the rites.

Exercise 3

1. b 2. c 3. a 4. b 5. a 6. d

Exercise 4

First / next / after that / then / finally.

Exercise 5

- 1. yesterday
- 2. tomorrow
- 3. night
- 4. summer
- 5. tonight

Exercise 6

- a) should not
- b) should
- c) should
- d) should not
- e) should
- f) should not

UNIT 4: FARMING

Exercise 1

- a) Farming is the process of cultivating natural resources to sustain the human life and provide economic gain.
- b) It consists of planting crops and raising animals.
- c) By providing basic goods for commerce.
- d) Before farming, humans used to go hunting and gathering.
- e) To improve farming outputs and store crops for longer periods.

Exercise 2

- 1. Have been
- 2. Have grown
- 3. Have / liked
- 4. Have / finished
- 5. Has / been

Exercise 3

- a) Subsistence and commercial farming.
- b) Subsistence farming is practised to meet the needs of the farmer's family and uses primitive tools whereas commercial farming is practised for profits and it is characterised by the use high technology.
- c) Subsistence/commercial farming.
- d) Hoe, tractor or any other mentioned in the passage.

Exercise 4

- a. is b. is c. are d. is

Exercise 5

- a. are not paid
- b. are not used
- c. is paid
- d. are grown

Exercise 6

- 1. There are 4.
- 2. a) drying b) freezing c. salting d. heating
- 3. It is important to preserve because it enables food last for longer periods and be used at any time.
- 4. It can be any of the four methods for preserving food.

Exercise 7

1. some 2. any 3. some 4. two 5. One

Exercise 8

- a) Drought and floods.
- b) They are learning about sustainable agriculture which includes ways of diversifying crops and growing crops that are resistant to climate change.
- c) It is education.
- d) It is suggesting that Africa has the opportunity to build an economy that learns from the mistakes of the West.

e) They are used for the children to study at night and as a main source of energy.

Exercise 9

a) must b) must not c) must

Exercise 10

Writing

No key. Any answer can be accepted as long as it describes the importance of farming or agriculture in Mozambique.

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UNIT 5: SHOPPING

Exercise 1

a) F b) F c) T d) F e) F f) T

Exercise 2

- a) She was looking for a dress and a shirt.
- b) Red and blue.
- c) 450.00 mts.
- d) At the end of the corridor.
- e) 700.00 mts.

Exercise 3

1. When/why/how 2. How 3. Where/why 4. What 5. What 6. Why

Exercise 4

a. Furniture shop b. Clothes shop c. Supermarket d. Garage e. Bookshop

Exercise 5

- 1. It is 3,890.00 mts.
- 2. He paid for 3,450.00 mts.
- 3. Because he did not have the full amount.
- 4. Yes, it is.

UNIT 6: TOURISM AND WILDLIFE

Exercise 1

1. In the picture, I see the names of national parks and national reserves.
2. The picture represents the national parks and national reserves we have in Mozambique.

Exercise 2

1. The main tourist attractions of Mozambique are the environmental conservation areas.
2. National parks and reserves are circumscribed public spaces, delimited, which represent the natural national heritage. Other answers can be used.
3. There are 6 national parks and 6 national reserves.
4. The national parks and reserves protect the biodiversity and fragile ecosystems as well as animals' species and vegetation.
5. The brochure also shows the beauties with exceptional characteristics on, both leisure and environmental education in large scale, promoting, at the same time, the ecological tourism.

Exercise 3

Horizontal: surface, tourist, beauty, heritage

Vertical: flora, park, species

Exercise 4

I can	I cannot or can't
1. Carry binoculars	1. Come close to animals
2. Carry cameras	2. Drive fast
3. Speak softly	3. Leave any litter

Exercise 5

1. In the pictures I see coconut trees, boats, people, houses and a fortress.
2. The pictures represent touristic and historic places.

Exercise 6

1. Yes really, I like enjoying nature, discovering new things, meeting different people and trying different food. These are examples of possible answers, others can be accepted.
2. They are Youth Square, Independence Square, Women's Square, Natural History Museum, Geology Museum, National Money Museum, Maputo Fortress, San Sebastian Fortress in Mozambique Island, Maputo Railway Station, National Ethnographic Museum. These are examples of possible answers, others can be accepted.
3. Yes of course in my village or city there's a museum, a national park, a national reserve, a garden, an old church, landscape. These are examples of possible answers, others can be accepted.
4. I usually visit my relatives and friends, I go to the beach. These are examples of possible answers, others can be accepted.

Exercise 7

1. Shall
2. Will
3. Shall
4. Shall
5. Shall
6. Will

Exercise 8

1. told/were having
2. saw/was talking
3. saw/was looking
4. met/were going
5. was telling/arrived
6. was asking/joined

Exercise 9

1. More intelligent
2. Easier
3. Hotter
4. Bigger
5. Older
6. Nicer

Exercise 10

1. The highest
2. The oldest
3. The cheapest
4. The shortest
5. The fastest

Exercise 11

No key.

UNIT 7: MANAGING OUR PLANET

Exercise 1

1. In these pictures I see smoke, factories, a boy, litter, the sea and houses.
2. The pictures represent different ways in which environment can be polluted.

Exercise 2

1. F, 2. T, 3. F, 4. T, 5. T, 6. T

Exercise 3

1. N, 2. V, 3. V, 4. N, 5. N, 6. V

Exercise 4

1. Who
2. Whose
3. Who
4. Which
5. That
6. Who/that

Exercise 5

1. Won
2. Had
3. Studied
4. Were
5. Liked
6. Knew
7. Rained
8. Spoke

Exercise 6

1. Should
2. Should
3. Should
4. Would
5. Shouldn't
6. Would
7. Should
8. Should

Exercise 7

1. Herself
2. Ourselves
3. Yourself
4. Himself
5. Yourself
6. Myself
7. Himself
8. Itself

Exercise 8

1. In these pictures I see cans, bottles, computer, trash bins, scissors, a box, a vest. Other answers can be accepted.
2. Plastic, glass, paper and metal products can be recycled.

Exercise 9

1. Recycling simply means taking materials that have already been used and then making new products or resources from them.
2. The 4 advantages of recycling are:
 - Less rubbish taking space in our landfills.
 - Save energy and natural resources.
 - Reduces pollution allowing us to live healthier lives.
 - Recycling helps us to become more responsible in the way we use and dispose of materials

Exercise 10

1.M, 2.MT, 3.M, 4.M, 5.MT, 6. M, 7.M

Exercise 11

1. b
2. a
- 3.d
- 4.c

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UNIT 8: HEALTH AND FITNESS

Exercise 1

1. In the picture I see a blindfolded child, she is wearing a white nap, she is barefooted with bowed legs. Other answers can be accepted.
2. It represents hunger, disease and suffering. Other answers can be accepted.

Exercise 2

1. Malnutrition is a health condition in which an individual is not getting adequate nutrients.
2. They are nutritional rickets, bowed legs and enlarged wrist.
3. Because he rarely had enough to eat.
4. Because she wasn't taking enough calcium into her body.
5. Malnutrition can be caused by a lack of food, an unbalanced diet, trouble with digestion or absorption of food, or another health condition.

Exercise 3

1. c
2. a
3. b

Exercise 4

In the picture, I see a boy wearing a yellow T-shirt and a mosquito biting him. Other answers can be accepted.

Exercise 5

1. Malaria is caused by a parasite.
2. People who have malaria usually feel very sick with a high fever and shaking chills.
3. The World Health Program distributes preventive drugs and insecticide-treated bed nets to protect people from mosquito bites.
4. Three signs and symptoms of malaria are fever, chills and headache. Other answers can be accepted.
5. If you experience a fever talk to your doctor.
6. Doctors can use antibiotics to treat malaria.

Exercise 6

1. a mosquito bites an infected person becoming infected
2. infected mosquito bites a person becoming infected
3. liver

Exercise 7

1. e 2. c 3. d 4. a 5. b 6. f

Exercise 8

No key.

UNIT 9: OCCUPATIONS AND PROFESSIONS

Exercise 1

1. In the first picture, I see a man repairing a car and in the second picture I see a man wearing a mask and a scrub cap. Other answers can be accepted.
2. The first picture represents a mechanic and the second picture a doctor.

Exercise 2

1. C 2.D 3.C 4.C 5.A 6.A 7.B 8.C 9.D 10.A

Exercise 3

1. Shop assistant
2. Architect
3. Veterinarian
4. Teacher
5. Zookeeper
6. Doctor
7. Dentist
8. Bus driver
9. Policeman
10. Hairdresser

Exercise 4

1. Sits/will have
2. Will tell/ask
3. Will lend/promise
4. Find/will take
5. Will get/forget

Exercise 5

1. In the picture, I see 4 people (2 women and 2 men), 3 sitting and one standing, all of them looking at a laptop. They are in an office. Other answers can be accepted.
2. The picture represents a staff room. Other answers can be accepted.

Exercise 6

1. F
2. T
3. T

Exercise 7

1. Software engineer and developer
2. Electronic engineer
3. Web designer

Other answers can be accepted.

Exercise 8

No key

Exercise 9

No key

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