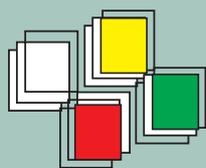




República de Moçambique
MINISTÉRIO DA EDUCAÇÃO E DESENVOLVIMENTO HUMANO

Grade 7 English Workbook



INDE

INSTITUTO NACIONAL DE DESENVOLVIMENTO DA EDUCAÇÃO

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COORDENAÇÃO GERAL:

Lourenço Lázaro Magaia

COORDENAÇÃO TÉCNICA:

Silvestre Valente Dava

João Jeque

Autores:

Auzinda Domingos

Fátima Nhantumbo

Patrício Mazivile

Yavalane Parruque

Revisores:

André Franque

Clive Ruraca

Derreck Romão Mafelanjala

Graça Macau

Capa:

Sérgio Zimba

Arranjo gráfico:

Sérgio Zimba

Ilustrações:

Sandra Pizzura

Ano: 2022





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VENDA PROIBIDA



Prefácio

Caro(a) aluno(a)

Colocamos à tua disposição esta Ficha de Apoio à Aprendizagem, que aborda conteúdos e actividades, elaborados com base no programa de ensino, para que possas consolidar e aprofundar as matérias que terás, durante as aulas, de modo a melhorares a tua aprendizagem, enquanto o livro do aluno não esteja disponível para que continues os teus estudos.

Esta Ficha de Apoio à aprendizagem está sistematizada em 9 unidades temáticas onde irás encontrar as matérias apresentadas em forma de resumos, bem como diversas actividades em cada unidade temática.

As actividades estão sequenciadas progressivamente, partindo da mais simples para a mais complexa, em função do conhecimento, das habilidades, dos valores e das atitudes que pretendemos que desenvolvias até ao final do ano lectivo. Estimado(a) aluno(a), a resolução das actividades propostas no final de cada unidade temática, ao longo da abordagem dos conteúdos, é essencial pois permite avaliar os conteúdos aprendidos e aperfeiçoar os teus conhecimentos.

É nossa convicção que uma boa utilização da presente Ficha de Apoio à Aprendizagem poderá ajudar a organizar melhor o teu estudo diário e, desta forma, obteres os melhores resultados.

Director Geral do INDE



LOURENÇO LÁZARO MAGAIA

Introduction

In Mozambique, the Constitution of the Republic advocates education as a right and duty of all Mozambicans, an instrument for improving the living conditions of citizens. In this context, the Strategic Education Plan (PEE) 2020-2029 establishes that education must train citizens with knowledge, skills, moral and civic values, capable of contributing to the development of a cohesive society adapted to the changing world. To this end, the sector should implement an inclusive, equitable, efficient and innovative national system capable of ensuring quality learning that promotes lifelong sustainability.

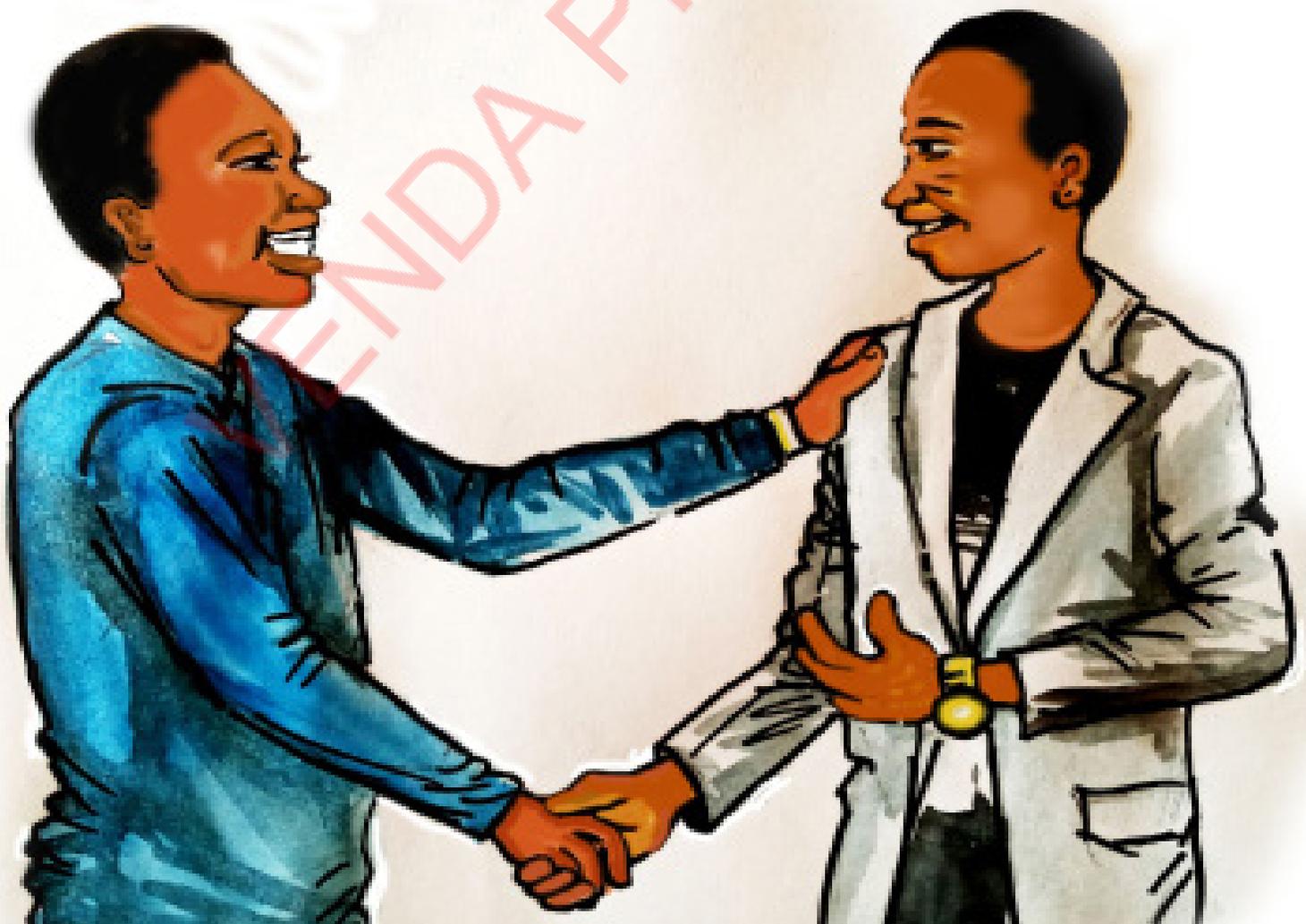
Thus, this workbook aims to provide a general basic ability to communicate in a limited number of the most familiar situations in which language is used. It will equip the learners with abilities to recognise basic language patterns, respond appropriately to simple commands and questions in English, recognise the written forms or familiar spoken language and predict meaning of key words in a simple story, poem or song.

Therefore, the learners should be able to write words, phrases and simple sentences. Describe people, activities and objects from school, home and community. Finally, they should use common words to identify simple geography vocabulary in English and recognise currency of the countries where English is spoken and compare values with Mozambican currency.

The authors

Unit: **I**

Greetings and Introductions



Unit I: Greetings and Introductions

Vocabulary box

Good morning! Good afternoon! Good evening!

Good night! How are you? I am fine.

How is she? She is fine.

How are they? They are fine.

Personal pronouns

I, you, he, she, it, we, you, they

Verb to be

"am, is, are"

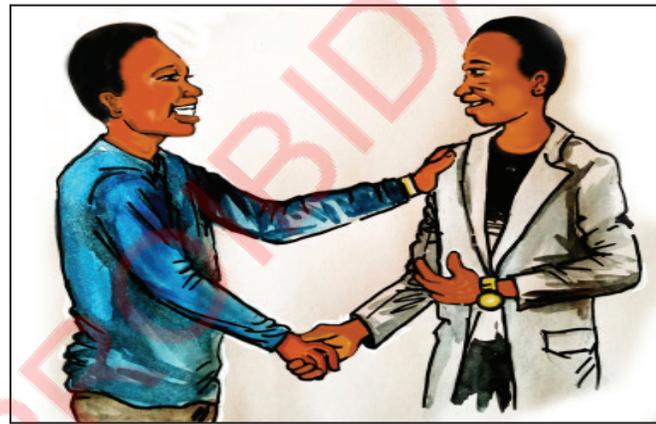
Read the dialogue and repeat:

Samuel: Good morning!

Antonio: Good morning! How are you?

Samuel: I am very well, thanks. And you?

Antonio: I am very well, too.



Complete the sentences using the following words: **am, thank you, you, I am, too and are.**

Formal Greetings

A: Good morning, Mr. Tendai!

B: Good morning, Mrs. Tapera! How are ____?

A: I ____ fine, _____. And how ____ you?

B: _____ fine_____.

Informal greetings

Read the dialogue:

Cayla: Hello dear!

Helena: Hello Cayla! How are you?

Cayla: I am fine thanks and how are you?

Helena: I am fine, thanks.

1. Complete the sentences using the following words: **how, well, I am and are.**

Tatiana: Hi Leticia

Leticia: Hi, How _____ you?

Tatiana: ____ fine and _____ are you?

Leticia: I am very _____, thanks.

1. Put the words into the correct order.

a) are/ How/you?

_____.

b) very/ is/ well/ She

_____.

c) not/ She/ fine/ is

_____.

Introducing oneself and others

Read the dialogue and practice with your partner.

Teacher: Good morning, class!

Class: Good morning, teacher. How are you?

Teacher: I am very well, thank you! And how are you?

Class: We are very well, thank you.

Teacher: I am Miss Marta. I am your English teacher.

Class: It's nice to meet you, teacher.

Teacher: It's nice to meet you, class.

Read the dialogue and match the sentences

A: Hello, my name is Paulo. What's your name?

B: Hello, my name is Santos.

A: Nice to meet you, Santos.

B: Nice to meet you, too.

A: Santos, this is Célia. Célia, this is Santos.

C: Nice to meet you, Santos.

B: Nice to meet you, too.

2. Match the sentences:

1. Hi Paulo!

2. How are things going, Célia?

3. Are you a student?

4. How is it?

A. Everything is okay, thanks.

B. Hi Santos!

C. Fine thanks. And you?

D. Yes, I am.

The English Alphabet (consonants and vowels)

Look at the alphabet boxes and read.

Alphabet								
Aa  Apple	Bb  Ball	Cc  Car	Dd  Duck	Ee  Eggplant	Ff  Fire	Gg  Goat	Hh  Hamburger	Ii  Inch
Jj  Jelly	Kk  Kite	Ll  Leaf	Mm  Mitten	Nn  Nest	Oo  Oven	Pp  Pizza	Qq  Quarter	
Rr  Rabbit	Ss  Sock	Tt  Turkey	Uu  Umbrella	Vv  Vest	Ww  Watch	Xx  X-ray	Yy  Yo-yo	Zz  Zipper
Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz								

How do you spell the following words? **Apple, duck, hamburger, watch**

Apple a-p-p-l-e	Duck d-u-c-k	Hamburger h-a-m-b-u-r-g-e-r	Watch w-a-t-c-h
--------------------	-----------------	--------------------------------	--------------------

- Read and spell these words: **1. umbrella, 2. zipper, 3. turkey, 4. rabbit, 5. pizza and 6. fire**
- Complete the dialogue using your own words.
A: What is your name?
B: My name is _____.
A: Can you spell it?
B: It is _____.
- In pairs, ask each other's names and spell them.

Countries and nationalities

Read the sentences:

I am from Mozambique. I am Mozambican.

She is from England. She is English.

Look at the table and identify the nationality of the people from the following countries:

Country	Nationality
Angola	Angolan
Malawi	Malawian
Zimbabwe	Zimbabwean
France	French
England	English
China	Chinese

6. What are the nationalities of the people from the following countries?

- a) Malawi _____ d) Japan _____
 b) Nigeria _____ e) Canada _____
 c) Russia _____ f) Portugal _____

7. Find six nationalities in the crosswords and write them down on your right hand side.

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

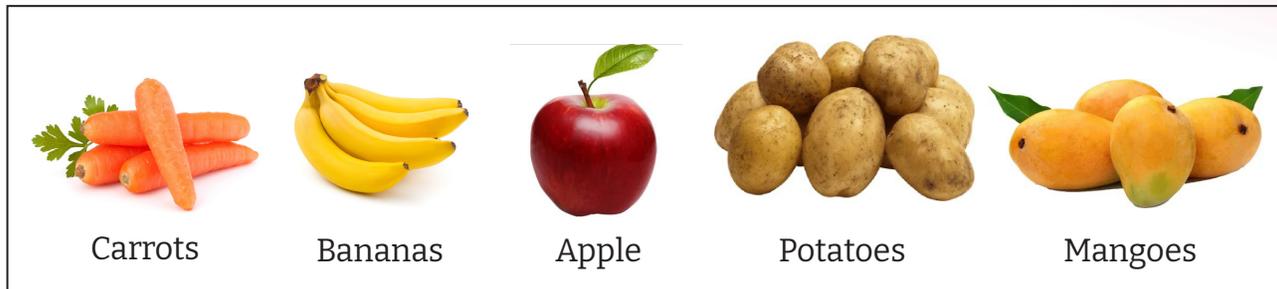
1. _____
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____

Cardinal numbers from 0 to 20

Read the numbers from zero to twenty.

0 - zero, 1- one, 2- two, 3- three, 4- four, 5- five, 6- six, 7- seven, 8- eight, 9- nine, 10- ten, 11- eleven, 12- twelve, 13- thirteen, 14- fourteen, 15- fifteen, 16- sixteen, 17- seventeen, 18- eighteen, 19- nineteen, 20- twenty.

8. Look at the pictures and answer all the questions that follow.



- a) How many carrots are there? _____
- b) How many bananas are there? _____
- c) How many apples are there? _____
- d) How many potatoes are there? _____
- e) How many mangoes are there? _____

VENDA PROIBIDA

Unit: II

School



Classroom commands

Stand up! Sit down! Read! Open the book! Close the book! Draw the picture on your exercise-book

1. Complete the sentences using the following words: **Keep quiet, Draw, Hurry up, Listen, Sit here.**

- a) _____! You are making noise. d) _____! He is playing good songs.
 b) _____! The bus is coming. e) _____ the picture on the board!
 c) _____! This is your place.

2. Look at the picture and say what is in the classroom.



Example: There is a chalkboard in the classroom.

1. _____ 2. _____ 3. _____

Location of places

Look at the pictures and say the names of different locations in the school.



The school yard



The principal office



A classroom



The library



The music room



The art room



The computer room



The lockers



The pool



The playground



The baseball field



The bathroom

This is the library.

That isn't a football field.

Who is **that** man in the garden?

Demonstrative pronouns: This/that (singular)

We use **this** to talk about things/people around us.

We use **that** to talk about things/people far from us.

Countable and Uncountable nouns

Look at pictures and read.

Countable nouns

			
Book	Pencil	Notebook	Sharpener
			
Eraser	Ruler	Glue	Scissors
			
Pencil case	Colored pencil	Crayon	Pen
			
Palette	Paintbrush	Tape	Paper clips
			
Paint	Highlighter	Marker	Notepad

Uncountable nouns

		
Cheese	Bread	Jam
		
Oil	Milk	Sugar
		
Honey	Tea	Flour
		
Wood	Music	Land

4. Look at the pictures again and write the names of 5 countable and 5 uncountable nouns.

- | | |
|----------|----------|
| 1. _____ | 1. _____ |
| 2. _____ | 2. _____ |
| 3. _____ | 3. _____ |
| 4. _____ | 4. _____ |
| 5. _____ | 5. _____ |

5. Complete the questions using **many** and **much**.

- How _____ scissors are there on the table?
- How _____ firewood do we need?
- How _____ tea do you need for the students?
- How _____ cheese do we need for the teachers?
- How _____ books are there on the table?
- How _____ markers are there on the table?

Numbers from 21 to 100

Read the dialogue

A: How many students are there in the classroom?

B: There are twenty-two students in the classroom.

C: How many notebooks are there in the library?

D: There are thirty-six notebooks in the library.

Count the numbers from twenty-one to one hundred.

21. twenty-one, 22. twenty-two, 23. twenty-three, 24. twenty-four, 25. twenty-five, 26. twenty-six, 27. Twenty-seven, 28. twenty- eight, 29. twenty-nine, 30. thirty, 40. forty, 50. fifty, 60. sixty, 70. seventy, 80. eighty, 90. ninety, 100. one hundred

6. Write down the numbers in words:

- 66 _____; b) 35 _____; c) 84 _____;
- 91 _____; e) 43 _____; f) 78 _____

7. Look at the different clocks and write down the right time.



____ : ____



____ : ____



____ : ____



____ : ____



____ : ____



____ : ____



____ : ____



____ : ____



____ : ____

8. Complete the sentences.

- a) 2:45 It is _____ to three. _____ d) 4:00 It is _____ o'clock.
 b) 6:30 It is _____ six. e) 9:20 It is _____.
 c) 7:15 It is _____ seven. f) 10:35 It is _____.

Do/does; don't/doesn't

Read the dialogue

A: Do you have lunch at 12:30?

B: Yes, I do.

A: Does she have an appointment today?

B: Yes, she does.

A: Do you have lunch at 11:30?

B: No, I don't.

A: Does she have a dog?

B: No, she doesn't.

9. Complete the sentences. Use do/does; don't/ doesn't

- a) I buy a newspaper every day but sometimes I _____ read it.
 b) Paul has a car but he _____ use it very often.
 c) They like films but they _____ go to the cinema very often.
 d) Amanda is married but she _____ wear a ring.
 e) _____ you speak English?
 f) _____ Mary have an appointment today?

Unit: **III**

**The Family and
friends**



Family Tree (nuclear and extended family)

1. Read the text and complete the sentences below.

Marisa's family

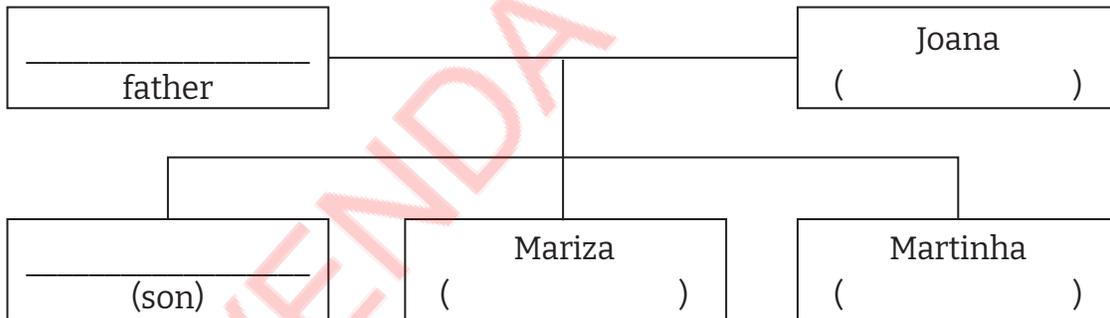
Marisa is twelve years old. Her father's name is Marco and her mother's name is Joana. They are Marisa's parents. They have three children. One son, his name is Josué and two daughters Marisa and Martinha. Josué is Marisa's brother and Martinha is Marisa's sister. It is a small family that lives in Matola village.

- a) Marco is Marisa's _____
- b) Joana is Marisa's _____
- c) Josué is Marisa's _____
- d) Martinha is Marisa's _____
- e) Marco and Joana are Marisa's _____

Possessive case
 Marisa's family.
 José is Júlio's father.
 Laura is Marisa's grandmother.

2. Read the text again and complete Marisa's family tree.

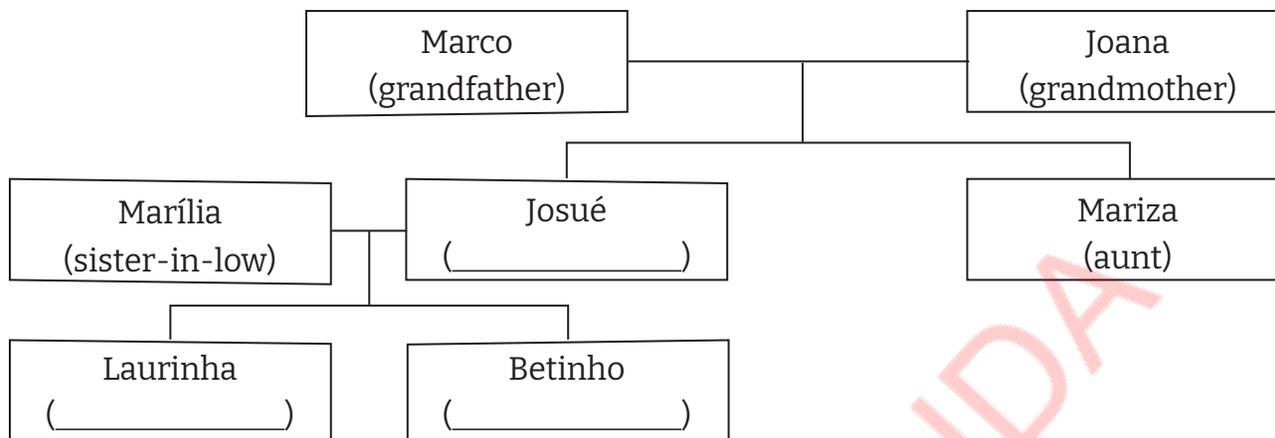
Small family! We call it a *nuclear family*



3. Read the text and complete the family tree below.

Marisa is on vacation. She is going to visit her brother Josué. Josué is 25 years old and he is married to Marília. She is a beautiful lady with long hair and brown eyes. She is 23 years old. They have two children; their daughter's name is Laurinha. She is 5 years old and their son, Betinho is 2 years old. He is a little and handsome boy with short hair and black eyes. Laurinha is Marisa's niece and Betinho is Marisa's nephew. Marisa is Laurinha and Betinho's aunt. They are Marco and Joana's grandchildren. Wow! It is a big family!

Big family! We call it an *extended family*



Write

1. Draw your family tree and share with your partner.

2. Describe your family. Start like this:

My name is Clive.

My father's name is _____

He is tall/short, thin/fat _____

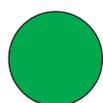
My mother's name is _____

She is beautiful _____

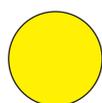
My grandfather's name is _____

Clothes and Colours

Read the names of the colours



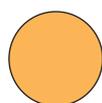
Green



Yellow



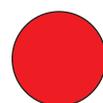
Blue



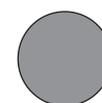
Orange



Purple



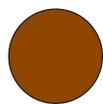
Red



Grey



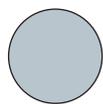
Brown



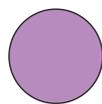
Maroon



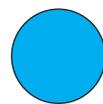
Olive



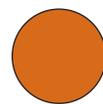
Silver



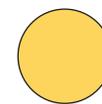
Pink



Cyan



Rust



Gold



Charcoal



Read the names of the clothes

Clothes



1. Complete the sentences with the correct colour or cloth.

Example. The shorts are green.

- a) The T-shirt is _____.
- b) The _____ is orange.
- c) The suit is _____.
- d) The _____ is red.
- e) The _____ are also red.

2. Ask your colleague about his or her favourite colours and types of clothes.

3. Describe what each person is wearing



Present continuous
Subject+verb to be (am, is, are) + verb + ing
She is wearing a black skirt.
My mother is wearing a red and pink *capulana*.
I am wearing purple boots

Healthy and unhealthy relationships

1. Look at the pictures and write down whether the people have **healthy** or **unhealthy** relationship.



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



5. _____ 6. Healthy 7. _____ 8. _____

Read the text

Relationship is the affective, social or professional bond or connection between people



In a relationship, it is important to consider some aspects with your friends or even with your family. In order to have a good relationship, you must make sure there is good communication. This will make you feel comfortable to express what you think with your family or friends. There should be respect between you and others and no one should have negative attitudes towards others. You have to trust and be trusted. You should be honest and people in the same relationship **must** also be honest. Lack of communication, dishonesty, no respect and jealousy are signs of an unhealthy relationship.

1. Read the text again and say if the statements are **True** or **False**.

- A healthy relationship is when there is good communication _____
- An unhealthy relationship is when there is dishonesty _____
- A healthy relationship is when there is **no respect** _____
- An unhealthy relationship is when people are jealous _____
- A healthy relationship is when people trust one another _____

Positive and negative influence of peer pressure.

1. Read the text and match the sentences with the correct pictures

There are two types of social peer pressure. They are positive and negative influences. **Positive** influence is when a person abandons bad behaviour and joins friends of good behaviour. This influence discourages the person to take drugs, alcohol and promote a good living environment.

The negative influence takes place when a person with a good behaviour abandons the good group and joins friends with bad behaviour. This person can lose confidence and start committing crimes. When this happens, the person should seek for help from relatives or close friends.



1. _____ 2. _____ 3. _____



4. _____ 5. _____ 6. _____

Match the pictures with the statements below.

- He abandons bad influence to join the group with positive behaviour 2
- He starts behaving badly _____.
- They join the negative influence people _____.
- He receives help _____.
- They work for a cause _____.
- They study together _____.

Sex and Gender attitudes within the family and community

- Read the text and answer the questions below.

Sex and Gender

Sex is different from gender. It refers to the physical differences between male, female or intersex people. For example, Maria is female and João is male. But gender is how female and male identify themselves internally and how they express their identity externally. They may use different clothes, have different appearances and behaviours to express their gender. There are three main types of gender identity: transgender when a female feels like a male and male like a female. Cisgender when they act normally. In other words, a girl is female and a boy is a male, and non-binary is when we cannot distinguish if it is a female or male.

- a) Define sex?
- b) What is gender?
- c) What are the three main types of gender identity?
- d) What is transgender?
- e) What is non-binary?

2. Identify the picture in terms of sex and gender.



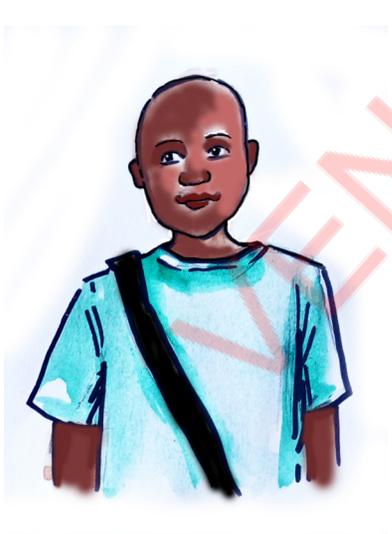
a



b



c



d



e



f

Speaking Activity.

Tell your partner the difference between sex and gender.

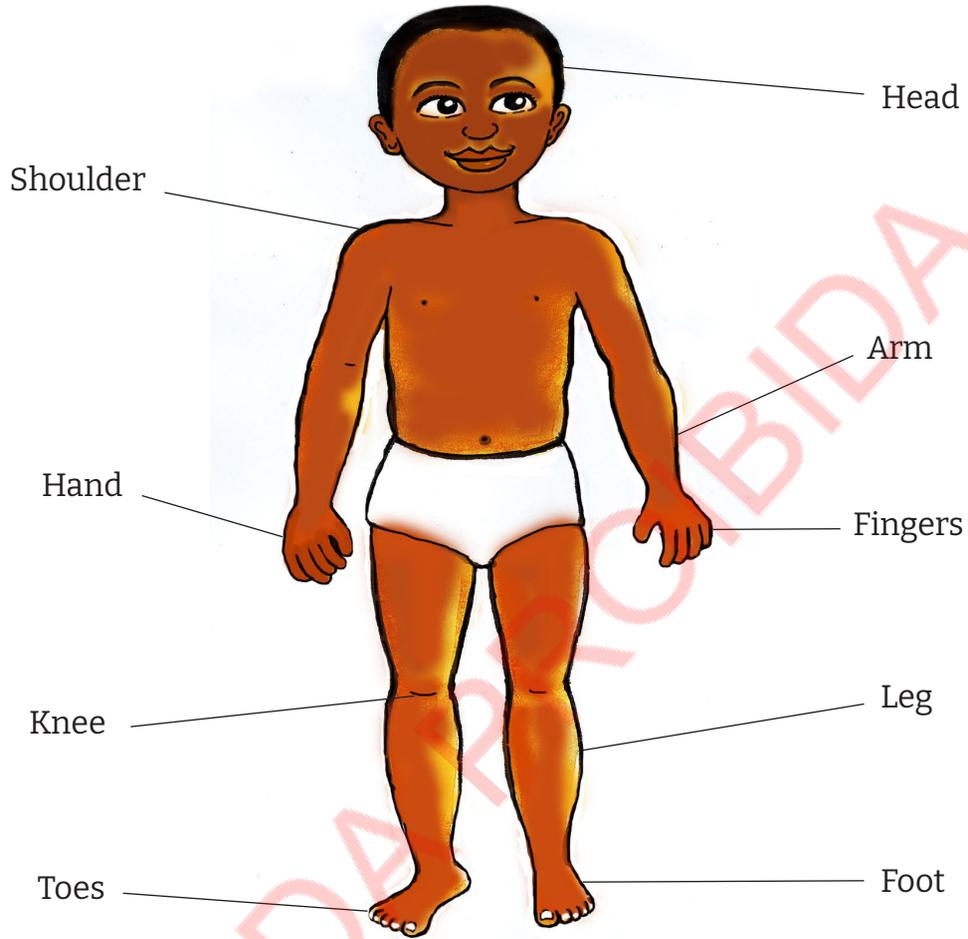
Unit: IV

**The Human
body- Health and
Nutrition**



Parts of the human body

1. Look at the picture, read and point



2. Play the game “touch your shoulder, your head, your ear...” with your pair.

3. Look at the picture and answer the following questions.

The head



a) Do you have two? 

b) Do you have two? 

c) Do you have one? 

d) Do you have one? 

e) Do you have two? 

f) Do you have one? 

Hygiene habits

Match each sentence with the correct picture.

1. Wash your hands!

3. Wash your face!

5. Take bath!

2. Comb your hair!

4. Brush your teeth!

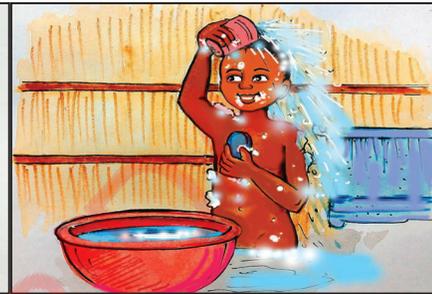
6. Cut your nails!



a)



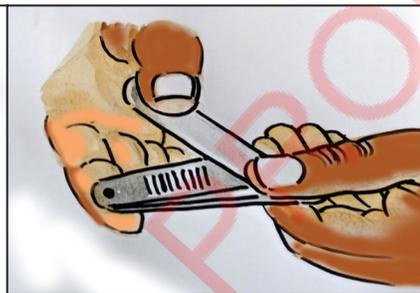
b)



c)



d)



e)



f)

The rules of personal hygiene

- Wash your body every day.
- Wash your hands with soap after using the toilet.
- Brush your teeth twice a day, after every meal with a toothbrush or "mulala".
- Wash your hair with warm water, soap or shampoo two to three times a week.
- Wash and iron your clothes regularly.
- Cover your mouth and nose with your elbow when sneezing or coughing.
- Wash your hands after playing with pets and other animals.

Write a paragraph about your personal hygiene.

Healthy and unhealthy food

1. Read the words in the box and write the correct number. *Example 1 – coconut*

Onion	Lettuce	Mango	Carrot	Rice
Beans	Corn	Bread	Meat	Fish
Milk	Pineapple	Beetroot	Garlic	Cashews
Chicken	Cabbage	Banana	Coconut	Celery
Eggs	Orange	Watermelon	Ginger	Avocado
Pear	Apple	Cauliflower		

Healthy food						
1 	2 	3 	4 	5 	6 	7 
8 	9 	10 	11 	12 	13 	14 
15 	16 	17 	18 	19 	20 	21 
22 	23 	24 	25 	26 	27 	28 

Speaking Activity.

2. Ask your colleague what he / she likes or doesn't like to eat for breakfast, lunch and dinner.

Read the recipe

My grandmother likes "matapa" with coconut milk. Today she is going to show me how she cooks it. The process is like this: - First, she selects all the ingredients she will use.

Ingredients:

- 250 g of cassava leaves
- 500 g of peanuts
- 1 large coconut
- 1 kg of crabs, cleaned and cooked
- 5 cloves of garlic
- 3 chilli peppers (For those who like it)
- 4 chopped tomatoes
- 1 small chopped onion
- 1 teaspoon of salt lemon Juice

**Cooking Instructions**

First of all, wash the leaves and let them dry, then, put garlic, chilli, salt and leaves in a pestle. After that grind very well and place everything in a pot and boil for 30 minutes. While "matapa" is boiling, grind the peanuts, grate the coconut and remove the crabs from the shells. After boiling for 30 minutes, add the crabs, chopped tomatoes and onions. Then prepare the peanut and coconut milk. After that, pour the obtained liquid into the "matapa" and let it boil for one or two hours. Finally, add the lemon juice, remove from the heat and serve. You may eat with "xima" or white rice.

Juliana likes to eat chicken for dinner, but she doesn't know how to prepare it.

3. Tell Juliana how to prepare chicken. Use the words in brackets to show the sequence. **(before, after, after that, and then, finally).**

4. Look at the pictures and write the name of each type of food. Use the words in the box.

Pizza Hamburger Hot dog Cool drink Chips Ice cream

Unhealthy food						a) _____
						b) _____
a	b	c	d	e	f	c) _____
						d) _____
						e) _____
						f) _____

5. Read the text and complete the sentences below. Use **should** / **shouldn't**.

One day, Mário went to the hospital for a routine appointment and asked the doctor what he should eat to be healthy. The doctor said that he had no problem to eat almost everything. What he should do is not overdo it. For example, he shouldn't eat too much sweets, hamburgers, chips, but he should eat more vegetables, fruits, sometimes meat, fish and cereals.

- a) Lilito _____ eat chicken, but he _____ eat hot dog.
 b) He _____ eat hamburgers, but he _____ eat oranges.
 c) He _____ eat pineapples, but he _____ eat too much sweets.
 d) He _____ eat chips, but he _____ eat cereals.

6. Say if they are healthy or unhealthy food. Use **✓** for healthy **X** for unhealthy.

- a) Rice b) Carrot c) Orange d) Ice-cream
 e) Onion f) Hot dog g) Chips h) chicken

Unit: **V**

Home and Community



Home and Community

Home

Types of houses

Look at the picture and tell the name of each type of the house.

Thatched, bricks, Tower blocks, Semi-thatched



I. Write down the types of houses that you can find in your community.

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

Parts of a house



living room



Kitchen



Dining room



bedroom



Bathroom

Look at the pictures of the house

1. Complete the sentences with the words in the box.

Bedroom, bath, toilet, living room, kitchen, window, sofa, TV, chairs, table, fridge, stove, frame

- There is a _____ in the dining room.
- There is a _____ in the kitchen.
- There are 4 chairs and 1 table in the _____.
- The bathroom has a _____ for the people to take shower/have bath.

2. Read the text and answer the questions.

Laura's house

Laura lives in a house in Nampula province. It is not a big house but it has got 3 bedrooms, a bathroom and a kitchen. The walls of the house are made of bricks and the roof is covered with Zinc plates. Laura's house is warm in summer and cold in winter.

Laura loves living in her house.

Answer these questions:

- Where is Laura's house? It is in _____.
- Is Laura's house big or small? It is _____.
- What materials is Laura's house made of? It is _____.
- How is Laura's house in winter? It is _____.

3. Look at these kinds of houses and say:



- The types of houses.
- What they are made of.

The community

Public places in our community



Central Market in the northern region



Gorongosa Nacional Park in the central region



Shopping Centre in the southern region

1. Answer these questions:

- a) What products can you buy at the central market in the northern region?
- b) Where is Gorongosa National park located?
- c) What products can you buy at the Shopping Centre?

2. What are the names of these public places? Select the names from the vocabulary box.

Mountain, Market, waterfalls



This is a _____



This is a _____



This is a _____

Unit: VI

The Environment



The Environment

Look at the pictures.



1. Write the name of each component of the environment under the correct group.

Wild animals: Lion, elephant, giraffe, snake, leopard...

Domestic animals: duck, sheep, goat, pig, chicken, cat, dog...

Water animals: crocodile, fish, crab, prawns...

Forest: trees, flowers, grass, animals...

Farm: soil, seeds, maize, fertilizer, mango tree...

Water animals	Farm	Domestic Animals	Wild Animals	Forest

2. Look at the following picture and say if the sentences are **True** or **False**.



True or False ?

- a) There are few trees in the picture. _____
- b) There is a river in between the mountains. _____
- c) There are mountains in the picture. _____
- d) There are people fetching water in the river. _____
- e) There is a waterfall in the picture. _____

Environment is the surroundings or conditions in which a person, animal or plant lives or operates.



3. Days of the week

A. Read this short text.

Rita's daily routine

Rita is 30 years old and she lives with her family. She is very happy with her family. On Mondays, Tuesdays, Wednesdays and Fridays she starts school at 7:00 o'clock. On Thursdays she has lessons in the afternoon. So she does not need to get up early. She is free on Saturdays but on Sundays she helps her parents in a small family take away.

B. Answer these questions:

- a) How old is Rita?
- b) Identify the days of the week mentioned in the text.
- c) What does she do on Mondays, Tuesdays, Wednesdays and Fridays?
- d) Which day of the week she does not get up early?
- e) Is Saturday a busy day for Rita?

C. Write a short paragraph describing what you do from Monday to Sunday.

4. Months of the year.

a) Look at the table below and complete the sentences with the months of the year.

1. We celebrate the new year's day in **J**_____.
2. Mozambicans celebrate the hero's day in **F**_____.
3. 8th of **M**_____ is the International women's day.
4. 7th of **A**_____ is a holiday in Mozambique.
5. The 1st of **M**_____ is celebrated all over the world.
6. 25th of **J**_____ is the Mozambican independence day.
7. Nationalisation day is celebrated on the 24th of **J**_____.
8. My birthday is in **A**_____.
9. The Lusaka Accords were signed on the 7th of **S**_____.
10. We celebrate Peace day on the 4th of **O**_____.
11. Maputo City celebrates its day in **N**_____.
12. 25th of **D**_____ is family day in Mozambique.

5. Weather and seasons



A. Read this text and write **True (T)** or **False (F)**.Summer must be the best season

I think summer is the best season of the year. I also believe that summer is better than winter because during summer people or families can make plans to go to the beaches, to the swimming pools, on holidays or do many other funny activities. The weather during summer is mostly good, sunny and rainy.

Winter is not as good as summer. It often is cold and misty. In winter days, people usually stay in warm places or at home watching TV.

- a) Summer is not a good season. _____
- b) Summer is a fine season for people and family plans. _____
- c) Going to the beaches, swimming pools, sports clubs and weekends are some of the summer activities. _____
- d) Winter activities are different from the summer activities. _____
- e) Winter is not as good as summer. _____
- f) Winter is normally cold and cloudy. _____
- g) Winter is better than summer. _____

B. Write a short paragraph describing your best/favourite season.

C. What will the weather be like tomorrow?

- a) It will be _____ in Niassa province
- b) it will be _____ in Tete province..



c) It will be _____ in Gaza province.



6. Don't Damage The Planet!

Can, can't

Can is used to talk about ability

Example:

- Angelo can play drums very well.
- I can run 1 km a day.
- My brother can speak English and French.

Can't is used to express lack of ability

Example:

- He can't swim.
- She can't cook.
- They can't climb a tree.

Should and shouldn't

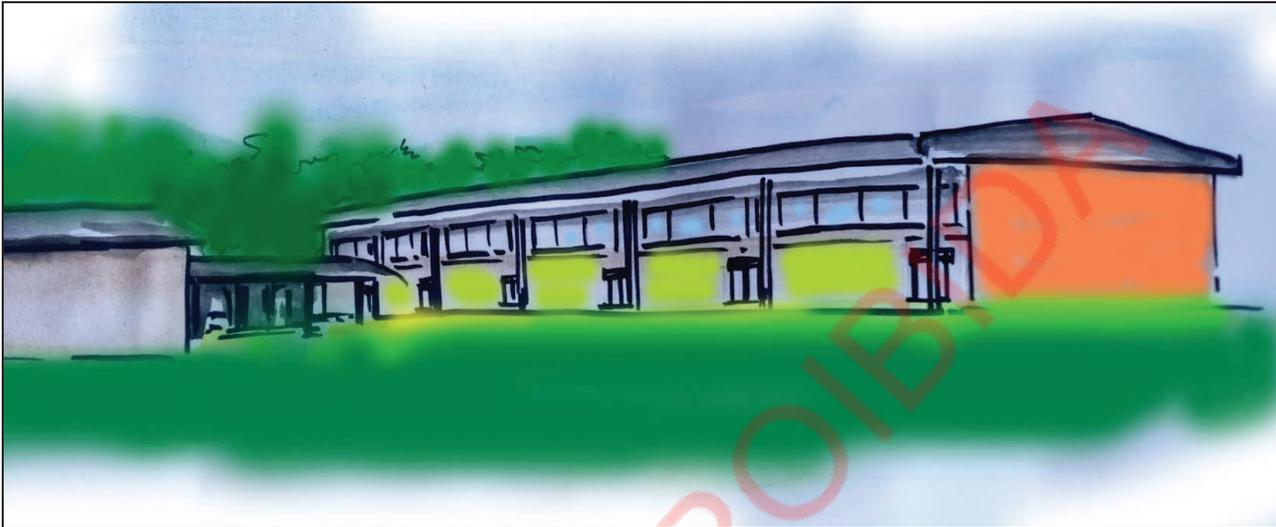
Should/shouldn't are used to give advice or talk about what is right or wrong

Examples:

- You **should** call your parents now.
- People **should** brush their teeth everyday.

Read the text and complete the sentences using **can**, **can't**, **should** and **shouldn't**.

The students from a Secondary School in Mozambique decided to promote a campaign to stop their colleagues from throwing litter on the school yard. This is how their school looked like before.



After the campaign, the pupils left these messages for their colleagues that you have to complete using **can**, **can't**, **should** and **shouldn't**.

1. You _____ throw litter/rubbish on the school yard.
2. You _____ only use these bins for glass bottles.
3. You _____ put plastic bags here.
4. Trees are good for us. You _____ cut them down.
5. Our school is now clean. You _____ keep it clean all the time.

Unit: VII

Aquatic Life



Aquatic Life

1. Look at these pictures



1. Zambezi river



2. Indian Ocean



3. Lúrio River



4. Maputo River

2. Speaking Activity

Look at this vocabulary box.

Sea, ocean, river, canoe, dams, lakes, fish, fishing net, water, fishing boat, hook, small scale, fishermen, industrial fishing, wells.

a) Look at the pictures again and answer the questions using the vocabulary in the box.

1. What can you see in pictures 1 and 2?
2. What fishing instruments are the people in picture 4 using?
3. What river can you see in picture 3?

Write

b) Complete the sentences using the vocabulary in the box

1. The fishermen use the _____ to catch fish from the sea.
2. Fish live in _____.
3. The water that people drink comes from _____, _____ and _____.
4. _____ can produce electricity for our homes and factories.
5. Fishermen use a _____ to take them to the sea for fishing.

3. Read the sentences and put them under the correct picture.

1. Small-scale fishing in Inhassouro.
2. Commercial fishing in Beira.
3. It offers large quantities of water and sea products.
4. It uses small boats or canoes for fishing.
5. It is important for food security of the families and fishermen.
6. It has small quantity of sea or water products.
7. It has many and big fishing boats and fishermen working for it.
8. It gives a lot of money to the country.

Small-scale fishing



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

Industrial fishing



Industrial fishing

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

Water pollution in Beira

Vocabulary box

Floods, bottles, leaves, solid waste, plastic bags, stagnant water, fuels, contamination



These pictures represent different ways water can be polluted in the cities, villages and communities.

2. Find words related to water pollution and write them down.

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

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

Must and mustn't

Must = it is necessary to do something.

Mustn't / must not = it is not necessary to do something.

Examples:

- We must not throw bottles on the beaches.
- Children must go to school every week day.
- We mustn't run. We are not late.
- Mozambican students must wear school uniform when they go to school.

3. - Use **must** or **mustn't** to fill in the missing gaps

- a) Students _____ do their homework every day.
- b) Children _____ play in the stagnant water.
- c) People _____ throw litter/rubbish on the rivers and seas.
- d) We _____ clean our houses every day.

4. **Talk about it.**

Where are these people going to tomorrow?



They are _____.

What are they going to eat?



They are going to eat _____ and _____.

Where are they going?



They are going to visit Cahora Bassa _____.

What is my mother going to do?



My mother is going to market to buy _____.

5. Complete the sentences with the correct word.

Rivers, fish, north of Mozambique, fishing, Maputo province

- a) Fishermen can go _____ in the Indian Ocean.
- b) Maputo river is in _____.
- c) Industrial fishing catches big quantities of _____.
- d) Lurio river is in the _____.
- e) Stagnant water can pollute seas, oceans, lakes and _____.

Unit: **VIII**

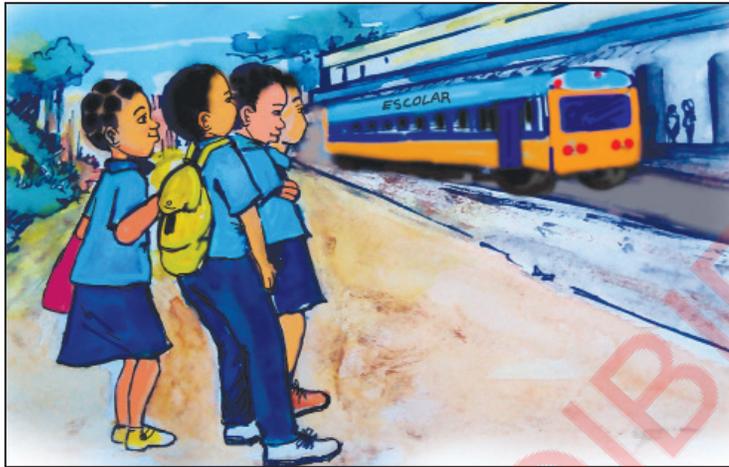
Transport and Communication



Means of Transport and Communication

Look at the picture and answer the question.

1. What can you see in the picture?



2. Fill in the gaps with adjectives **long** and **short**.

People walk for _____ distances, but they use means of transport for _____ distances.

3. Look at the pictures and write the names of each means of transport. Use the words in the box.

Aeroplane, truck, bus, boat, ship, submarine, helicopter, train, motorbike



A. It is a **m** _____



B. It is a **b** _____



C. It is a **t** _____



D. It is a **t** _____



E. It is an **a** _____



F. It is a **b** _____



G. It is a **s** _____



H. It is a **h** _____



I. It is a **s** _____

4. Read the text below and underline **True** if the statement agrees with the text or underline **False** if the statement doesn't match with the information in the text.

Means of transport

The common modes of transport are: road transport, water transport, rail transport and air transport.

Road transport is the one which uses the road to connect different communities, villages, towns or cities. Road transport includes cars, bicycles, buses, motor bikes, trucks, tractors, etc.

Rail transport is that made up of rails or tracks. This type of transport includes trains, metro and trams. Rail transport normally carries more people or goods compared to other means of transport.

Air transport is the one which flies through the air. For example, airplanes, helicopters or hot air balloons.

Water transport includes boats, ships, submarines, etc.

- a) Example: A car is a type of water transport. – True / False
- b) Rail transport is the fastest transport in the world. – True / False
- c) Air transport include airplane and helicopters. – True / False
- d) Air transport takes more people than the other means of transport. True / False
- e) Rail transport moves through the road. True / False
- f) A car is a type of road transport. True / False
- g) Trains move through the rail. True / False
- h) Helicopter flies on the road. True / False
- i) Boats travel in water. True / False
5. Write two names of means of transport that you like and say why you like them.

3. _____

4. _____

6. Read the text and complete the sentences that follow.

Marta's day

Marta is a student. She lives in Nkobe, but she studies at Catembe Secondary School. She usually gets up early and prepares herself to go to school by bus.

Sometimes, she takes the train at Matola Gare station to Baixa. At Baixa, she often takes the bus at the bus stop to Catembe.

When she leaves school, her friends often take a boat to Baixa, but she never does it because she is afraid of travelling by boat.

So, she rarely takes the water transport.

When she takes water transport, she sometimes gets sick.

When she comes back from school, her mother always takes her to the gym by car.

- a) When Marta comes back from school, her mother always _____.
- b) Marta usually _____ to school by bus.
- c) When Marta _____ water transport, she _____.
- d) Marta's friends _____.
- e) Marta never _____.

6.1 Write a paragraph about the means of transport you use to get to school _____.

Professions related to Transport.

Vocabulary: bus driver, pilot, truck driver, taxi driver, train driver, mechanic, etc

Look at the picture and complete the sentence.

- a) The man in the picture is a _____.



7. Read the text and complete the answers below.

There are many careers that are related to the transport sector. Such as: bus drivers, truck drivers, taxi drivers, trains drivers, pilots, mechanics, etc.

The bus driver - drives buses and take people to many places

Truck drivers - drive trucks and transport goods.

The taxi drivers – drive taxi and transport people.

The pilots fly planes or drive ships. The pilots are also called commanders or captains.

The flight attendant – assists the passengers in a plane.

- a) A person who drives a bus is a _____.
- b) A person who flies an aeroplane is a _____.
- c) A person who assists the passengers in the plane is a _____.
- d) A person who drives a taxi is a _____.
- e) A person who drives a truck is a _____.

8. Read the text and answer the questions.

Dina's future profession

When I grow up I will be a flight attendant. The plane will take me to many countries; I will fly by plane, but I will not fly by helicopter.

I will assist the flight passengers, but I will not assist the ship passengers.

I will take my friends to different places of the world.

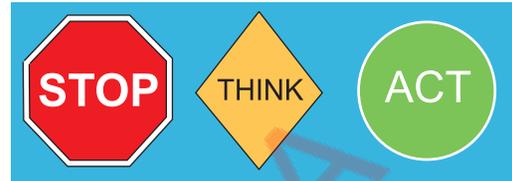
My friends will like travelling because they will meet new people.

- a) What will Dina do when she grows up?
- b) Which passengers will Dina not assist?
- c) Who will Dina assist?
- d) What type of transport will take Dina to many places?
- e) Why will Dina's friends like travelling?

Write two sentences about the types of professions you would like to have when you grow up.

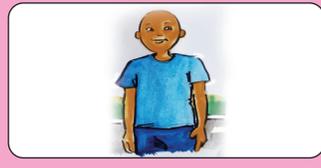
Road safety rules

Speaking Activity.



10. Look at the billboard and answer the question.
 a) What must you do before you cross the road?
11. Read the text and answer the questions.

ROAD SAFETY

<p>THINK About where you should cross</p> 	<p>STOP in a safe place at the side of the road</p> 	<p>USE YOUR EYES AND EARS to see and hear any approaching vehicles</p> 
<p>WAIT until all the vehicles have passed</p> 	<p>LOOK AND LISTEN again to make sure all is clear</p> 	<p>CROSS THE ROAD Keep looking and listening</p> 

1. Before you cross the road, you must think about where _____.
2. Before you cross the road, you must stop in a safe _____.
3. Before you cross the road, you must use your eyes and ears to _____.
4. Before you cross the road, you must wait until _____.
5. Before you cross the road, you must look and listen again to _____.
6. When you cross the road, you must keep _____.

12. Complete the sentences with **must** or **must not (mustn't)**.

Pedestrians use this for crossing.

Stop when the traffic light is red.

a) You _____ use this way to cross.

b) You _____ stop when the traffic light is red.



No walking here.

Stop here.

c) You _____ walk here..

d) You _____ stop here.



Stop when pedestrians are crossing.

e) You _____ stop when pedestrians are crossing.



13. Read the text carefully and complete the sentences below using information from the text.

Types of Insurances

There are five basic types of insurances: health, car, homeowners, life and disability insurances.

Health insurance will cover medical costs if you get sick.

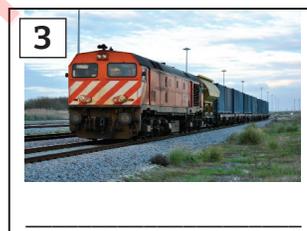
The car insurance will cover the costs if the car hits a pedestrian or any car related damage.

Homeowner insurance will cover the costs if you lose something in your property.

When you die, your family will get some money if you have life insurance.

- a) Health insurance will cover medical costs if _____.
- b) If a car hits a pedestrian or any car related damage, _____.
- c) Homeowner insurance will cover the costs if you _____.
- d) If you have life insurance, your family _____.

14. Look at the pictures and write down their names.



Look at the pictures again and describe them. Use the following adjectives: **big, fast, small, slow.**

Read the sentences and write **true** or **false**.

- a) A txopela is smaller than a car.
- b) An aeroplane is slower than a train.
- c) A car is faster than an aeroplane.
- d) A car takes more people than a txopela.
- e) A train is bigger than a car.
- f) A txopela takes less people than a car.

Means of communication

16. Look at the pictures and say what the people are doing. Use the words given in the box.

Read newspaper, watch TV, talk on the phone, listen to the radio.

a) What are these people doing?

For example, picture 1: The man is reading a newspaper.

**Speaking Activity**

b) Talk to your colleague about the common means of communication in your community and describe them. You can use the words: radio, newspaper, telephone, TV, e-mail, etc.

Unit: IX

Entertainment and Sport



Entertainment and Sport

Leisure activities

1. Look at the pictures. What are these people doing?

Basketball, handball, football, tennis



2. Read the text and answer the questions.

My name is Fernando, I am 12 years old.

During my leisure time, I like playing “muravarava”.

My favourite sports are basketball and football. I have three friends: Lucas, Chulinha and Pedro.

Pedro likes baseball and tennis. Lucas likes netball and sailing.

Chulinha likes dancing, singing and swimming. We all do sports and entertainment.

Sports activities are good for physical and mental health, as well as relieving stress.

- a) During his leisure time, Fernando likes _____.
- b) Fernando’s favourite sports are _____.
- c) Lucas likes _____.
- d) Chulinha likes _____.
- e) Name the types of sports discussed in the text _____.

3. Read the text and answer the questions.

Tufa’s Birthday

Yesterday it was my birthday.

All my friends visited me because it was my birthday.

My mother cooked meat and rice.

After eating, we all did the dishes.

Then, all the boys played football and the girls danced “marrabenta”

After playing football, I collected the balls, and my father offered us toys.

We all liked the toys, they were beautiful.

- a) Why did Tufa's friends visit her?
- b) What did Tufa's mother cook?
- c) What did the boys do after doing the dishes?
- d) What did the girls do after doing dishes?
- e) Did they all like the toys?

Answer Key

Unit I: Greetings and Introductions

I. Complete the sentences using the following words: am, thank you, you, I am, too and are.

B: you; A: am, thank you, are B: I am, too.

1. Complete the sentences using the following words: how, well, I am, and are.

Letícia: are; Tatiana: I am; how; Leticia: well

1. Put the words in the correct order.

a) How are you? b) She is very well. c) She is not fine

Introducing oneself and others

2. Match the sentences: 1.B; 2.C; 3D; 4.A.

English Alphabet (consonants and vowels)

3. Read and spell these words: 1. umbrella, 2. zipper, 3. turkey, 4. rabbit, 5. pizza and 6. fire.

1. U-m-b-r-e-l-l-a; 2. Z-i-p-p-e-r; 3. T-u-r-k-e-y; 4. R-a-b-b-i-t; 5. P-i-z-z-a; 6. F-i-r-e.

4. Complete the dialogue.

B: Marta; B: M-a-r-t-a;

5. In pairs, ask each other's names and spell them.

A: What's your name? B: It's T-o-m-a-s A: Can you spell it?

B: My name is Tomas. A: And you, what is your name? B: It's J-o-n-a

A: Can you spell it? B: My name is Joana

Countries and nationalities

6. What are the nationalities from the people of the following countries:

1. a. Malawian b. Nigerian c. Russian d. Japanese e. Canadian f. Portuguese
7. Find six nationalities in the crosswords and write them down. Mozambican, Japanese, Zimbabwean, Chinese, Zambian, English
8. Look at the pictures and answer all the questions that follow.
 - a) there are four carrots, b) there are four bananas, c) there is one apple, d) there are ten potatoes, e) there are four mangoes.

Unit II. School Classroom Instructions

1. Complete the sentences using the following words: keep **quiet!**, **Draw! Hurry up!**, **listen!**, **sit here!**
 1. a) Keep quiet!; b) Hurry up!; c) Sit here!; d) Listen!; e) Draw
2. Look at the picture and say what is in the classroom.
 - 1) There are desks in the classroom. 2) There are windows in the classroom. 3) There are benches in the classroom.

Location of places

3. Write three sentences of other locations you can see in the picture. (optional)
 - a) This is the principal office. b) That is the computer room. c) This is the baseball field.
4. Look at the pictures again and name 5 countable and 5 uncountable nouns. (optional)

Countable nouns – book, sharpener, eraser, pen, marker

Uncountable nouns - wood, honey, oil, cheese, land.
5. Complete the questions using **many** and **much**.
 - a) many b) much c) much d) much e) many f) many

Numbers from 21 to 100

Count the numbers from twenty-one to one hundred.

6. Write down the numbers in words.
 - a) 66- sixty-six; b) 35- thirty-five; c) 84- Eighty-four; d) 91- ninety-one e) 43-Forty-three; 78- seventy- eight

Telling the time

7. Look at the different clocks and write down the right time.
 1. It is half past four. 2. It is half past ten. 3. It is one o'clock. 4. It is half past five. 5. It is five o'clock.
 6. It is quarter to six. 7. It is quarter past four. 8. It is quarter to three. 9. It is quarter past three.

8. Complete the sentences

- a) It is quarter to three. b) It is half past six. c) It is quarter past seven. d) It is four o'clock.
e) It is twenty past nine. f) It is twenty-five to eleven.

Do/does; don't/doesn't

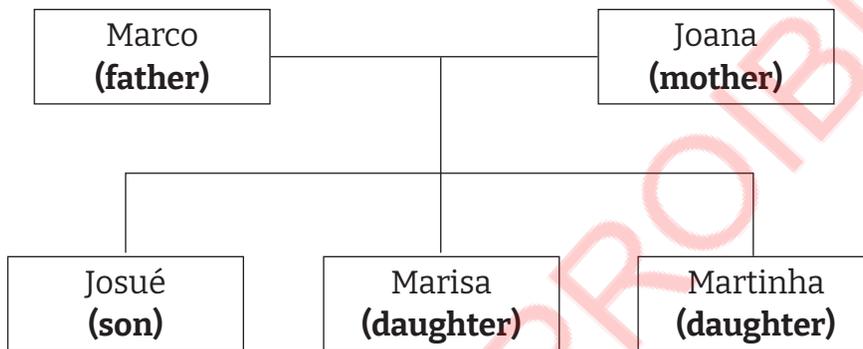
9. Complete the sentences. Use **do/does; don't/ doesn't**

- a) don't. b) doesn't. c) don't. d) doesn't e) Do. f) Does.

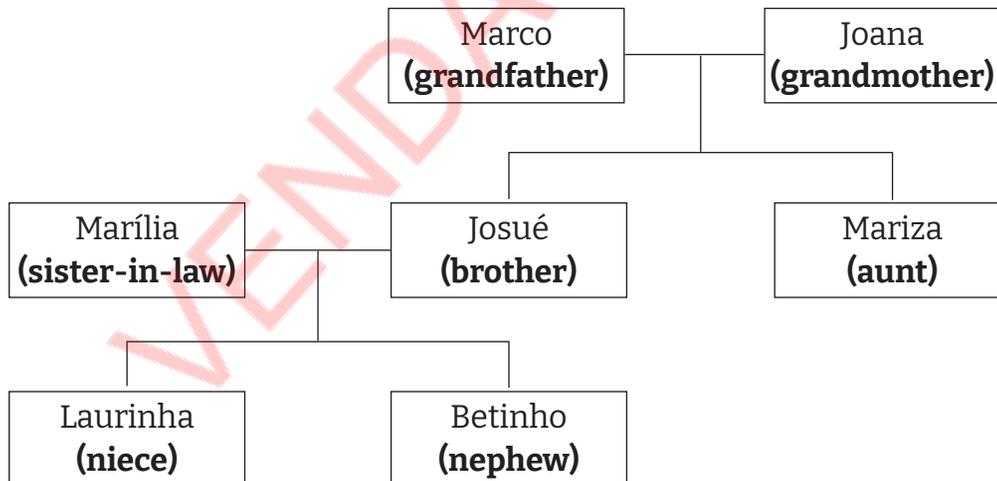
Unit III. The Family and friends

1. a) **father**, b) **mother**, c) **brother**, d) **sister**, e) **parents**.

2.



3



Clothes and colours

1. a) yellow, b) coat, c) blue, d) jacket, e) shoes

2. **1.** She is wearing a blue suit, green shoes and white blouse. **2.** He is wearing a white shirt, dark blue trousers and brown and green shoes. **3.** He is wearing a blue t-shirt, blue jeans and white hat.

Healthy and unhealthy relationships

1. Healthy, 2. unhealthy, 3. healthy, 4. unhealthy, 5. unhealthy, 7. unhealthy, 8. healthy
2. Read the text again and say if the statements are **True** or **False**
 - a) True, b) True, c) False, d) True, e) True

Positive and negative influence of peer pressure

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

Sex and Gender attitudes within the family and community

1.
 - a) It refers to the physical differences between male, female or intersex people.
 - b) Gender is how female and male identify internally and how they express their identity externally
 - c) They are transgender, cisgender and non-binary
 - d) Transgender when female feels as male and male as female.
 - e) Non-binary gender when we cannot distinguish if is female or male.
2.
 - a) male / transgender,
 - b) female /cisgender
 - c) female / non-binary,
 - d) male / cisgender,
 - e) male / transgender

Unit IV. Human body and nutrition

1.

a) No, I don't		b) Yes, I do		c) No, I don't	
d) No, I don't		e) No, I don't f)		f) Yes, I do.	

Hygiene habits

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

Healthy and unhealthy food

1.
 1. Coconut, 2. Celery, 3. Eggs, 4. Orange, 5. Watermelon, 6. Ginger, 7. Avocado, 8. Banana, 9. Cabbage, 10. Chicken, 11. Cashews, 12. Garlic, 13. Beetroot, 14. Apple, 15. Corns, 16. Bread, 17. Meat, 18. Fish, 19. Milk, 20. Pineapple, 21. Cauliflower, 22. Beans, 23. Rice, 24. Carrots. 25. Mango, 26. Lettuce, 27. Onions, 28. Pears.

3. a) ice-cream, b) chips, c) cool drink, d) hot dog, e) hamburger, f) pizza
5. a) should, shouldn't. b) shouldn't , should. c) should, shouldn't. d) shouldn't , should
- 6.
- a) b) c) d) e) f) g) h)

Unit V: Home and the Community

- I. 1. Thatched 2. bricks house 3. Semi-thatched 4. Tower blocks

1. Complete the sentences

- There is a chair/table/frame in the dining room.
- There is a fridge/stove in the kitchen
- There are 6 chairs and 1 table in the kitchen
- The bathroom has a bath for the people to take shower/have bath.

2. Answer these questions

- a) It is in Nampula Province
- b) It is small.
- c) It is made of bricks and Zinc
- d) It is cold.

3. Answer the questions

- a) Number 1 is a thatched house
- b) It is made of bricks and grass
- c) It is in a Mozambican province
- a) Number 2 is a zinc plates house.
- b) It is made of cement bricks and zinc.
- c) It is in a Mozambican province.
- a) Number 3 is a block of flats/building.
- b) It is made of bricks and cement.
- c) It is in a Mozambican province.

4. Answer these questions

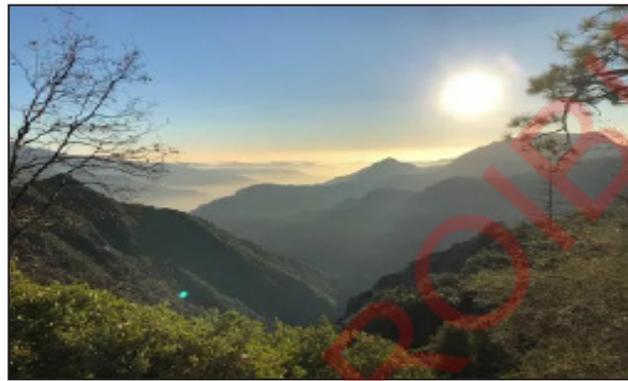
- I can buy potatoes, cucumber, oranges, cabbage, tomatoes, salt, carrots, galic...
- It is in the central region
- I can buy domestic or electronic products, clothes, watch movies, see films, food...



This is a waterfall



This is Chiuaula market



This is Mount Binga

Unit VI: the environment

1. Write the names of each component of the environment under the correct group.

Water animals	Farm	Domestic animals	Wild Animals	Forest
Crocodile, fish, crab, prawns	Soil, seeds, maize, fertilizer, mango tree	goat, pig, cat, dog, duck, sheep, chicken	Lion, elephant, giraffe, snake, leopard,	Soil, trees, flowers, grass

True or False ?

- There are few trees in the picture. False
- There is a river in between the mountains. True
- There are mountains in the picture. True
- There are people fetching water in the river. False
- There is a water fall in the picture. False

Days of the week

A. Rita's daily routine

- a. She is 30 years old.
- b. Monday, Tuesday, Wednesday, Friday, Saturday and Sunday
- c. She goes to school.
- d. On Fridays
- e. No, it isn't.

B. Look at the table below and complete the sentences with the months of the year.

1. We celebrate the new year's day in January
2. Mozambicans celebrate the hero's day in February
3. 8th of March is the International women's day
4. 7th of April is a holiday in Mozambique
5. The 1st of May is celebrated all over the world
6. Independence day is celebrated on the 25th of June
7. The nationalization day is celebrated on 24th of July
8. My birthday is in August
9. The Lusaka accords were signed celebrated on the 7th of September
10. We celebrate the 4th of October as Rome Peace Accords
11. Maputo City celebrates its day in November
12. 25th of December is the family day in Mozambique

C. No key to writing

5. Weather and seasons

A. True (√) or False (x)

- a. Summer is not a good season. X
- b. Summer is a fine season for people and family plans. √
- c. Going to the beaches, swimming pools, sports clubs and weekends are some of the summer activities. X
- d. Winter activities are different from the summer activities. √
- e. Winter is not as good as summer. √
- f. Winter is normally cool and cloudy. √
- g. Winter is better than summer. X

- B. No key to writing
- C. What will the weather be like tomorrow?
- It will be sunny and cloudy or partly sunny and cloudy in Niassa Province.
 - It will be cloudy in Tete Province.
 - It will be sunny in Gaza Province.
6. Do not damage the planet
- Don't throw litter/rubbish on the school yard.
 - You can/must only use these bins for glass bottles.
 - You must put plastic bags here.
 - Trees are good for us. Please don't /mustn't cut them down.
 - Our school is now clean. You must keep it clean at all times.

Unit VII: Aquatic Life

- I can see the Zambezi River and the Indian Ocean.
 - They are using a fishing net.
 - It is Lurio River
 - fishing net
 - water
 - rivers, lakes and dams
 - dams
 - fishing boat
- Small scale fishing in Inhassouro.
 - It uses small boats and canoes for fishing.
 - It has small quantity of sea and water products.
 - It is important for food security of the families and fishermen.

1. Commercial fishing in Beira
2. It offers large quantities of water and sea products
3. It has many and big fishing boats and fishermen working for it.
4. It gives a lot of money to the country.

3. Crosswords

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

7.

- a) must
- b) mustn't
- c) mustn't
- d) must

8. They are going to fish/fishing

They are going to eat fish and potatoes/vegetables;

They are going to visit Cahora Bassa Dam

My mother is going to the market to buy fish

9. a. fishing

- b. Maputo Province
- c. fish
- d. north of Mozambique
- e. rivers

Unit VIII. Transport and Communication

- 1.
2. Short, long
3. A. motorbike, B. bus, C. truck, D. train, E. airplane, F. boat, G. ship, H. helicopter, I. submarine
4. a). false, b). false, c) true, d) false, e) false, f) true, g) true. h) false, i) true.
6. a) takes her to gym by car; b) goes; c) takes / sometimes gets sick; d) often take the boat; e) takes water transport.
- 6.2 a) pilot
7. a) bus driver; b) pilot; c) flight attendant; d) taxi driver; e) truck driver
8. a) Flight attendant; b) ship passengers; c) flight passengers; d) plane; e) they will meet new people
10. a) Stop, think and act
11. 1. you should cross, 2. place at the side of the road, 3. to see and hear any approaching vehicle, 4. all the vehicle have passed, 5. make sure all is clean, 6. looking and listening
12. a) must, b) must, c) must not/ mustn't, d) must, e) must
13. a) you get sick, b) car insurance will cover the costs; c) lose something in your property; d) will get some money when you die.
14. Picture 1: a car; Picture 2: a txopela; Picture 3: a train; picture 4: an airplane
- 14.1 a) true; b) false, c) false, d) true; e) true; f) true.
16. a) Picture 2. They are watching TV. Picture 3: She is listening to the radio. Picture 4: He is talking on the phone.

Unit IX. Entertainment and Sport

1. Picture 1: He is playing football; Picture 2: They are playing basketball; Picture 3: They are playing tennis; Picture 4: She is playing handball.
2. a) He likes to play "muravarava", b) basketball and football; c) netball and sailing; d) dancing, singing and swimming; e) basketball, football, baseball, tennis, netball, sailing and swimming
3. a) because it was his birthday; b) Tufa's mother cooked meat and rice; c) the boys played football; d) after doing the dishes, the girls danced "marrabenta"; e) yes, they did.

Reference

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VENDA PROIBIDA

Símbolos da República de Moçambique

Bandeira



Emblema



Hino Nacional

Pátria Amada

Na memória de África e do Mundo
Pátria bela dos que ousaram lutar!
Moçambique, o teu nome é liberdade,
O Sol de Junho para sempre brilhará!

Coro:

Moçambique nossa terra gloriosa!
Pedra a pedra construindo um novo dia!
Milhões de braços, uma só força,
Oh pátria amada, vamos vencer!

Povo unido do Rovuma ao Maputo
Colhe os frutos do combate pela paz!
Cresce o sonho ondulado na bandeira
E vai lavrando na certeza do amanhã!

Flores brotando do chão do teu suor,
Pelos montes, pelos rios, pelo mar!
Nós juramos por ti, oh Moçambique:
Nenhum tirano nos irá escravizar!

