



REPÚBLICA DE MOÇAMBIQUE

MINISTÉRIO DA EDUCAÇÃO E CULTURA  
INSTITUTO NACIONAL DE DESENVOLVIMENTO DA EDUCAÇÃO

**8ª Classe**

# Língua Inglesa

**Caderno de Apoio à Aprendizagem**

**Venda proibida**  
Distribuição gratuita

## FICHA TÉCNICA

|                             |   |
|-----------------------------|---|
| Título:                     | <i>Caderno de Apoio à Aprendizagem de Língua Inglesa - 8ª Classe</i>                                      |
| Coordenação:                | Instituto Nacional de Desenvolvimento da Educação (INDE) & Direcção Nacional do Ensino Secundário (DINES) |
| Elaboradores:               | Auzinda Domingos & José Dinis (DINES) Fátima Nhantumbo, Patrício Mazivile & Yavalane Parruque (INDE)      |
| Revisor científico:         | Armandinho Ananias Muchanga (UEM)   |
| Revisor linguístico:        | Mira de Jesus Varela Canhanga (UniSave)   |
| Arranjos gráficos e Layout: | Hortêncio Belunga Tembe & Fátima Alberto Nhantumbo (INDE)<br>Manuel Mussa Biriante (DINES)                |
| Impressão e acabamentos:    | MEC   |
| Edição:                     | 2025  |

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## Preface

This Workbook has been designed to support the teaching and learning process, enabling students to develop essential competences, knowledge, skills, values and attitudes, in an active, comprehensive and progressive manner.

It is organized into Thematic Units. Each Unit includes:

- Contents;
- Exercises;
- Suggested key to exercises.

The teacher plays a key role in the use of this Workbook. It is their responsibility to guide students in exploring the content, adapt the exercises to the specific needs of the class and monitor the learning journey to ensure that all students benefit fully from this resource.

It is important to emphasise that this Workbook does not replace the school textbook or other teaching materials. It should be used as a complementary tool, making learning more dynamic, participatory and effective.

The General Director of INDE

*Ludy Nuala*

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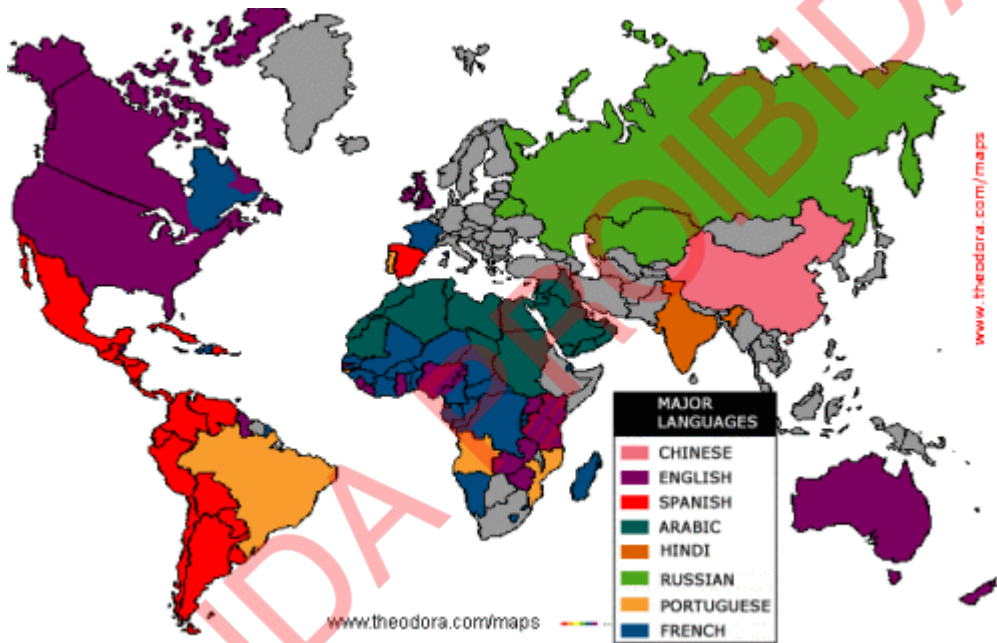
**1.1 Major Languages in the World**

**Speaking**

**Exercise 1**

**Discuss and answer the following questions:**

1. How many languages do you think are spoken around the world?
2. Which languages do you think are the most spoken in the world? Why?
3. How can learning another language help people in Mozambique?



**Reading and comprehension**

**The most spoken languages around the world**

There are many languages spoken around the world. Some languages are spoken by only a few people, while others are spoken by millions. These major languages are important because they are used for communication, education, travel and business in many countries.

English is the most widely spoken language in the world. It is used in more than 100 countries and has about 1.5 billion speakers. Countries like the United States, the United Kingdom, Canada, Australia and South Africa use English. In many other countries such as Mozambique, English is used as a second language. It is very useful for young people who want to study, travel or find good jobs.

Mandarin Chinese is the second most spoken language in the world. It has about 1.1 billion speakers, and it is mostly used in China, Taiwan and Singapore. It is the official language of China.

Hindi is the third most spoken language. Around 600 million people speak Hindi, especially

in India and Nepal.

Spanish is the fourth most spoken language, with about 559 million speakers. It is spoken in Spain, Mexico, Colombia, Argentina, Peru and many other countries in South America.

French is also a major world language. It has about 274 million speakers. People speak French in France, Belgium, Canada, many African countries and some Caribbean islands.

These major languages help people connect with others across the world. Learning a language like English can bring many opportunities to young people in Mozambique and help them succeed in a global world.

## Exercise 2

Read the text and say if the following sentences are True or False.

1. English is spoken by more people than any other language in the world.
2. Mandarin Chinese is mostly spoken in Europe.
3. Spanish is spoken in both Spain and South America.
4. Hindi is spoken by people mainly in China.
5. English is used as a second language in Mozambique.
6. French is not spoken in any African countries.
7. Learning English can help young people in Mozambique.
8. There are only three major languages in the world today.

## Grammar

Review of the **present and past simple tenses**.

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

**Examples:**

- 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.

**Examples:**

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

## Exercise 3

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

|              |                   |              |                |                |
|--------------|-------------------|--------------|----------------|----------------|
| <b>speak</b> | <b>went/drove</b> | <b>Drove</b> | <b>stopped</b> | <b>is (2x)</b> |
|--------------|-------------------|--------------|----------------|----------------|

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.

## 1.2 Importance of English in Mozambique

### Speaking

#### Exercise 1

Look at the picture and say what you can see.



### Reading and comprehension

#### Learning English in Mozambique

**Julio:** Good morning, teacher Maria! Why do we learn English in Mozambique? We don't speak it at home.

**Teacher Maria:** Good question, Julio! English is an international language. People use it to communicate all over the world. It's very useful when you travel, study or do business.

**Julio:** So, if I travel to another country, will I need English?

**Teacher Maria:** Yes! English helps you talk to people in airports, hotels or restaurants. It also helps when asking for directions or shopping.

**Julio:** That's interesting! But how do I travel? What do I need?

**Teacher Maria:** First, you need a passport. You get it from the Migration Office. Then, if the country you want to visit requires it, you also need a visa. You can apply at the embassy of that country.

**Julio:** Okay! And if I'm abroad and get lost, how can I ask for help in English?

**Teacher Maria:** You can say:

"Excuse me, can you help me? I'm looking for this address."

Or:

"How can I get to the train station?"

**Julio:** That's useful! What about booking a hotel or asking for food?

**Teacher Maria:** To book a hotel, you can say:

"I'd like to book a room for two nights."

And in a restaurant, you can ask:

"Can I see the menu, please?"

"I'd like chicken and rice, please."

**Julio:** Wow! I didn't know English was so useful. I'll practice more now.

**Teacher Maria:** That's the spirit, Julio! English opens many doors.

## Exercise 2

Read the dialogue and answer the following questions from the text above:

1. Why do people learn English, according to Teacher Maria?
2. Where can someone get a passport in Mozambique?
3. What do you need to apply for when visiting some countries besides a passport?
4. What can you say in English if you are lost in another country?
5. What does Julio say he will do at the end of the dialogue?

## Grammar

### Connectors (and, because, but)

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

#### Examples:

- 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 3

Complete the following sentences using the connectors in brackets (but, and, because).

1. I've got a brother \_\_\_ a sister who live in Eswatini.
2. Swaziland was the 1<sup>st</sup> 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.



## Grammar

### 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 3

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

- \_\_\_ you speak any of the Mozambican languages?
- We \_\_\_ protect our environment if we all try together.
- People in some rural areas \_\_\_ access clean water easily.
- Elephants \_\_\_ climb trees.

**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 4

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

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

## 2.1 Modern and herbal Medicine

### Speaking

Describe what you can see in the picture.



### Reading and comprehension

#### At the hospital

**Doctor:** Good morning! Please, have a seat. What seems to be the problem?

**Patient (Maria):** Good morning, doctor. I've had a stomachache since yesterday. I feel weak and I can't eat well.

**Doctor:** I see. Let me check your temperature and blood pressure. We also use a machine called an ultrasound scanner to check your stomach. Please lie down.

*(A few minutes later...)*

**Doctor:** Okay, Maria. You have a small stomach infection. I will give you some medicine to help you feel better. Take these tablets twice a day after meals for five days.

**Maria:** Thank you, doctor. My grandmother wanted me to take some herbal tea from leaves she found in the bush. Is that okay?

**Doctor:** Herbal medicine can be helpful for some illnesses but we must be careful. Some herbs can be dangerous if we don't know the right amount. It's always good to come to the hospital for a check-up.

**Maria:** I understand. So is modern medicine safer?

**Doctor:** Modern medicine is tested in laboratories and we know how it works. Hospitals also use new technology like digital thermometers, X-ray machines and computers to help diagnose illnesses. That helps us treat patients better and faster.

**Maria:** And what are the advantages of herbal medicine?

**Doctor:** Herbal medicine is natural and sometimes cheaper. It can help with small problems like colds or skin cuts. But the disadvantage is that it is not always safe or strong enough for serious illnesses.

**Maria:** Thank you, doctor. I will follow your advice and take the tablets.

**Doctor:** You're welcome, Maria. Get well soon and remember, coming to the doctor when you are sick is always a good idea.

## Exercise 2





Say if the following sentences are True or False according to the information from the text above.

1. Maria had a headache.
2. The doctor used a scanner to check Maria's stomach.
3. Herbal medicine is always safe for all diseases.
4. New technology helps doctors treat patients better.
5. The doctor gave Maria a herbal tea to drink.

## Vocabulary

### Exercise 3

Write the names of these images using the words in the box:

| thermometer   | X-ray   | pills  | herbs   |
|---|---|--|---|
|  |  |  |  |
| a)  | b)  | c)   | d)  |

### Exercise 4

Match the words with their meanings.

#### Word

1. Stomachache
2. Infection
3. Ultrasound scanner
4. Herbal medicine
5. Diagnose
6. Tablets

#### Meaning

- A. A small round piece of medicine you swallow.
- B. A natural treatment using plants.
- C. A pain in the belly area.
- D. A machine that uses sound waves to look inside the body.
- E. To find out what illness a person has.
- F. When harmful germs enter the body and cause sickness.

## 2.2 Life savers

### Speaking

#### Exercise 1

Look at the picture and say what you can see.



### Reading and comprehension

#### Different ways of healing

**Teacher:** Good morning, class! Can you tell me the differences between doctors, traditional and religious healers.

**Pedro:** Teacher, are they not the same? They all help people who are sick.

**Teacher:** That's a good question, Pedro. Yes, they all help sick people but in different ways.

**Ana:** How is a doctor different from a traditional healer?

**Teacher:** A doctor studies medicine at a university and works in a hospital or clinic. Doctors use modern tools and machines to check patients. They give tested medicine with the correct dosage, the right amount to take.

**Carlos:** What about a traditional healer?

**Teacher:** A traditional healer uses plants, roots and herbs to treat illness. They often learn from older family members. Some people use traditional medicine for simple problems like stomach pain or colds.

**Fatima:** And religious healers?

**Teacher:** A religious healer uses prayers, holy water or spiritual practices to help people. Some people believe that sickness can also be spiritual.

**Pedro:** Can we go to all of them when we are sick?

**Teacher:** It's important to be careful. Doctors give medicine that is measured and tested. Traditional and religious healers can sometimes help but they don't always know the right dosage or cause of the illness.

**Carlos:** My cousin took medicine at home without going to the hospital and got worse.

**Teacher:** That is called self-medication. It is dangerous. Taking medicine without knowing the problem or the right dose can cause more harm.

**Ana:** So, we should always go to the hospital first?

**Teacher:** Yes! When you feel sick, go to the hospital. Doctors can check you and give the right treatment. Never take medicine without advice.

**Fatima:** Thank you, teacher. I will tell my family to always visit the doctor first.

**Teacher:** Well done! Remember: Your health is important. Make smart choices.

## Exercise 2

Read the dialogue and answer the following questions:

1. Who studies medicine at university?
2. What does a traditional healer use to treat people?
3. What do religious healers use to help the sick people?
4. Why is self-medication dangerous?
5. Where should people go when they are sick?

## Vocabulary

### Exercise 3

Write the word that correspond to each image using the words in the box.

Plants      Traditional healer      Herbs      Doctor      Medicine      Religious healer



a)

b)

c)

d)

### Exercise 4

Fill in the gaps using the correct words from the box.

dangerous      dosage      traditional healer      doctor      hospital      religious healer

1. A \_\_\_ studies medicine at a university.
2. A \_\_\_ uses prayers, holy water or spiritual practices.
3. A \_\_\_ uses plants and roots to treat illness.
4. It is \_\_\_ to take medicine at home without advice.
5. A doctor gives the right \_\_\_ of medicine.
6. When you are sick, always go to the \_\_\_ first.

## 2.3 Advances in medicine

### Exercise 1

Look at the pictures and say what you can see.



### Reading and comprehension

#### Saving lives today and tomorrow

Modern medicine has changed the way people live and survive illnesses. In the last fifty years, doctors have developed new treatments and technology that save millions of lives. For example, vaccines protect people from dangerous diseases and antibiotics fight infections. However, many people around the world still lack access to these life-saving medicines. In some rural areas, there are only a few doctors for thousands of patients.

Technology is also making health care faster and more accurate. Telemedicine allows patients to speak to doctors online. This system has helped people who live far away from hospitals. Robots are now assisting in surgery, in some cases, they can operate more precisely than humans. In the future, robots are going to perform more surgeries and AI will help doctors diagnose diseases more quickly.

Some of the most important inventions were made many years ago. For example, the first vaccine was invented in 1796 by Edward Jenner. Since then, vaccines have saved millions of lives. Antibiotics, discovered in the 20th century, were used for the first time to treat infections that were once deadly.

The future of medicine is exciting. Scientists are going to create artificial organs for patients who need transplants. New medicines will be produced faster with the help of technology. But no matter how advanced medicine becomes, it must be available to everyone, not just to a few.

### Exercise 2

Read the text and answer the following questions:

1. What have doctors developed in the last fifty years?
2. Why is telemedicine useful?
3. Who invented the first vaccine and when?
4. What are robots going to do more of in the future?
5. Why must medicine be available to everyone?

## Vocabulary

### Exercise 3

Match the word to its meaning:

- |               |   |
|---------------|---|
| 1. Antibiotic | A. A treatment that stops bacterial infections                    |
| 2. Transplant | B. When doctors say what illness a patient has                    |
| 3. Accurate   | C. Very correct or exact  |
| 4. Diagnose   | D. A medical operation to put an organ from one body into another |
| 5. Vaccine    | E. A medicine that protects you from disease                      |

## Grammar

### Review of Present continuous

The **Present Continuous** is used 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:**

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

### Exercise 4

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.

## Writing

### Exercise 5

Write a short paragraph with (50-60 words) 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 6

**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.

### Comparison of Adjectives

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.

## Writing

### Exercise 7

Write 3 sentences about traditional or modern medicine, using the degree of adjectives from the table on the previous page.

### 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.

### 1<sup>st</sup> 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 8

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

- If doctors do not prohibit self-medication, many people can \_\_\_\_of overdose.
- If our ancestors \_\_\_\_with us, they \_\_\_\_make us feel better.
- If the rich countries \_\_\_\_ the poor ones, they \_\_\_\_ contribute to the increase of life expectancy in these countries.
- If pregnant women do not \_\_\_\_to the health centers, they can \_\_\_\_their babies at risk of death.

## 3.1 Different fields of arts

### Speaking

#### Exercise 1

Look at the pictures and say what you can see.



### Reading and comprehension

#### Discovering the world of arts

**Anna:** Hi Pedro! Did you enjoy the art exhibition yesterday?

**Pedro:** Yes, it was amazing! I saw paintings, sculptures, and even people performing music.

**Anna:** That's great! You know, art is all around us. It is the expression of human imagination and creativity.

**Pedro:** So, art is only paintings and sculptures?

**Anna:** Not exactly. There are many types of art:

- **Visual arts** – like painting, drawing, photography.
- **Performing arts** – like music, dance, theatre.
- **Literary arts** – like poetry, novels, stories.
- **Applied arts** – like fashion design, architecture and crafts.

**Pedro:** Wow, I didn't know there were so many! Why is art important?

**Anna:** Art helps us express our feelings, share our culture, and tell stories. It also makes life more beautiful and interesting.

**Pedro:** I agree! I think schools should have more art classes.

**Anna:** Yes, they should! Art can also bring people together and help us understand each other better.

Adapted from: UNESCO. *Arts Education*. Paris: UNESCO, 2010.

## Exercise 2

Say if the following sentences are True or False according to the information from the text above.

### A. True or False

1. Art is only about paintings and sculptures.
2. Performing arts include music and dance.
3. Art helps people express feelings and share culture.
4. Literary arts include drawing and painting.
5. Art can help people understand each other better.

## Vocabulary

### Exercise 3

Fill in the blanks with the correct word from the box:

|                |                   |               |                  |                |
|----------------|-------------------|---------------|------------------|----------------|
| <b>culture</b> | <b>creativity</b> | <b>poetry</b> | <b>paintings</b> | <b>theatre</b> |
|----------------|-------------------|---------------|------------------|----------------|

1. Art is the expression of human \_\_\_\_.
2. Visual arts include drawing and \_\_\_\_.
3. Performing arts include music, dance, and \_\_\_\_.
4. Literary arts include stories and \_\_\_\_.
5. Art helps us share our \_\_\_\_ with others.

## Grammar

### A. Sequence Markers

Sequence markers show the order of ideas or events: **first, then, next, after that, finally**.

**Example:** *First* we visited the art gallery, *then* we watched a dance show.

### Exercise 4

#### 1. Put the events in order using sequence markers:

2. We visited the theatre.
3. We had lunch.
4. We went to the art gallery.
5. We took photos of paintings.

#### 2. Fill in the gaps with sequence markers (*First, Then, After that, Finally*)

- a) \_\_\_\_ Pedro said he saw paintings, sculptures, and music.
- b) \_\_\_\_ Anna explained why art is important.
- c) \_\_\_\_ Anna asked if Pedro enjoyed the exhibition.
- d) \_\_\_\_ She talked about visual, performing, literary and applied arts.

## B. Adverbs of Time

Adverbs of time tell us when something happens: **yesterday, today, tomorrow, now, later, soon.**

### Exercise 5

Complete the sentences with an adverb of time (yesterday, today, now, always, sometimes)

1. Pedro went to the art exhibition \_\_\_\_.
2. Anna is explaining the importance of art \_\_\_\_.
3. People can learn about culture through art \_\_\_\_.
4. Schools don't give enough art classes \_\_\_\_.
5. Art has \_\_\_\_helped people express their feelings.

## C. Should and Shouldn't

Usage:

- **Should** = it is a good idea / advice (*You should visit the art gallery*).
- **Shouldn't** = it is not a good idea (*You shouldn't damage artworks*).

### Exercise 6

Complete the sentences with **should** or **shouldn't**

1. Schools \_\_\_\_ have more art classes.
2. Students \_\_\_\_ ignore the importance of art in life.
3. People \_\_\_\_ visit art exhibitions to learn about culture.
4. We \_\_\_\_think art is only paintings and sculptures.
5. Everyone \_\_\_\_respect different forms of art.

### Exercise 7

Writing:

Write 5 sentences about your favourite type of art using *should* and sequence markers.

(Example answer: *First, I go to the music room. Then, I practise the guitar. I should practise every day.*)

## 3.2 Importance of our Arts

### Speaking

#### Exercise 1

Look at the pictures above and describe what you can see.



### Reading and comprehension

#### How to value our arts

Mozambique is rich in culture and traditions. Our arts, such as traditional dances, music and crafts are a treasure that we should protect and promote.

Traditional dances like *Xigubo*, *Mapiko* and *Tufo* tell stories of our history and bring communities together during celebrations. They are not only entertainment but also a way to teach young people about respect, courage and unity.

Our music is full of rhythm and meaning. Instruments like the *Mbila* (a wooden xylophone), drums and marimbas are used to accompany dances and ceremonies. Famous artists such as Jimmy Dlundu (music), André Cuvilas (dance) and Naguib (visual arts) have taken our music to the world stage.

Crafts such as basket weaving, pottery, and wood carving are beautiful works of art made by skilled hands. They are often sold in markets and help many families earn a living. Artists like *Fiel dos Santos*, known for his sculptures, and *Reinata Sadimba*, known for her pottery are admired in Mozambique and abroad.

We can value our arts by learning about them, practising them and supporting local artists. We should go to cultural festivals, visit craft markets and share our traditions with visitors. If we do this, our culture will stay alive for future generations.

Adapted from: UNESCO. *Convention for the Safeguarding of the Intangible Cultural Heritage*, Paris: UNESCO, 2003.

#### Exercise 2

1. Choose the correct option to answer the questions below.

1. Which of the following is **NOT** a traditional dance from Mozambique?
  - a) Xigubo
  - b) Mapiko
  - c) Salsa
  - d) Tufo

2. Which artist is famous for pottery?
  - a) Fiel dos Santos
  - b) Reinata Sadimba
  - c) Orchestra Marrabenta Star
  - d) José Craveirinha
3. How can we value our arts?
  - a) By ignoring cultural festivals
  - b) By practising and supporting local artists
  - c) By buying foreign crafts only
  - d) By stopping traditional music

## 2. Answer the following questions

- a) Why are traditional dances important in Mozambique?
- b) Name two instruments mentioned in the text.
- c) How do crafts help Mozambican families?
- d) Who is Fiel dos Santos and what is he known for?
- e) What should we do to value our arts?

## Vocabulary

### Exercise 3

#### Fill in the gaps using words from the text

1. Traditional dances like \_\_\_\_, \_\_\_\_ and \_\_\_\_ tell stories of our history.
2. The \_\_\_\_ is a wooden xylophone.
3. Orchestra Marrabenta Star de Moçambique has taken our music to the \_\_\_\_ \_\_\_\_.
4. \_\_\_\_ weaving, pottery and \_\_\_\_ carving are examples of crafts.
5. We should go to cultural \_\_\_\_ to keep our culture alive.

#### Match the Words with their meaning

##### Word/Expression

1. Courage
2. Timbila
3. Promote
4. Pottery
5. Sculptures

##### Meaning

- A. A type of musical instrument made of wood.
- B. To help or encourage something to grow.
- C. The ability to be brave.
- D. Objects made from clay.
- A. Works of art made by shaping stone or wood.

**4.1 What we grow****Speaking****Exercise 1**

Look at the pictures and describe them.

**Reading and comprehension****The farm**

Farms give us many kinds of food. Farmers grow crops such as rice, maize and beans. Different crops grow better in different types of soil. Rice grows well in wet and clay soil. Maize grows well in sandy soil. Beans grow well in soil that is soft and rich in nutrients.

In the garden, farmers grow vegetables like tomatoes, onions and carrots. They also grow fruits such as bananas, oranges and mangoes. The soil for vegetables and fruits is usually soft and fertile.

The farm is a special place because it gives us healthy food and connects people with nature. With the help of the sun, the rain and the soil, farmers can produce the food that comes from the land to our tables.

**Exercises 2****1. Answer the following questions.**

- a) Name three crops mentioned in the text.
- b) Name three vegetables mentioned in the text.
- c) Name three fruits mentioned in the text.
- d) Why is the farm a special place?
- e) How do the sun, rain and soil help farmers?

**2. Fill in the gaps using the words from the text.**

1. \_\_\_ grows well in wet and clay soil.
2. \_\_\_ grows well in sandy soil.
3. Farmers grow \_\_\_, \_\_\_ and \_\_\_ in the garden.
4. The soil for vegetables and fruits is soft and \_\_\_ .
5. The farm gives us \_\_\_ food and connects people with \_\_\_ .

**3. Write down the name of each product using the given words.**

|          |        |            |              |                |           |
|----------|--------|------------|--------------|----------------|-----------|
| Beans    | Corn   | Groundnuts | Cassava      | Sweet potatoes | Soybeans  |
| Tomatoes | Onions | Spinach    | Strawberries | Grapes         | Pineapple |
| Cotton   | Millet | Sugarcane  | Banana       | Passion fruit  | Papaya    |



**Writing**

Instructions:

Write a short paragraph (5–6 sentences) about what you can grow on farms and in gardens.

Use the ideas from the text. Mention:

- At least two crops
- At least two vegetables or fruits
- The type of soil they need
- Why farms are important for people

## Grammar

### Review definite and indefinite articles

#### Definite article “the” and Indefinite articles “a” and “an”

**The** is used when we talk about a specific thing or person known to both the speaker and the listener.

#### Examples:

- **The** sun is bright.
- I saw **the** farmer yesterday.
- She planted **the** sweet potatoes.

#### Indefinite Articles – A / An

**A** and **An** are used when we talk about something general or not specific, often the first time we mention it.

- **"a"** – before a **consonant sound**
- **"an"** – before a **vowel sound**

#### Examples:

- I used **an** orange to make juice.
- She ate **a** banana and **a** Pineapple in the breakfast.
- He used **a** tomato and **an** onion to make salad.

### Exercises 3

#### 1. Fill in the blanks with *a, an, or the*:

- The farmer bought \_\_\_ tractor yesterday.
- She planted an apple tree in \_\_\_ garden.
- We saw \_\_\_ ox working in the field.
- He found \_\_\_ egg in the chicken coop.
- They visited \_\_\_ farm near the river.

#### 2. Choose the correct article

- Rice grows well in (a / an / the) wet and clay soil.
- Farmers grow (a / an / the) tomato in their gardens.
- (A / An / The) farm connects people with nature.
- Beans need (a / an / the) soil that is soft and rich.
- Oranges are (a / an / the) fruit that grows on farms.

## 4.2 Importance of growing crops and raising animals

### Speaking

#### Exercise 1

Look at the pictures and say what you can see.



### Reading comprehension

#### How crops and animals help us

Farming is important because it gives us food, jobs and money. Farmers grow crops like maize, rice and vegetables which help us stay healthy. They also raise animals like chickens and cows which give us meat, milk and eggs.

When farmers sell food and animal products, they earn money to buy things they need. Many people also work on farms.

Farming helps families, supports the community and gives us what we need to live. That's why we must take care of the land and animals for the future.

#### Exercises 2

1. Read the statements and say if they are True (T) or False (F).

- Farming is important only because it gives us food.
- Farmers grow crops like maize, rice, and vegetables.
- Animals such as chickens and cows give us meat, milk, and eggs.
- People do not work on farms.
- We must take care of the land and animals for the future.
















2. Choose the correct answer for the questions below.

- Why is farming important?
  - Because it is fun.

- b) Because it gives us food, jobs, and money.
  - c) Because animals need friends.
2. Which crops are mentioned in the text?
    - a) Maize, rice, and vegetables.
    - b) Bananas and apples.
    - c) Wheat and sugarcane.
  3. What do chickens give us?
    - a) Milk
    - b) Wool
    - c) Eggs
  4. What do farmers do with the food and animal products?
    - a) Throw them away.
    - b) Sell them to earn money.
    - c) Keep them all.

**Vocabulary**

**3. Match the animals with the products they produce.**

| Animal  | Product   |
|---|---|
| <p>1.  (Cow)</p>   | <p>A.  Eggs</p> <p> Chicken meat</p>   |
| <p>2.  Chicken</p> | <p>B.  Milk</p> <p> Cheese</p> <p> Meat</p>           |
| <p>3.  Pork</p>    | <p>C.  Goat meat</p> <p> Goat milk</p> <p> Cheese</p> |
| <p>4.  Goat</p>    | <p>D.  Bacon</p> <p> Ham</p> <p> Sausages</p>         |

#### 4. Fill in the gaps using words from the text.

- a) Farmers grow \_\_, \_\_ and vegetables to help us stay healthy.
- b) Chickens and cows give us \_\_, \_\_ and \_\_.
- c) People earn money by selling food and \_\_products.
- d) Farming supports the \_\_and gives us what we need to live.
- e) We must take care of the \_\_and animals for the future.

## Grammar

### Countable and uncountable nouns

**Countable nouns** are things we can count as separate units. They have singular and plural forms.

#### Examples:

- Farmers take care of their **animals** to keep them healthy.
- The **cows** on the farm produce fresh milk every day.
- We saw three **goats** grazing in the field.

**Uncountable nouns** are things that cannot be counted as individual units. They usually refer to substances, concepts, or mass.

#### Examples:

- These **foods** give us energy, vitamins, and minerals to grow and stay strong.
- From animals, we get **milk**, eggs, and meat.
- Manure must be used to fertilize the **soil** so crops can grow better.

### Exercise 3

#### 1. Write C for countable and U for uncountable next to each word.

1. \_\_\_cow    2. \_\_\_milk    3. \_\_\_eggs    4. \_\_\_water    5. \_\_\_goat  
6. \_\_\_meat    7. \_\_\_soil    8. \_\_\_farmer    9. \_\_\_animals    10. \_\_\_energy

#### 2. Multiple Choice – Countable or Uncountable

1. Which of these is **uncountable**?
  - a) egg
  - b) milk
  - c) job
2. Which of these is **countable**?
  - a) rice
  - b) money
  - c) chicken
3. "Vegetables" can be:
  - a) Countable
  - b) Uncountable
  - c) Both

## 4.3 Conditions for growing crops and raising animals

### Speaking

#### Exercise 1

Look at the picture and tell your colleague what you can see.



### Reading comprehension

#### Caring for crops and animals

Last year, the weather made farming difficult. In some places, there was too much rain. In others, it was too sunny. This affected the plants and the animals.

To grow well, crops need good soil, water and the right temperature. Farmers used fertilizers and checked the soil to help the plants grow.

Animals also need clean water, good food and shelter. Some farmers built new barns to keep animals warm and safe. They also watched the animals to keep them healthy.

Farming needs care, hard work and good conditions. Farmers do their best to grow food and take care of animals, even when the weather is not easy.

### Exercises 2

#### 1. Answer the following questions

- How did the weather affect farming last year?
- What do crops need to grow well?
- How did farmers help the plants grow?
- What do animals need to stay healthy?
- Why is farming hard work?

#### 2. Choose the correct answer to each question below.

- Why was farming difficult last year?
  - There were too many workers.
  - The weather kept changing.

- c) The animals ran away.
2. What do crops need to grow well?
- a) Water, good soil, and the right temperature.
- b) Sunlight, shade, and music.
- c) Fences and machines.
3. Why did farmers build new barns?
- a) To plant more seeds.
- b) To store machines.
- c) To protect animals from the cold.

## Vocabulary

3. Write the correct word under each picture using the words from the box.

|                     |        |              |              |                    |
|---------------------|--------|--------------|--------------|--------------------|
| chemical fertilizer | corral | chicken coop | fertile soil | organic fertilizer |
|---------------------|--------|--------------|--------------|--------------------|



## Grammar

### Modal verbs (suggestions/obligation)

**Should** is used to give advice, to make **suggestions**, and to say what is the right or recommended thing to do.

#### Examples:

- Farmers **should** use clean water for irrigation.
- Farmers **shouldn't** overuse pesticides.
- **Should** we use organic fertilizers?

### Exercise 3

Complete the sentences with “should” or “shouldn't”.

1. You \_\_\_plant seeds too close together.
2. Farmers \_\_\_protect the environment.
3. We \_\_\_leave tools outside in the rain.
4. What \_\_\_we do when animals are sick?
5. People \_\_\_wash vegetables before selling them.

**Must** is used to express strong **obligation**, especially when the speaker feels it is necessary.

**Examples:**

- You **must** water the crops every day.
- You **mustn't** burn the fields.
- **Must** we plant the seeds now?

**Exercises 4**

**Complete the sentences using "must" or mustn't".**

1. Farmers \_\_\_ wear protective clothing when using chemicals.
2. You \_\_\_ forget to water the plants during dry season.
3. We \_\_\_ clean the tools after using them.
4. Farmers \_\_\_ feed the animals regularly.
5. You \_\_\_ enter the field after pesticide spraying.

**Have to** is used to express external **obligation**, such as rules, laws, or routines that come from outside the speaker.

**Examples:**

- Farmers **have to** wake up early.
- Farmers **don't have to** use chemicals every time.
- **Do** farmers **have to** pay for water?

**Exercises 5**

**Write down the sentences in the correct order.**

1. early / have to / wake up / farmers.
2. feed / the cows / don't have to / every hour / you.
3. have to / do / we / clean / the tools / after work?
4. don't have to / every day / they / water / the plants.
5. have to / protect / crops / from insects / farmers.
6. do / a license / need / have to / I / drive the tractor?

## 4.4 Importance of preserving food

Look at the picture and say which preservation method is shown in each of them.



Preservation by Oil and Vinegar



Storing in Air Tight Containers



Cold Treatment



Heat Treatment



Preservation by Common Salt



Preservation by Sugar

### Speaking

#### Exercise 1

Ask your classmate how they preserve food at home.

### Reading and comprehension

#### Food preservation

Preserving food is important to keep it safe, healthy and fresh for a long time. If food is not preserved well, it spoils and can make us sick. This causes food waste and health problems.

There are many ways to preserve food, like freezing, drying, canning and using salt or sugar. These methods stop bacteria and mold from growing, so food stays good for days or months.

Food preservation also helps farmers and companies send food far away without spoiling. This means people in cities and remote places can eat fruits, vegetables, meat and dairy even if they don't grow there.

Preserving food is useful in emergencies too, like during natural disasters or food shortages. Having preserved food at home can help families in hard times.

In short, preserving food helps us waste less, save money and have enough to eat. It keeps us healthy and protects resources.

#### Exercise 2

##### 1. Answer the following questions

- Why is preserving food important?
- Name at least two methods of preserving food.
- How does food preservation help farmers and companies?
- Why is preserved food useful in emergencies?
- What are the benefits of preserving food at home?

**2. Fill in the gaps with words from the text above.**

- a) Preserving food keeps it \_\_\_\_, healthy, and fresh.
- b) Freezing, drying, and canning help stop the growth of \_\_\_\_ and mold.
- c) Preserved food helps people in cities and \_\_\_\_ areas.
- d) Having preserved food at home can help during \_\_\_\_.

**3. Write the correct word under each picture using the words from the box.**

|          |        |         |               |         |
|----------|--------|---------|---------------|---------|
| Freezing | Drying | Canning | Salt or sugar | Smoking |
|----------|--------|---------|---------------|---------|



a)                      b)                      c)                      d)                      e)

**Grammar**

**Wh – question words (what and where)**

**What** is used to ask about things, actions or information.

**Examples:**

- **What** is food preservation?
- **What** are the common methods used?

**Where** is used to ask about places or locations.

**Examples:**

- **Where** can people preserve food?
- **Where** do farmers store food?

**Exercises 3**

**Complete the questions using “What” or “Where”.**

1. \_\_\_\_ can people do to preserve food at home?
2. \_\_\_\_ are some methods of preserving food?
3. \_\_\_\_ is food stored to keep it fresh?
4. \_\_\_\_ happens if food is not preserved properly?
5. \_\_\_\_ do supermarkets keep preserved food?

## 4.5 Importance of climate change for farming

### Speaking

#### Exercise 1

Look at the pictures and discuss with your colleague what you can see.



### Reading and comprehension

#### Effects of climate change on farming

Climate change affects farming in many ways. Higher temperatures can dry out the soil, making it hard for crops to grow. Too much rain can cause floods, which damage plants and wash away seeds. Droughts, storms and changing seasons can reduce the amount of food farmers produce. These changes make it harder for people to grow enough food and can increase the cost of farming. To protect farms, we must take care of the environment and use better farming methods.

#### Exercise 2

##### 1. Answer the following questions

- How can higher temperatures affect farming?
- What can too much rain cause?
- Name three problems that reduce the amount of food farmers produce.
- How does climate change affect the cost of farming?
- What should we do to protect farms from climate change?

##### 2. Choose the correct option to answer the questions below.

- What can higher temperatures do to the soil?
  - Make it richer
  - Dry it out
  - Freeze it
  - Clean it
- What is one problem caused by too much rain?
  - Floods that damage plants
  - Drought
  - Faster plant growth

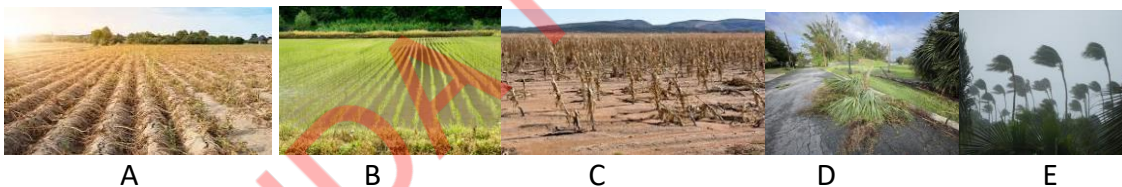
- d) More sunlight
- 3. Why is it harder for people to grow enough food?
  - a) Because of better farming methods
  - b) Because seeds grow too fast
  - c) Because of cheap tools
  - d) Because of droughts, storms, and changing seasons
- 4. What can help protect farms?
  - a) Using more water
  - b) Cutting down trees
  - c) Taking care of the environment
  - d) Ignoring climate change

**3. Fill in the gaps using words from the text.**

- a) Climate change affects \_\_\_ in many ways.
- b) Higher temperatures can dry out the \_\_\_.
- c) Too much rain can cause \_\_\_, which damage plants.
- d) Droughts, storms, and changing \_\_\_ reduce food production.
- e) To protect farms, we must take care of the \_\_\_.

**4. Write down the correct word according to each picture. Use the given words.**

|       |          |               |       |         |
|-------|----------|---------------|-------|---------|
| Flood | Dry soil | Damage plants | Storm | Drought |
|-------|----------|---------------|-------|---------|



**Grammar**

**Passive (present simple)**

The **passive voice** is used when the action's recipient is more important than the actor, or when the actor is unknown, unimportant, or omitted. The sentences are formed by using

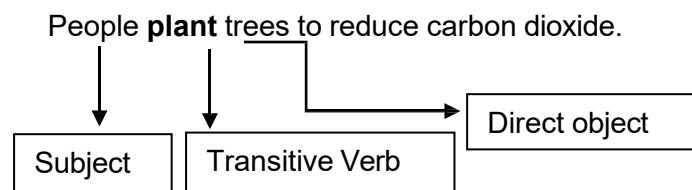
**Subject + am/is/are + past participle of the main verb.**

| Subject  | Verbs |                 | Examples                            |
|----------|-------|-----------------|-------------------------------------|
|          | To be | Past participle |                                     |
| The land | is    | ploughed        | The land <b>is ploughed</b> daily.  |
| Crops    | are   | harvested       | Crops <b>are harvested</b> in July. |
| Water    | is    | used            | Water <b>is used</b> carefully.     |

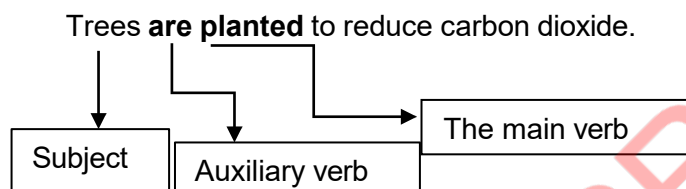
### Changes from active to passive voice

| Active voice  | Passive voice   |
|---|---|
| People <b>plant</b> trees to reduce carbon dioxide.     | Trees <b>are planted</b> to reduce carbon dioxide.    |
| People <b>use</b> solar panels to produce clean energy. | Solar panels <b>are used</b> to produce clean energy. |

#### Active voice



#### Passive voice



### Exercises 3

#### 1. Fill in the blanks with the correct form of the verb in Passive (Present Simple)

- Farming \_\_\_(affect) by climate change in many ways.
- Plants \_\_\_(damage) by floods.
- Seeds \_\_\_(wash) away by too much rain.
- The cost of farming \_\_\_(increase) by these changes.

#### 2. Rewrite the following sentences in the passive voice.

- Farmers plant rice in the rainy season.
- People use tractors to plough the fields.
- Workers harvest maize in September.
- Farmers apply fertilizers to the soil.
- People irrigate the crops every week.

## 4.6 Ways of minimising effects of climate change

### Speaking

#### Exercise 1

Look at the picture and describe what you can see.



### Reading comprehension

#### Climate change

Climate change happens when the Earth gets warmer, causing problems like strong storms, floods and melting ice. But we can all help protect the planet. It is important to save energy by turning off lights and protect the environment. Another way to help is by walking, riding a bike or using public transport because cars make smoke that pollutes the air. Finally, saving water, like turning off the tap when brushing your teeth, also helps keep the Earth healthy. By doing these simple things every day, we can help reduce the effects of climate change and take care of our planet so animals, plants and people can live well.

#### Exercises 2

##### 1. Say if the statements are True (T) or False (F).

- Climate change happens when the Earth gets colder.
- Strong storms, floods, and melting ice are problems caused by climate change.
- Turning off lights helps save energy and protect the planet.
- Cars do not affect air pollution.
- Saving water, like turning off the tap, helps keep the Earth healthy.








**2. Answer the following questions.**

- Name two problems caused by climate change mentioned in the text.
- Why is it important to turn off lights and devices when we don't need them?
- How do trees help protect the Earth?
- What are two things we can recycle to help the environment?
- Why is using public transport, walking, or riding a bike better than using cars?
- Give one example of how to save water mentioned in the text.
- What is the main message of the text?

**3. Match the word with its meaning.**

| Word              | Meaning   |
|-------------------|---|
| 1. Climate change | A. The natural world where plants, animals, and people live |
| 2. Pollution      | B. To use materials again or make them into something new   |
| 3. Recycle        | C. Changes in the Earth's usual weather patterns            |
| 4. Energy         | D. A gas we breathe to live                                 |
| 5. Environment    | E. Harmful substances in the air, water, or land            |
| 6. Oxygen         | F. Power we use to make things work                         |

**4. Match the information to the picture about the way of minimising the effect of climate change.**

| Information                              | Picture  |
|--|--|
| 1. Walk, cycle or take public transport, | A.  |
| 2. Eat more vegetables                   | B.  |
| 3. Save energy at home.                  | C.  |
| 4. Reduce, reuse, repair and recycle     | D.  |
| 5. Change your home's source of energy   | E.  |
| 6. Switch to an electric vehicle         | F.  |
| 7. Throw away less food                  | G.  |

## Writing

### Exercise 4

#### Instructions:

Write a short paragraph (5–6 sentences) about **how we can help reduce climate change**. Use ideas from the text and include at least **three actions** that protect the planet.

You can include:

- Saving energy (e.g., turning off lights)
- Protecting the environment

## Grammar

### Present perfect

The **present perfect** is used to talk about 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 3

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

- We \_\_\_ (turn off) the lights to save energy this week.
- People \_\_\_ (ride) bikes more often to reduce air pollution.
- She \_\_\_ (use) public transport since last Monday.
- They \_\_\_ (save) water by turning off the tap while brushing.
- I \_\_\_ (help) protect the planet by planting trees.

2. **Make questions in Present Perfect**

3. you / turn off the lights today?
4. he / ride a bike this week?
5. they / save water this month?
6. she / protect the environment?
7. we / use public transport recently?

## 5.1 Shops and shopping places

### Speaking

#### Exercise 1

Look at the pictures and describe what you can buy in each place.



### Reading and comprehension

#### Dialogue

##### Shopping in Mozambique

**Teacher:** Hello, Maria! Where do you buy your food?

**Maria:** I go to the supermarket. We have Shoprite in the city.

**Teacher:** What can you buy there?

**Maria:** I can buy food, drinks and soap. Everything is in one place!

**Teacher:** That's good! Do you go to the market too?

**Maria:** Yes! I like the market. It is cheaper. I buy vegetables and clothes there.

**Teacher:** Do you shop near your home?

**Maria:** Yes, we have small shops in the neighborhood. They sell rice and sugar.

**Teacher:** And what about rural areas?

**Maria:** People buy from stalls and roadside sellers. They sell fresh food.

**Teacher:** Do people shop online in Mozambique?

**Maria:** Yes. Some people use their phones to order things, especially with WhatsApp.

**Teacher:** Great! So, shopping in Mozambique is both modern and traditional.

**Maria:** Yes, we have many ways to shop!

#### Exercise 2

##### 1. Say if the statements are True (T) or False (F).

- Maria buys food only in the market.
- Shoprite is a supermarket in the city.
- The market is more expensive than the supermarket.
- In small neighborhood shops, people can buy rice and sugar.

e) Some people in Mozambique shop online using WhatsApp.

**2. Choose the correct answer to each question below.**

1. What do neighborhood shops sell?
  - a) Cars and Televisions
  - b) Rice and sugar
  - c) Phones and games
2. What does Maria buy at the market?
  - a) Clothes and vegetables
  - b) Phones and books
  - c) Chairs and beds
3. Where does Maria buy food in the city?
  - a) In the market
  - b) At school
  - c) At the supermarket
4. Why do people like supermarkets?
  - a) They are cheap
  - b) Everything is in one place
  - c) They are colorful
5. How do people shop online in cities?
  - a) By phone or WhatsApp
  - b) By letter
  - c) By bike

**3. Match the words to the meaning.**

**Word**

1. Supermarket
2. Market
3. Neighborhood shop
4. Roadside stall
5. WhatsApp

**Meaning**

- A. Small shop near your home
- B. Big store with many products
- C. Place to buy fruits and clothes
- D. Small seller near the road
- E. App to send messages and calls

## 5.2 The importance of bargaining

### At the market

**Ana:** Good morning! How much is this bag of rice?

**Ivone:** Good morning! It's 300 meticaïs.

**Ana:** Hmm... that's a bit expensive. Can you give me a discount?

**Ivone:** How much are you willing to pay?

**Ana:** Can I pay 250 meticaïs?

**Ivone:** Well... okay, 270 is my final price.

**Ana:** Deal! And how many eggs do you have today?

**Ivone:** I have five trays. Each tray has 30 eggs.

**Ana:** I'll take two trays. How much are they?

**Ivone:** Each tray is 200 meticaïs, so two trays cost 400.

**Ana:** Can you make it 350?

**Ivone:** Alright, for you – 350.

**Ana:** Thank you! You're very kind.

**Ivone:** You're welcome! Come again next time.



### Exercise 1

Choose the correct answer to each question below:

1. What is Ana buying first?
  - a) Eggs
  - b) Rice
  - c) Soap
2. How much does Ivone first say the rice costs?
  - a) 250 meticaïs
  - b) 270 meticaïs
  - c) 300 meticaïs
3. What is Ana's offer for the bag of rice?
  - a) 200 meticaïs
  - b) 250 meticaïs
  - c) 270 meticaïs
4. How many eggs are in one tray?
  - a) 20
  - b) 30
  - c) 40
5. How much does Ana pay for two trays of eggs in the end?
  - a) 400 meticaïs
  - b) 370 meticaïs
  - c) 350 meticaïs

## Grammar

### Question tags

**Question tags** are short questions added to the end of statements. They are used to:

**Confirm information** – it expects the listener to agree.

**Example:**

- You took so long at that stall, didn't you?
- You were negotiating again, weren't you?

**Encourage a response or keep a conversation going.**

**Example:**

- This market trip was fun, wasn't it?
- It's a nice day, isn't it?

### How to form question tags

If the statement is **positive**, the tag is **negative**.

**Examples:**

- You just have to smile and be polite, **don't you?**
- You bought mangoes too, **didn't you?**

If the statement is **negative**, the tag is **positive**.

**Examples:**

- You didn't buy mangoes too, **do you?**
- This market trip wasn't fun, **was it?**

### Exercise 2

**Complete the following sentences with the correct question tags.**

1. You like pizza, \_\_\_?
2. He doesn't work here, \_\_\_?
3. They are coming to the party, \_\_\_?
4. She can't swim, \_\_\_?
1. You will bargain for a better price, \_\_\_?
2. She can ask for a discount, \_\_\_?
3. We should check the quality before buying, \_\_\_?

**6.1 Importance of tourism and wild life****Speaking****Exercise 1**

In pairs, look at the picture and say what you can see.

**Exercise 2**

In pair, consider the following type of traveller: adventurer, nature lover, luxury seeker and eco-tourist. Which type of traveller would you like to be? Why?

**Reading and comprehension****1. Eco-Tourism: Travel that cares**

Eco-tourism is a type of travel that helps protect the planet. It focuses on visiting natural, remote places and learning about the environment and local cultures. It is also known as sustainable tourism.

Eco-tourists often stay in eco-friendly lodges made with natural materials. Electricity is usually saved and water is conserved. In many places, plastic is recycled and food waste is composted.

Popular eco-tourism destinations include breathtaking rainforests, peaceful mountains and wild national parks. These areas are home to many animals and plants. Tourists are encouraged to respect nature and support local communities.

Eco-tourism is not just good for the planet, it can be more educational and rewarding than traditional travel. It teaches us to care for the Earth while enjoying its beauty.

**Exercise 3**

Read the text and answer the following questions:

1. What is eco-tourism?
2. Where do eco-tourists usually stay?
3. What are two things that are done to protect the environment in eco-tourism?
4. What kind of places do eco-tourists visit?
5. Why is eco-tourism considered educational?

## Vocabulary

### Exercise 4

Match the word to its meaning:

| Word            | Meaning                            |
|-----------------|------------------------------------|
| 1. Eco-friendly | A. very beautiful                  |
| 2. Breathtaking | B. good for the environment        |
| 3. Remote       | C. away from cities                |
| 4. Sustainable  | D. can continue without harm       |
| 5. Compost      | E. turn food waste into fertilizer |

## Grammar

### Adjectives

- *Descriptive:* green, wild, hot, tall, small
- *Evaluative:* amazing, beautiful, exciting, eco-friendly, peaceful

### Order of adjectives:

Opinion → Size → Age → Shape → Colour → Origin → Material → Noun  
→ e.g.: a **beautiful small old wooden house**

### Comparative and Superlative Adjectives

| Adjective    | Comparative       | Superlative           |
|--------------|-------------------|-----------------------|
| green        | greener           | the greenest          |
| remote       | more remote       | the most remote       |
| eco-friendly | more eco-friendly | the most eco-friendly |

### Examples:

- The forest is **greener** than the city.
- This is the **most beautiful** national park I've ever seen!

### Present Simple + Passive Voice

Rule: *be* + *past participle*

### Example:

- Plastic **is recycled**.
- Water **is saved**.
- Trees **are planted**.

## Exercise 5

### Underline the Correct Form

1. The rainforest is (more beautiful / most beautiful) than the city.
2. Plastic (recycle / is recycled) in the eco-lodge.
3. This is the (greener / greenest) place I've visited!
4. Food (is composted / compost) after meals.
5. That is the (more peaceful / most peaceful) village I know.

## Exercise 6

Complete the sentences with adjectives. Use: *eco-friendly, sustainable, remote, peaceful, breathtaking*

1. The view from the mountain is \_\_\_\_\_.
2. We stayed in an \_\_\_\_\_ hotel made of bamboo.
3. This is a very \_\_\_\_\_ area with few tourists.
4. Eco-tourism is a form of \_\_\_\_\_ travel.
5. The river near the village is calm and \_\_\_\_\_.

## Listening and Writing

### Exercise 7

The teacher ask the students to listen him reading the passage below and answer the following questions.

*Welcome to GreenWorld Park. In this eco-tourism park, electricity is saved using solar panels. Plastic is recycled, and water is conserved. Visitors can go on a nature walk with a guide and learn about plants and animals. The park is quiet, remote, and very beautiful.*

### Listening Questions:

1. What kind of energy is used?
2. What happens to plastic?
3. What do visitors do?
4. What can they learn about?
5. How is the park described?

## Writing

### Exercise 8

Write a short paragraph (60–70 words) about a place you would like to visit for an eco-tour.

## 6.2 Wildlife around the world

### Speaking

#### Exercise 1

##### 1. Look at these animals:



##### 2. In pairs or small groups, discuss:

- Why should we protect wild animals?

#### Reading and comprehension

##### Wildlife around the world

Wildlife is a treasure that exists in forests, oceans, deserts and mountains. Every animal, which plays a role in the ecosystem, is important. From the elephants of Africa to the penguins of Antarctica, wildlife is part of our planet's beauty.

Some animals, which live in rainforests, are losing their homes. Many forests are cut down to make space for farms. This causes problems for animals like gorillas and jaguars, whose habitats were destroyed.

In some places, animals are protected in national parks, which are special areas where hunting and pollution are not allowed. These parks help save species from extinction. But we still have problems: there is much pollution, less clean water and fewer animals than before.

A lot of biodiversity is found in tropical countries. These areas are home to many species of birds, insects and mammals. Wildlife tourism, which brings people to see animals in nature, can help if it is done responsibly.

#### Exercise 2

##### 1. Say if the statements are True (T) or False (F).

- Every animal has an important role in the ecosystem.
- Gorillas and jaguars are safe because they live in protected forests.
- National parks help protect animals from hunting and pollution.

- d) There are more animals today than before.
- e) Tropical countries have a lot of biodiversity.

**2. Read the text and answer the following questions:**

- a) Why is wildlife important?
- b) What happens when forests are cut down?
- c) What are national parks?
- d) Where is a lot of biodiversity found?
- e) How can tourism help wildlife?

**Vocabulary**

**Exercise 3**

| <b>Word</b>      | <b>Meaning</b>                       |
|------------------|--------------------------------------|
| 1. Endangered    | A. Large area with many wild animals |
| 2. Biodiversity  | B. Many different kinds of life      |
| 3. Protected     | C. In danger of disappearing         |
| 4. Habitat       | D. Natural home of an animal         |
| 5. National Park | E. Safe from danger or harm          |

**Grammar**

**Relative Clauses**

- Add extra information about a noun.
- Use **who** for people, **which** for animals/things, **where** for places.

**Examples:**

- The panda, **which lives in China**, is endangered.
- A national park is a place **where animals are protected**.

**Exercise 4**

Complete the sentences with relative clauses. Use the expressions in the brackets.

1. The cheetah, \_\_\_\_\_, runs very fast. (*which lives in Africa*)
2. National parks are places \_\_\_\_\_. (*where animals are protected*)
3. The elephant, \_\_\_\_\_, is the largest land animal. (*which is endangered*)

**Passive Voice (Present and Past)**

**Form:** *be + past participle*

- Use when the focus is on the action, not the doer.

|                |                                |
|----------------|--------------------------------|
| <b>Tense</b>   | <b>Example</b>                 |
| <b>Present</b> | Animals <b>are protected</b> . |
| <b>Past</b>    | Forests <b>were cut down</b> . |

### Exercise 5

#### Choose the correct passive voice

1. Many forests (is / are) cut down every year.
2. Some species (is / are) protected in national parks.
3. The rainforest (was / were) destroyed last year.

#### Quantifiers: Countable vs uncountable nouns

|                            |                                |
|----------------------------|--------------------------------|
| Countable (animals, trees) | Uncountable (water, pollution) |
| many/few/fewer             | much/little/less               |
| a lot of/lots of (both)    |                                |

#### Examples:

- There are **fewer animals** in the wild.
- There is **much pollution** in the ocean.
- We need **a lot of biodiversity** to stay healthy.

### Exercise 6

Fill in the gaps with quantifiers. Use: much, many, fewer, less, a lot of.

1. There are \_\_\_\_ animals in the wild today.
2. We have \_\_\_\_ clean water than before.
3. There is too \_\_\_\_ pollution in the ocean.
4. Tourists see \_\_\_\_ species in the jungle.
5. We should cut down \_\_\_\_ trees.

#### Reflexive pronouns

We use reflexive pronouns when the subject and object are the same person(s):

| Subject | Reflexive pronoun |
|---------|-------------------|
| I       | Myself            |
| You     | Yourself          |
| He/She  | himself / herself |
| We      | Ourselves         |
| They    | Themselves        |

### Example:

- We planned the trip **ourselves**.
- He took a photo of **himself** at the national park.

### Exercise 7

Complete the sentences with reflexive pronouns

1. We packed our bags \_\_\_\_\_.
2. She designed the travel blog by \_\_\_\_\_.
3. I took a photo of \_\_\_\_\_ in front of the elephants.

### First Conditional

**Form:**

**If + present simple, will + verb**

**Condition**

**Result**

If you visit the national park, you'll love the nature.

If they're lucky, they'll see a jaguar.

Use it for real or possible future situations.

### Exercise 8

#### 1. Complete the first conditional sentences

- a) If we go to Maputo National Park, we \_\_\_\_\_(see) Zebras.
- b) If you visit the reserves, you \_\_\_\_\_(enjoy) the biodiversity.
- c) If they cut down the trees, they \_\_\_\_\_(destroy) the animal habitat.

#### 2. Choose the correct form of 1<sup>st</sup> conditional.

1. If forests are cut down, gorillas and jaguars...
  - a) will be safe
  - b) will lose their habitats
  - c) will get more food
2. If hunting is not allowed, animals in national parks...
  - a) will be protected
  - b) will disappear
  - c) will get polluted

## 6.3 When travelling

### Speaking

#### Exercise 1

Discuss in pairs:

1. What can you see from the picture?
2. What are some good things to do when you visit a new place?



before entering someone's home or a sacred place.

In Japan, it's polite to bow when greeting people. You shouldn't speak loudly on public transport. Would you mind removing your shoes before entering? It's a common question in many homes.

In some wildlife parks, you mustn't feed the animals. Don't take photos with flash, as it can scare them. It's advisable to follow the rules and respect nature.

You have to ask permission before taking photos of people in some cultures. Don't touch objects in temples or museums unless it says you can.

Travel is exciting but remember: good travellers respect cultures, learn the rules and make polite choices.

### Reading and comprehension

#### Travel Do's and Don'ts: Culture and Customs

When we travel to new countries, it's important to learn about local customs and traditions. You should dress politely when visiting temples or churches. In many places, you must take off your shoes

#### Exercise 2

Read the text and answer the following questions:

1. What should you do when visiting temples?
2. What is a polite greeting in Japan?
3. Why shouldn't you use flash in wildlife parks?
4. What must you do before taking photos of people in some cultures?
5. What do good travellers do?

## Vocabulary

### Exercise 3

#### Match the tip to its meaning

##### Travel Tip

1. Take off your shoes
2. Respect nature
3. Don't feed the animals
4. Ask for permission
5. Obey the rules

##### Meaning

- A. Follow the law or rule
- B. Remove footwear before entering
- C. Protect animals, plants, and land
- D. Say it's okay before doing it
- E. Do not give food to wildlife

## Grammar

### Modal Verbs for Advice

| Use                    | Modal Verb         | Example                                 |
|------------------------|--------------------|---|
| Advice                 | should / shouldn't | You <b>should</b> dress respectfully.   |
| Obligation / Rules     | must / mustn't     | You <b>mustn't</b> take photos inside.  |
| Necessity / Obligation | have to / need to  | You <b>have to</b> ask before entering. |

### Exercise 4

#### Choose the correct Modal Verb

1. You (should / must / can) **not touch** museum objects.
2. You (need to / have / **mustn't**) be respectful in sacred places.
3. You (should / might / can) take off your shoes in some homes.
4. You (have to / would / should) ask before taking photos.
5. You (**mustn't** / should / need) speak loudly in a temple.

#### Imperatives (for strong advice or instructions)

| Positive Imperative    | Negative Imperative      |
|------------------------|--------------------------|
| Respect local customs. | Don't speak loudly.      |
| Follow the rules.      | Don't take flash photos. |

### Exercise 5

#### Rewrite the imperatives with Modal Verbs

1. Don't take photos in the temple. → You \_\_\_\_\_ take photos in the temple.
2. Respect local traditions. → You \_\_\_\_\_ local traditions.
3. Be quiet in the museum. → You \_\_\_\_\_ be quiet in the museum.
4. Follow the rules. → You \_\_\_\_\_ follow the rules.

**7.1 Importance of the environment for human being****Speaking****Exercise 1**

Look at the picture and describe what you can see.

**Reading and comprehension****The Environment**

The environment is everything around us, air, water, trees, animals and land. It is very important for human life because it gives us clean air to breathe, clean water to drink and good soil to grow food. We also get wood from trees, medicine from plants and help from animals and insects to keep nature in balance. The environment helps control the climate and gives us beautiful places to relax and feel happy. When the environment is healthy, people are healthy too. But when we pollute the air, water and land, it becomes dangerous for all living things. That is why we must protect nature by planting trees, recycling, using less plastic and keeping our surroundings clean. Taking care of the environment means taking care of our future.

**Exercise 2****1. Answer the following questions**

- a) What are some things the environment gives us?
- b) How does the environment help people feel happy?
- c) What happens when we pollute the environment?
- d) What are some ways we can protect nature?
- e) Why is taking care of the environment important?

**2. Fill in the blanks using words from the text above.**

- a) The \_\_\_ gives us air, water, and food.
- b) We must \_\_\_ trees to help the planet.
- c) Clean \_\_\_ is important for drinking.
- d) We can \_\_\_ paper, plastic, and bottles.
- e) Dirty air and water are signs of \_\_\_.

## Grammar

### 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:

- The girl who plants trees loves nature.
- The man to whom we spoke is an environmentalist.
- The boy whose garden is clean helps the environment.
- I saw a bird which builds nests in trees.
- Plastic that we throw away harms nature.

### Exercise 3

Read the given sentences and use the right relative pronouns to fill 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

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

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

#### Examples:

1. If people ~~used~~ ~~less~~ plastic, the oceans would be cleaner.
2. If we ~~planted~~ more trees, we would have more clean air to breathe.
3. If we didn't cut so many trees, animals would have more places to live.

### Exercise 4

Complete the sentences using the second conditional:

1. If people \_\_\_(not pollute) the rivers, fish \_\_\_(survive) longer.
2. If we \_\_\_(plant) more trees, the air \_\_\_(be) fresher.
3. Animals \_\_\_(live) better if we \_\_\_(protect) their habitats.
4. If everyone \_\_\_(recycle) more, there \_\_\_(be) less waste.
5. We \_\_\_(have) more clean water if factories \_\_\_(stop) dumping waste into rivers.

## 7.2 Desertification and deforestation

### Speaking

#### Exercise 1

Look at the picture and describe what you can see.



### Reading and comprehension

#### Dry lands and lost forests

Desertification happens when land that used to be healthy and green turns into dry desert. This can happen when there is little rain or when people cut down too many trees and do not take care of the land. When the soil becomes dry and cracked, plants cannot grow and animals lose their homes.

Deforestation means cutting down many trees in forests. People cut trees for wood, farming or to build houses and roads. But when too many trees are cut and not replaced, animals lose their homes, the air gets dirtier and the soil becomes weak.

Trees are very important. They give us clean air, shade and help the land stay healthy. To stop desertification and deforestation, we must plant more trees, use land wisely and protect forests.

#### Exercises 2

##### 1. Say if the following sentences are True or False.

- Desertification helps trees grow faster.
- Cutting down too many trees is called deforestation.
- Trees help clean the air.
- Animals lose their homes when forests are cut down.
- We should cut all trees to make more farms.

##### 2. Answer the following questions

- What is desertification?
- What can cause desertification?
- What does deforestation mean?
- Why are trees important?
- What are some ways to stop desertification and deforestation?

## Vocabulary

### Exercise 3

Match the word with its correct meaning:

| Word               | Meaning                         |
|--------------------|---------------------------------|
| 1. Desertification | A. Cutting down many trees      |
| 2. Deforestation   | B. Green land becomes desert    |
| 3. Soil            | C. The ground where plants grow |
| 4. Shade           | D. A cool place under a tree    |
| 5. Forest          | E. A place with many trees      |

## Grammar

### Modal verbs: Should and Would

**Should** is used to give suggestion or advice.

**Examples:**

- We **should** plant more trees to protect the land.
- People **should** stop cutting down forests.
- They should not cut so many trees.

**Would** is used to give advice. In this situation the speaker is giving hypothetical advice as if he/she were the listener.

**Examples:**

- The land **would** become dry without trees.
- We **would** see more animals in the forest.
- We **wouldn't** have shade on hot days

### Exercise 4

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

1. We \_\_\_ throw rubbish in the forest.
2. People \_\_\_ plant trees to protect the soil.
3. You \_\_\_ waste water during a drought.
4. If people cared more, they \_\_\_ help protect the planet.
5. Trees \_\_\_ grow if there was no rain.
6. Cutting too many trees \_\_\_ damage the environment.

## 7.3 Recycling products

### Speaking

#### Exercise 1

Look at the pictures and describe what you can see.



### Reading and comprehension

#### Don't trash it – recycle it!

Recycling means using things again instead of throwing them away. It helps protect the Earth by turning old things into new things. We can recycle paper, plastic, glass and metal.

When we recycle, we use less energy and make less trash. This keeps our planet clean and safe for people, animals and plants.

You can help by putting your trash in the right bin. Many places have bins for paper, plastic and food waste. Don't mix them! It's also good to reuse things, like using a bottle more than once or turning a box into a toy.

Recycling is easy and it helps the Earth a lot. Let's all do our part to keep our world clean!

#### Exercise 2

##### Answer the Questions

1. What does recycling mean?
2. Name two things that can be recycled.
3. Why is recycling good for the Earth?
4. What can you do to help recycle?
5. What happens when we mix trash in the wrong bin?

##### Vocabulary

#### Exercise 3

Choose the correct word from the box to complete each sentence.

|         |       |     |       |        |
|---------|-------|-----|-------|--------|
| Recycle | trash | bin | reuse | planet |
|---------|-------|-----|-------|--------|

1. We should always try to \_\_\_ things like paper and plastic.
2. Please put your \_\_\_ in the correct container.
3. I threw the empty bottle in the recycling \_\_\_.
4. You can \_\_\_ a box by turning it into a toy.
5. It is important to take care of our \_\_\_.

## Writing

### Exercise 4

Write a 5–6 sentence paragraph about why recycling is important for people, animals and the Earth. Use words from the text: *trash, recycle, bin, clean, planet, bottle, toy*.

## Grammar

### Modal verb: Must and mustn't

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

#### Examples:

- You **must** put your trash in the right bin.
- We **must** recycle paper, plastic, glass, and metal.

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

#### Examples:

- You **mustn't** mix different types of trash.
- We **mustn't** throw everything away without trying to reuse it.

### Exercise 4

Fill in the gaps with **must** or **mustn't**.

1. You \_\_\_ throw trash in the wrong bin.
2. We \_\_\_ recycle plastic and paper.
3. People \_\_\_ waste energy when recycling.
4. You \_\_\_ mix food waste with paper trash.
5. We \_\_\_ use bottles more than once.
6. Everyone \_\_\_ help protect the Earth.

## Review articles

### Exercise 5

Choose the correct article to complete the sentences.

1. Recycling is (a / the) good habit for everyone.
2. Many places have bins for paper, plastic and (a / the) food waste.
3. Recycling keeps (a / the) planet clean.
4. It's good to reuse (a / an) old bottle.

**8.1 Eating well****Speaking****Exercise 1**

1. Look at the picture and describe what you can see.
2. Work In pair and ask what your colleague usually eat for breakfast, lunch and dinner.

**Reading and comprehension**

Read about Maria and what she eats to stay healthy.

**Maria's healthy plate**

My name is Maria and I care about eating well. I am 13 years old and I always try to eat healthy food. For breakfast, I usually eat an apple, a slice of bread and some milk. I never eat chocolate in the morning.

At school, I have a small snack. I sometimes eat a banana or some nuts. For lunch, I eat some rice, a piece of chicken and vegetables. I like carrots and tomatoes but I don't like onions. I also drink a glass of water with every meal.

In the evening, I help my mother prepare dinner. We often eat fish, boiled eggs or a bowl of soup. We don't eat junk food. My parents say: "Healthy food makes a healthy body!"

I think eating well is important. I feel strong and happy when I eat good food. I like fruit and vegetables because they are fresh and colourful.

**Exercise 2**

Read the text and answer the following.

1. How old is Maria?
2. What does she usually eat for breakfast?
3. Does she eat chocolate in the morning?
4. What does she eat for lunch?
5. Why does she like fruit and vegetables?

## Vocabulary

### Exercise 3

Match the food items with their type.

| Food item    | Type         |
|--------------|--------------|
| 1. Banana    | A. Junk food |
| 2. Chicken   | B. Fruit     |
| 3. Carrot    | C. Meat      |
| 4. Chocolate | D. Vegetable |
| 5. Water     | E. Drink     |

## Grammar

### Countable and uncountable nouns

#### Countable Nouns

apple, egg, banana, nut

#### Uncountable Nouns

milk, water, rice, soup

- **Countable nouns:** you can count them (one apple, two apples)
- **Uncountable nouns:** you can't count them individually (milk, rice)

### Articles: *a / an* and quantifiers *some / any*

- We use **a/an** with singular countable nouns. For example: an apple, a banana, a glass of milk.
- We use **some** for positive sentences. For example: I eat **some rice**. / She drinks **some milk**.
- We use **any** in negative sentences or questions. For example: I don't eat **any** chocolate. / Do you have **any** water?

### Plural of Nouns

#### Rules:

- Most nouns → add **-s**: banana → bananas, apple → apples, carrot → carrots
- Words ending in **-o, -x, -ch, -sh** → add **-es**: tomato → tomatoes,
- Some nouns change spelling: loaf → loaves

### Expressing likes and dislikes

#### Structure

I like...

I don't like...

Do you like...?

Yes, I do. / No, I don't.

#### Example

I like apples.

I don't like onions.

Do you like carrots?

Yes, I do. / No, I don't.

#### Exercise 4

Write C for countable and U for uncountable.

1. \_\_\_milk
2. \_\_\_egg
3. \_\_\_chicken
4. \_\_\_banana
5. \_\_\_water
6. \_\_\_rice

#### Exercise 5

Complete the sentences using "a," "an," or "some".

1. I eat \_\_\_apple every morning.
2. She drinks \_\_\_water with lunch.
3. We eat \_\_\_banana and \_\_\_nuts.
4. He eats \_\_\_egg for breakfast.
5. They drink \_\_\_milk at night.

#### Exercise 6

Make these nouns plural

1. tomato → \_\_\_
2. Knife → \_\_\_
3. orange → \_\_\_
4. sandwich → \_\_\_
5. glass → \_\_\_

## 8.2 Fun ways to keep fit

### Speaking

#### Exercise 1

Discuss the questions with a partner or in a small group.

1. What sports or physical activities do you like?
2. How often do you play sports or do exercises?

### Reading and comprehension

Let's read about Leo and how he keeps fit in fun ways!

#### Leo's fitness fun

My name is Leo and I love to keep fit. I am 14 years old and I enjoy sports and outdoor activities. I play football every Saturday with my friends. We always have fun and run a lot.

During the week, I usually go for a run in the park or ride my bike after school. I sometimes swim at the local pool on Fridays. Swimming is my favourite sport because it helps my whole body stay strong.

I also like dancing. I can dance hip-hop and I practice at home with music videos. I never get bored when I'm moving my body!

I think it's important to keep fit because it gives me energy and helps me stay healthy. I don't go to the gym but I can do many exercises at home. My sister can do yoga and I sometimes join her. I believe everyone can find a fun way to stay active!

## Exercise 2

Read the text and answer the following.

1. What sport does Leo play every Saturday?
2. What does he sometimes do on Fridays?
3. Why does he like swimming?
4. What kind of dance can Leo do?
5. What can his sister do?

## Vocabulary

### Exercise 3

Match the activity with its description.

| Activity         | Description                           |
|------------------|---------------------------------------|
| 1. Run           | A. Use your body in the water         |
| 2. Swim          | B. Use fast movements with music      |
| 3. Ride a bike   | C. Move your legs quickly on the road |
| 4. Dance         | D. Use a bicycle                      |
| 5. Play football | E. A team sport with a ball and goals |

## Grammar

### “Can” for Ability

We use “Can” to talk about what someone is able to do.

| Statement   | Example           |
|-------------|-------------------|
| Affirmative | I can dance.      |
| Negative    | He can't swim.    |
| Question    | Can you run fast? |

**Note:** *Can + base verb* → No “s” or “to”

### Exercise 4

Can" for Ability – Complete the sentences with “can” to express abilities.

1. I \_\_\_ride a bike.
2. She \_\_\_swim very well.
3. \_\_\_you dance hip-hop?
4. He \_\_\_play football, but he \_\_\_play tennis.
5. We \_\_\_do yoga together.

## UNIT 9:

## OCCUPATIONS AND PROFESSIONS

### 9.1 Future Jobs



#### Speaking

##### Exercise 1

In pairs, look at the picture above and discuss the following questions:

1. What can you see from the picture?
2. What job do you want to have in the future?
3. Why do you like that job?

#### Reading and comprehension

Let's read about two teenagers who talk about their dream jobs.

##### Dream Jobs for the future

My name is João. I am 14 years old. I want to be a doctor. I want to help people and work in a hospital. I also want to learn about science and the human body. Doctors work hard, but they help save lives. I know it will take a lot of study but I'm ready!

My best friend, Lina, would like to be a pilot. She loves planes and wants to travel around the world. She says, "I would like to fly big airplanes and visit new countries." She is very brave and smart. Her uncle is a pilot and she talks to him about his job.

We both have big dreams. Our teacher says, "You can be anything if you work hard and believe in yourself." What about you? What do you want to be in the future?

##### Exercise 2

Read the text and answer the questions below.

1. What job does João want to have?
2. Why does João want to be a doctor?
3. What job would Lina like to have?

4. Why does Lina want to be a pilot?
5. What advice does their teacher give?

## Vocabulary

### Exercise 3

Match the job to the description.

| <b>Job</b>  | <b>Description</b>                            |
|-------------|---|
| 1. Doctor   | A. Flies airplanes to different places.       |
| 2. Pilot    | B. Teaches students in a school.              |
| 3. Teacher  | C. Helps sick people in a hospital.           |
| 4. Engineer | D. Builds and designs machines and buildings. |

## Grammar

### Want to + Verb

**Use:** To talk about your wishes and goals.

- I want to be a doctor.
- They want to work at an airport.

**Form:** Subject + want(s) + to + base verb

| <b>Subject</b> | <b>Example</b>            |
|----------------|---------------------------|
| I / You        | I want to study English.  |
| He / She       | She wants to be a nurse.  |
| We / They      | They want to be teachers. |

### Would like to + Verb

**Use:** More polite or formal way to talk about dreams or wishes.

- I would like to be a vet.
- She would like to travel the world.

**Form:** Subject + would like + to + base verb

**Contractions:** I'd like to...; she'd like to...

### Exercise 4

Fill in the gaps with **want to** or **would like to**.

1. I \_\_\_ be a teacher.
2. They \_\_\_ travel to new countries.
3. João \_\_\_ be a doctor.
4. She \_\_\_ fly a plane.
5. We \_\_\_ help people in the future.

## Exercise 5

Complete the sentences using your own ideas.

1. I want to \_\_\_\_.
2. My friend would like to \_\_\_\_.
3. In the future, we want to \_\_\_\_.
4. She would like to \_\_\_\_.
5. He wants to \_\_\_\_.

## Listening and writing

### Exercises 6

The teacher ask the students to listen him reading the passage below and write 3 things Sofia says about jobs.

*Hi, I'm Sofia. I want to be a veterinarian because I love animals. I would like to work in an animal hospital. My brother wants to be a chef and cook food for people. We both have big dreams!*

## Writing

### Exercises 7

Write a short paragraph (50 to 70 words) about your dream job. Use: *want to / would like to* and give reason for your choice.

## 9.2 Professionals work

### Speaking

#### Exercise 1

Work in pairs and discuss the questions below.

1. What do you think a nurse or a police officer does during the day?
2. What job do you think is the most difficult? Why?

### Reading and comprehension

Let's read about three people and their daily routines at work.

#### **A Day in the life: Nurse, teacher, and police officer**

Maria is a nurse. She works at a hospital in the city. She starts work at 7:00 a.m. and finishes at 3:00 p.m. Every day, she checks patients, gives medicine and talks to doctors. She really loves helping people, doesn't she?

Mr. Gomes is a teacher. He teaches English to young students. He arrives at school at 7:30 and starts class at 8:00. He explains lessons, answers questions and gives homework. He enjoys his job, doesn't he?

Officer Beto is a police officer. He works in the community. He walks around the streets, talks to people and helps keep the city safe. He sometimes drives a police car, too. He works long hours but he feels proud, doesn't he?

All of them work hard to make life better for others. Their jobs are different but they are all important, aren't they?

## Exercise 2

Read the text and answer the questions below.

1. Where does Maria work?
2. What does Mr. Gomes do at school?
3. What time does Maria start work?
4. What does Officer Beto do in the community?
5. Does Mr. Gomes enjoy his job?
6. Why are these jobs important?

## Grammar

### Question Tags

Question tags are used to confirm or check information.

| Positive Sentence    | Question Tag | Negative Sentence          | Question Tag |
|----------------------|--------------|----------------------------|--------------|
| She loves her job,   | doesn't she? | She doesn't work at night, | does she?    |
| He teaches children, | doesn't he?  | He doesn't like coffee,    | does he?     |
| They work hard,      | don't they?  |                            |              |

### Exercises 3

Add a correct question tag

1. She works in a hospital, \_\_\_?
2. He teaches young students, \_\_\_?
3. Maria loves her job, \_\_\_?
4. They don't work on Sundays, \_\_\_?
5. He doesn't work at night, \_\_\_?

## Listening and writing

### Exercise 4

The teacher ask the students to listen him reading the passage below and write 3 things Carla says about her job.

*Hi! I'm Carla. I'm a teacher. I start work at 7:30 and teach until 1:00. I give lessons, help students, and correct homework. I love my job, don't I? In the afternoon, I prepare lessons at home. My students work hard, don't they?*

### 9.3 Places and professions



#### Speaking

##### Exercise 1

Discuss with a partner where you would like to work and why.

#### Reading and comprehension

##### Places of working

Every job has a place. People work in different places every day.

There is a teacher in the classroom. She is standing in front of the whiteboard. The students are at their desks. There are many books on the shelf. The school is quiet.

There is a nurse at the hospital. He is next to the patient's bed. There are two doctors in the hallway. Nurses work hard and help people.

There is a chef in the kitchen. He is cooking pasta. The waiters are in the restaurant and the customers are at the tables. There are three pizzas on the counter.

There are mechanics at the garage. One of them is under a car and another is behind the tool table. They fix engines and check tires.

People work in many places, don't they? Their jobs are important and we can see them everywhere.

##### Exercise 2

Read the text and answer the questions below.

1. Where is the teacher?
2. What is the nurse doing?
3. Where are the books in the classroom?
4. Where are the pizzas?
5. Where is one of the mechanics?
6. Are there doctors in the hallway?

## Vocabulary

### Exercise 3

Match the profession with where they work.

| Profession  | Place of Work |
|-------------|---------------|
| 1. Doctor   | A. Kitchen    |
| 2. Mechanic | B. Garage     |
| 3. Chef     | C. Hospital   |
| 4. Teacher  | D. School     |
| 5. Waiter   | E. Restaurant |

## Grammar

### There is / There are

#### Singular (1)

There is a doctor in the hospital.

There is a pizza on the table.

#### Plural (2 or more)

There are nurses in the hospital.

There are pizzas on the counter.

**Use:** We use “**There is**” for one item (singular) and “**There are**” for more than one item (plural).

### Prepositions of Place

| Preposition | Example                           | Preposition | Example                            |
|-------------|-----------------------------------|-------------|------------------------------------|
| In          | The teacher is in the classroom.  | under       | The mechanic is under the car.     |
| At          | The students are at their desks.  | behind      | The chef is behind the counter.    |
| on          | The books are on the shelf.       | in front of | She is in front of the whiteboard. |
| next to     | The nurse is next to the patient. | between     | The garage is between two shops.   |

**Use:** Prepositions are used to describe where someone or something is.

### Exercise 4

Choose the correct options to fill in the gaps (*There is / There are*).

- \_\_\_ a doctor in the clinic.
- \_\_\_ many books on the table.
- \_\_\_ a computer in the office.
- \_\_\_ two nurses in the room.
- \_\_\_ a pizza on the counter.

### Exercise 5

Fill in the gaps with the correct preposition. Use: in, at, on, under, behind, next to, in front of.

- The teacher is \_\_\_ the classroom.

2. The mechanic is \_\_\_ the car.
3. The students are \_\_\_ their desks.
4. The books are \_\_\_ the shelf.
5. The hospital is \_\_\_ the supermarket.
6. The patient is \_\_\_ the nurse.

### Present Perfect

We use present perfect to describe actions that began in the past and continue or are relevant now.

#### Structure

have/has + past participle

#### Example

She **has worked** in a clinic.

He **has helped** many people.

They **have lived** here for 5 years.

We use "has" for he/she/it and "have" for I/you/we/they

### Exercise 6

Complete the sentences with the Present Perfect form.

1. She \_\_\_(work) here for five years.
2. I \_\_\_(help) my father in the shop.
3. They \_\_\_(not finish) the task.
4. He \_\_\_(fix) many cars.

## KEY TO EXERCISES

### UNIT 1: ENGLISH IN MOZAMBIQUE

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#### 1.1 Major Languages in the World

##### Exercise 1

No key.

##### Exercise 2

1. True; 2. False; 3. True; 4. False; 5. True; 6. False; 7. True; 8. False

##### Exercise 3

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

#### 1.2 Importance of English in Mozambique

##### Exercise 1

I can see a teacher with students in the classroom, a book of English and a globe (map of world)

##### Exercise 2

1. Because it is an international language used for travel, study, and business.
2. At the Migration Office.
3. I need to apply for a visa.
4. You can say: "I'm looking for this address." or "How can I get to the train station?"
5. You can say: "I'm looking for this address." or "How can I get to the train station?"
6. He says he will practice English more.

##### Exercise 3

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

#### 1.3 English speaking countries surrounding Mozambique

##### Exercise 1

Tanzania, Zambia, Malawi, Zimbabwe, Swaziland and South Africa.

##### Exercise 2

1. Tanzania, Malawi, Zambia, Zimbabwe, South Africa, and Eswatini.
2. Because it helps us communicate with people who don't speak Portuguese.
3. Victoria Falls (Zambia/Zimbabwe), Mount Kilimanjaro (Tanzania), Lake Malawi.
4. siSwati.
5. Tanzania.

##### Exercise 3

a) Can; b) can; c) can't; d) can't

##### Exercise 4

1. never/always; 2. always/sometimes or usually; 3. sometimes and usually; 4. Never; 5. sometimes/usually and always

### UNIT 2: HEALTH CARE

#### 2.1 Modern and herbal medicine

##### Exercise 1

I can see the doctor and the patient. They are in the consulting room. The doctor is checking her temperature and blood pressure.

##### Exercise 2

1. False 2. True 3. False 4. True 5. False

##### Exercise 4

1. C; 2. F; 3. D; 4. B; 5. E; 6. A

##### Exercise 3

a) herbs b) pills, c) X-ray d) thermometer

#### 2.2 Life savers

##### Exercise 1

I can see doctors

##### Exercise 2

1. A doctor.
2. Plants, roots, and herbs.
3. Prayers, holy water, and spiritual practices.
4. Because the person may take the wrong medicine or the wrong dose.
5. To the hospital or clinic.

##### Exercise 3

a) Doctor b) Traditional healer c) Religious healer d) Herbs

##### Exercise 4

1. doctor; 2. religious healer; 3. traditional healer; 4. dangerous; 5. dosage; 6. hospital

## 2.3 Advances in medicine

### Exercise 1

I can see a doctor using microscopy, a machine producing medicine and a doctor analyzing or visualizing a picture using modern machine.

### Exercise 2

1. Doctors have developed new treatments and technology that save millions of lives.
2. Because it allows patients to speak to doctors online, helping people who live far away from hospitals.
3. Edward Jenner invented the first vaccine in 1796.
4. Robots are going to perform more surgeries.
5. Because no matter how advanced medicine becomes, it must save lives and not be limited to just a few people.

### Exercise 3

1. **Antibiotic** → a) A treatment that stops bacterial infections
2. **Transplant** → d) A medical operation to put an organ from one body into another
3. **Accurate** → c) Very correct or exact
4. **Diagnose** → b) When doctors say what illness a patient has
5. **Vaccine** → e) A medicine that protects you from disease

### Exercise 4

1. are working;
2. are studying;
3. is creating;
4. are learning;
5. is saving;
6. is becoming

### Exercise 5

no key

### Exercise 6

1. going to;
2. will;
3. going to;
4. Will

### Exercise 8

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

### Exercise 7

No key

## UNIT 3: THE ARTS

### 3.1 Different fields of arts

#### Exercise 1

I can see a painting, a craft, a musicians and a picture.

#### Exercise 2

1. False;
2. True;
3. True;
4. False;
5. True

#### Exercise 4

1. 1. First; 2. next; 3. after that / then; 4. finally.
- 2.

**First:** c) Anna asked if Pedro enjoyed the exhibition.

**Then:** a) Pedro said he saw paintings, sculptures, and music.

**After that:** d) She talked about visual, performing, literary and applied arts.

**Finally:** b) Anna explained why art is important.

#### Exercise 6

1. should;
2. shouldn't;
3. should;
4. shouldn't ;
5. should

### 3.2 Importance of our arts

#### Exercise 1

I can see *mapiko* dance, *timbila* and *tufo* dance

#### Exercise 2

1. 1. c); 2. b); 3. b)
- 2.

- a) They tell stories of history, bring communities together, and teach values like respect, courage, and unity.
- b) Timbila, drums, marimbas.
- c) They are sold in markets and help families earn a living.
- d) He is an artist known for his sculptures.
- e) Learn about arts, practise them, support local artists, attend festivals, visit markets, and share traditions.

#### Exercise 3

- 1.xigubo, mapiko, tufo; 2. timbila; 3. world stage; 4. basket, wood; 5. festivals

1. C; 2. A; 3. B; 4. D; 5. E

## UNIT 4: IIVING WITH NATURE

### 4.1 What we grow

#### Exercise 1

Students describe what they can see.

#### Exercise 2

1. a) rice, maize and beans    b) Tomatoes, onions and carrots    c) bananas, oranges and mangoes    d) because it gives us healthy food and connects people with nature    e) they help farmers produce the food that comes from the land

2.

1. rice; 2. maize; 3. tomatoes, onions, carrots; 4. fertile; 5. healthy, nature

2.

|            |                  |              |                    |                  |               |
|------------|------------------|--------------|--------------------|------------------|---------------|
| A - Corn   | B - Cassava      | C - Beans    | D - Sweet potatoes | E - Groundnuts   | F - Sugarcane |
| G - Millet | H - Cotton       | I - Soybeans | J - Onions         | H - Tomatoes     | L - Spinach   |
| M - Banana | N - assion fruit | O - Papaya   | P - Grapes         | Q - Strawberries | R - Pineapple |

### Exercise 3

1. a; 2. the; 3. an; 4. an; 5. a

a) the; b) a; c) The; d) the; e) a

## 4.2 Importance of growing crops and raising animals

### Exercise 1

Students describe what they can see

#### Exercise 2

1. 1. b); 2. a); 3. c); 4. b)

2.

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

3.

1. B; 2. A; 3. D; 4. C

4.

a) maize, rice; b) meat, milk, eggs; c) animal; d) community; e) land

#### Exercise 3

1. C; 2. U; 3. C; 4. U; 5. C; 6. U; 7. U; 8. C; 9. C; 10. U

2.

1. b); 2. c) 3. c)

## 4.3 Conditions for growing crops and raising animals

### Exercise 1

Students tell their colleague what they can see

#### Exercises 2

1.

a) Some places had too much rain, others were too sunny, which affected plants and animals.

b) Good soil, water, and the right temperature.

c) They used fertilizers and checked the soil.

d) Clean water, good food, and shelter.

e) Farming needs care, hard work, and good conditions, especially when the weather is difficult.

2. 1. b) 2. a) 3. c) 3. a) fertile soil; b) chemical fertilizer; c) organic fertilizer; d) corral; e) chicken coop

#### Exercise 3

1. shouldn't; 2. should; 3. shouldn't; 4. should; 5. should

#### Exercise 4

1. must; 2. mustn't; 3. must; 4. must; 5. mustn't

#### Exercise 5

1. Farmers have to wake up early.

2. You don't have to feed the cows every hour.

3. Do we have to clean the tools after work?

4. They don't have to water the plants every day.

5. Farmers have to protect crops from insects.

6. Do I have to have a license to drive the tractor?

## 4.4 Importance of preserving food

### Exercise 1

Students tell their classmates how they preserve food at home

#### Exercise 2

1.

a) To keep food safe, healthy, and fresh, and to prevent it from spoiling.

b) Freezing, drying, canning, using salt or sugar.

c) It allows them to send food far away without it spoiling.

d) It ensures families have food during natural disasters or shortages.

e) It helps waste less, save money, have enough to eat, and stay healthy.

2. a) safe; b) bacteria; c) remote; d) emergencies 3. a) Drying; b) Canning; c) Salt or sugar; d) Smoking; e) Freezing

#### Exercise 3

1. What; 2. What; 3. Where; 4. What; 5. Where

## 4.5 Importance of climate change for farming

### Exercise 1

Students describe what they can see

#### Exercise 2

1.

a) Higher temperatures can dry out the soil, making it hard for crops to grow.

b) It can cause floods, which damage plants and wash away seeds.

c) Droughts, storms, and changing seasons.

d) It can increase the cost of farming.

e) Take care of the environment and use better farming methods.

2. 1. b); 2. a); 3. d); 4. c)    3. a) farming; b) soil; c) floods; d) seasons; e) environment

4. A - Dry soil B - Flood C - Drought D - Damage plants E - Storm

### Exercise 3

1.

a) is affected; b) are damaged; c) are washed; d) is increased

2.

- a) Rice is planted by farmers in the rainy season.    c) Maize is harvested by workers in September.  
b) Tractors are used by people to plough the fields.    d) Fertilizers are applied to the soil by farmers.  
e) The crops are irrigated every week by people.

### 4.6 Ways of minimising effects of climate change

#### Exercise 1

Students describe what they can see

#### Exercise 2

1.

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

2.

- a) Strong storms and floods. (*Melting ice is another one mentioned.*)  
b) Because it helps save energy and protect the environment.  
c) The text does not mention trees.  
d) The text does not talk about recycling specific things.  
e) Because cars make smoke that pollutes the air.  
f) Turning off the tap when brushing your teeth.  
g) We can help reduce the effects of climate change by doing simple things like saving energy, walking or biking, and saving water.

3.

1. C; 2. - E; 3. - B; 4. - F; 5. - A; 6. - D

4.

1. B; 2. C; 3. F; 4. A; 5. F; 6. G; 7. D

#### Exercise 3

1.

a) have turned off; b) have ridden; c) has used; d) have saved; e) have helped

2.

- a) Have you turned off the lights today?  
b) Has he ridden a bike this week?  
c) Have they saved water this month?  
d) Has she protected the environment?  
e) Have we used public transport recently?

## UNIT 5: SHOPPING

### 5.1 Shops and shopping places

#### Exercise 1

Students describe what they can buy in each place.

#### Exercise 2

1. a) F; b) T; c) F; d) T; e) T

2. 1. b); 2. a); 3. c); 4. b); 5. a)    3. 1. B; 2. C; 3. A; 4. D; 5. E

### 5.1 The importance of bargaining

#### Exercise 1

1. b); 2. c); 3. b); 4. b); 5. c)

#### Exercise 2

1. don't you? 2. does he? 3. aren't they? 4. can she? 5. won't you? 6. can't she? 7. shouldn't we?

## UNIT 6: TOURISM AND WILDLIFE

### 6.1 Importance of tourism and wild life

#### Exercise 1

The students describe what they can see.

#### Exercise 3

1.

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

#### Exercise 2

No key

2.

1. Eco-tourism is type of travel that helps protect the environment and supports local communities.
2. Eco-tourists usually stay in eco-friendly lodges made with natural materials.
3. The two things that are done to protect the environment in eco-tourism are water conservation and plastic is recycling.
4. Eco-tourists visit natural, remote places like rainforests, mountains, and national parks.
5. Eco-tourism considered educational because it teaches us to care for the Earth and learn about nature and cultures.

**Exercise 4**

1. B; 2. A; 3. C; 4. D; 5. E

**Exercise 5**

1. more beautiful; 2. is recycled; 3. greenest; 4. is composted; 5. most peaceful

**Exercise 6**

1. breathtaking; 2. eco-friendly; 3. remote; 4. sustainable; 5. peaceful

**Exercise 8**

No key

**Exercise 7**

1. Solar energy; 2. It is recycled; 3. Go on a nature walk; 4. Plants and animals; 5. Quiet, remote, and beautiful

**6.2 Wildlife around the world**

**Exercise 2**

1. Wildlife is important because every animal plays a role in the ecosystem.
2. When forests are cut down animals lose their homes and habitats are destroyed.
3. National parks ARE Special areas where animals are protected from hunting and pollution.
4. A lot of biodiversity is found in tropical countries.
5. Tourism can help wildlife when it can help when it is done responsibly.

**Exercise 1**

No key

**Exercise 3**

1. C; 2. B; 3. E; 4. D; 5. A

**Exercise 4**

1. which lives in Africa; 2. where animals are protected; 3. which is endangered

**Exercise 5**

1. are; 2. are; 3. was

**Exercise 6**

1. fewer; 2. less; 3. much; 4. a lot of; 5. fewer

**Exercise 8**

1.

1. am flying; 2. are staying; 3. will book

2.

1. b); 2) a)

**Exercise 9**

1. ourselves; 2. herself; 3. myself

**Exercise 10**

1. will see; 2. will eat; 3. will need

**Exercise 11**

1. Greece; 2. They did (themselves); 3. Near the beach; 4. Swim every day; 5. Very excited / thinks it will be the best

**6.3 When travelling**

**Exercise 2**

1. When visiting temples, you should dress politely and take off your shoes.
2. In Japan, a polite greeting is bowing.
3. In wildlife parks, you shouldn't use flash because it can scare the animals.
4. Before taking photos of people in some cultures you must ask for permission.
5. Good travellers respect cultures, learn the rules, and make polite choices.

**Exercise 3**

1. B; 2. C; 3. E; 4. D; 5. A

**Exercise 4**

1. must; 2. need to; 3. should; 4. have to; 5. mustn't

**Exercise 5**

1. mustn't; 2. should respect; 3. should; 4. have to

**6.4 Tourism as business**

**Exercise 2**

1. Online, tourists look for the cheapest flights, the most exciting tours, and the best hotel deals.
2. In the last ten years, more people have booked trips online and more jobs have been created.
3. Local businesses has benefited from eco-tourism.
4. Costa Rica is popular because of its wildlife tourism (monkeys, turtles, birds).
5. Next year, tourism companies will be offering cultural and language exchange tours.

**Exercise 3**

1. B; 2. C; 3. A; 4. D; 5. E

**Exercise 4**

1. the cheapest; 2. the most popular; 3. the best

**Exercise 5**

1. have booked; 2. have visited; 3. has created

**Exercise 6**

1. will be exploring; 2. will have offered; 3. will have brought

**Exercise 7**

1. Over 1 billion; 2. Thailand; 3. Creating virtual tours; 4. Tourism will have changed experiences
5. Present perfect (to show recent experience)

## UNIT 7: MANAGING OUR PLANET

### 7.1 Importance of the environment for human being

#### Exercise 1

Students describe what they can see.

#### Exercise 2

1.

- Clean air, clean water, good soil, wood, medicine from plants, and help from animals and insects.
- It gives us beautiful places to relax and enjoy.
- It becomes dangerous for all living things.
- Planting trees, recycling, using less plastic, and keeping surroundings clean.
- Because it means taking care of our future.

2.

a) environment; b). plant; c). water; d) recycle; e) Pollution

#### Exercise 3

1. who; 2. whose; 3. whom; 4. which / that; 5. that / which; 6. Who

#### Exercise 4

1. did not pollute / would survive; 2. planted / would be; 3. would live / protected; 4. recycled / would be; 5. would have / stopped

### 7.2 Desertification and deforestation

#### Exercise 1

Students describe what they can see.

#### Exercise 2

1.1. False; 2. True; 3. True; 4. True; 5. False

2.

- It is when healthy and green land turns into dry desert.
- Little rain, cutting down too many trees, and not taking care of the land.
- Cutting down many trees in forests, often for wood, farming, houses, or roads.
- They give us clean air, shade, and help keep the land healthy.
- Plant more trees, use land wisely, and protect forests.

#### Exercise 3

1. B; 2. A; 3. C; 4. D; 5. E

### 7.3 Recycling products

Students describe what they can see.

#### Exercise 2

- Recycling means using things again instead of throwing them away.
- Two things that can be recycled are paper and plastic.
- Recycling is good for the Earth because it uses less energy and makes less trash, keeping the planet clean and safe.
- You can help recycle by putting your trash in the right bin and reusing things.
- When we mix trash in the wrong bin, it can prevent proper recycling and harm the environment.

#### Exercise 3

1. recycle; 2. trash; 3. bin; 4. reuse; 5. planet

#### Exercise 4

1. mustn't; 2. must; 3. mustn't; 4. mustn't; 5. must; 6. Must

#### Exercise 5

1. a; 2. the; 3. the; 4. an

## UNIT 8: HEALTH AND FITNESS

### 8.1 Eating well

#### Exercise 1

#### Exercise 3

1 – B; 2 – C; 3 – D; 4 – A; 5 – E

#### Exercise 4

1. An; 2. some; 3. a / some; 4. An; 5.

#### Exercise 2

- She is 13 years old.
- She usually eats an apple, a slice of bread, and some milk.
- No, she never eats chocolate in the morning.
- She eats rice, a piece of chicken, and vegetables.
- Because they are fresh and colourful.

#### Exercise 5

1. Tomatoes; 2. knives; 3. oranges; 4. sandwiches; 5. glasses

some

### 8.2 Fun ways to keep fit

#### Exercise 2

1. He plays football every Saturday.
2. He sometimes swims at the local pool on Fridays.
3. Because it helps his whole body stay strong.
4. He can dance hip-hop.
5. She can do yoga.

#### Exercise 3

1 – C; 2 – A; 3 – D; 4 – B; 5 – E

#### Exercise 4

1. can; 2. can; 3. Can; 4. can / can't; 5. Can

## UNIT 9: OCCUPATIONS AND PROFESSIONS

### 9.1. Future jobs

#### Exercise 2

1. João wants to be a doctor.
2. He wants to help people and learn about science.
3. Lina would like to be a pilot.
4. She wants to travel the world and fly planes.
5. The teacher says you can be anything if you work hard and believe in yourself.

#### Exercise 3

1 – C; 2 – A; 3 – B; 4 – D

#### Exercise 4

1. want to; 2. would like to; 3. wants to; 4. would like to; 5. want to

### 9.2 Professionals work

#### Exercise 2

1. She works at a hospital.
2. He teaches English, explains lessons, and gives homework.
3. She starts work at 7:00 a.m.
4. He walks around, talks to people, and keeps the city safe.
5. Yes, he enjoys his job.
6. Because they help people and make life better.

#### Exercise 11

1. doesn't she?; 2. doesn't he?; 3. doesn't she?;  
4. do they?; 5. does he?

### 9.3 Places and professions

#### Exercise 2

1. She is in the classroom.
2. He is next to the patient's bed.
3. The books are on the shelf.
4. The pizzas are on the counter.
5. He is under a car.
6. Yes, there are two doctors in the hallway.

#### Exercise 3

1 – C; 2 – B; 3 – A; 4 – D; 5 – E

#### Exercise 4

1. There is; 2. There are; 3. There is; 4. There are; 5. There is

#### Exercise 5

1. in; 2. under; 3. at; 4. on; 5. next to / behind; 6. next to

#### Exercise 6

1. has worked; 2. have helped; 3. have not finished; 4. has fixed

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VENDA PROIBIDA