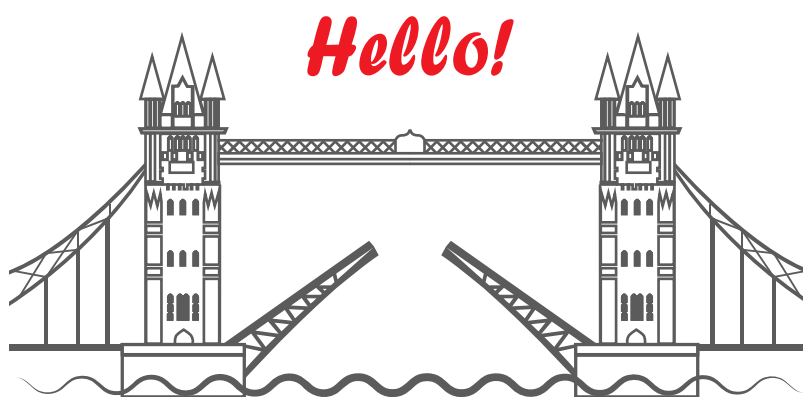




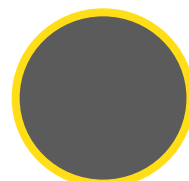
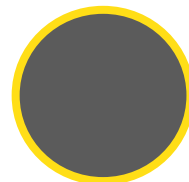
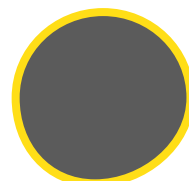
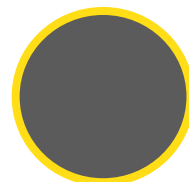
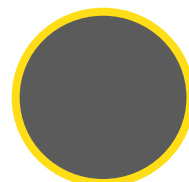
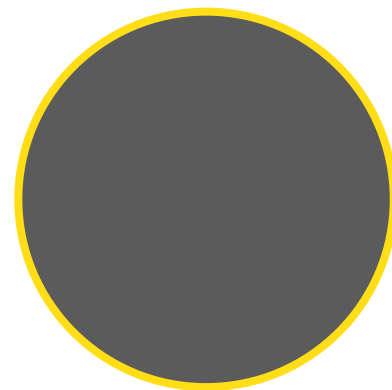
República de Moçambique
Ministério da Educação e Desenvolvimento Humano
Instituto de Educação Aberta e à Distância

INGLÊS



Do you speak English?

MÓDULO 2



Venda proibida

PESD I

Programa do Ensino Secundário à Distância - 1º Ciclo



Programa do Ensino Secundário à Distância - 1º Ciclo

PESD I

Módulo 2 de Inglês

Ficha Técnica

© Ministério da Educação e Desenvolvimento Humano

Título:

Módulo 2 de Inglês

Direcção Geral:

- Manuel José Simbine (Director Geral)
- Luís do Nascimento Paulo (Director Geral Adjunto)

Coordenação:

-
- Castiano Pússua Gimo (Chefe do Departamento Pedagógico)

Elaboração:

-
- | | |
|----------------------|---------------------|
| • Margarida Domingos | • Bernardo Bernardo |
| • Auzinda Domingos | • Jossias Chauque |

Revisão Instrucional:

-
- Amadeu Afonso

Revisão Científica:

-
- José Dinis

Revisão Linguística:

-
- José Dinis

Ilustração:

-
- | | | |
|--------------------|---------------|------------------|
| • Dionísio Manjate | • Félix Mindú | • Hermínia Langa |
|--------------------|---------------|------------------|

Maquetização:

-
- | | |
|---------------------------|------------------------------|
| • Flávio Joaquim Cordeiro | • João António Siquisse |
| • Hermínio Andrade Banze | • Júlio Ernesto Melo Ngomane |

Impressão:

Caro(a) aluno(a),

Seja bem-vindo/a ao Programa do Ensino Secundário à Distância (PESD) do primeiro ciclo, abreviadamente designado PESD1.

É com muito prazer que o Ministério da Educação e Desenvolvimento Humano (MINEDH) coloca em suas mãos os materiais de aprendizagem, especialmente concebidos e elaborados para que você, independentemente do seu género, idade, condição social, ocupação profissional ou local de residência, possa prosseguir com os estudos do Ensino Secundário, através do Programa do Ensino Secundário à Distância (PESD), desde que tenha concluído o Ensino Primário.

Este programa resulta da decisão do Governo de Moçambique de oferecer no Sistema Nacional de Educação (SNE) o Ensino Secundário, no país, em duas modalidades: Ensino Presencial e Ensino à Distância, expandindo, assim, o acesso à educação a um número cada vez maior de crianças, jovens e adultos moçambicanos, como você.

Ao optar por se matricular no PESD1, você vai desenvolver conhecimentos, habilidades, atitudes e valores definidos para o graduado do 1º ciclo do Ensino Secundário, que vão contribuir para a melhoria da sua vida, da sua família, da sua comunidade e do País.

Para a implementação deste programa, o MINEDH criou Centros de Apoio à Aprendizagem (CAA), em locais estrategicamente escolhidos, onde você e os seus colegas dever-se-ão encontrar periodicamente com os tutores, que são professores capacitados para apoiar a sua aprendizagem, esclarecendo as dúvidas, orientando e aconselhando-o na adopção de melhores práticas de estudo.

Estudar à Distância exige o desenvolvimento de uma atitude mais activa no processo de aprendizagem, estimulando em si a necessidade de muita dedicação, boa organização, muita disciplina, criatividade e, sobretudo, determinação nos estudos. Por isso, fazemos votos de que se empenhe com afinco e responsabilidade para que possa, efectivamente, aprender e poder contribuir para um Moçambique sempre melhor.

Bons Estudos!

Maputo, aos 18 de Janeiro de 2024



CARMELITA RITA NAMASHUNGA

MINISTRA DA EDUCAÇÃO E DESENVOLVIMENTO HUMANO

ÍNDICE

INTRODUÇÃO	5
I. SOBRE O PESD 1.....	5
II. SOBRE A DISCIPLINA DE INGLÊS	5
III. PROCESSO DE ESTUDO	5
IV. AVALIAÇÃO	6
V. ÍCONES	7
INTRODUÇÃO AO MÓDULO.....	8
LESSON 1: CYCLONE IDAI DEVASTATED BEIRA.....	10
LESSON 2: USE AND PRESERVE THE ENVIRONMENT.....	14
LESSON 3: RECYCLE TO PRESERVE THE ENVIRONMENT!	18
LESSON 4: VISIT MOZAMBIQUE A LAND OF PEACE, TOURISM AND HAPPINESS ..	22
LESSON 6: MOZAMBIKAN NATIONAL PARKS AND RESERVES.....	28
LESSON 7: OUR COMMUNITY IS RICH BECAUSE OF OUR LODGING	31
LESSON 8: CONDITIONAL SENTENCES.....	36
LESSON 10: THE IMPORTANCE OF AQUATIC LIFE.....	43
LESSON 11: THE HARMFUL EFFECTS OF FISHING	47
LESSON 12: THE IMPACT OF POLLUTION.....	51
LESSON 13: MEANS OF TRANSPORT	55
LESSON 14: HOW DO WE COMMUNICATE?.....	58
LESSON 15: ROAD SAFETY RULES	62
LESSON 16: DAILY ROUTINE	66
LESSON 17: FREE TIME ACTIVITIES AND HOLIDAYS.....	71
LESSON 18: WOMEN IN SPORTS	76
LESSON 19: WHAT ARE THEY DOING NOW?.....	80
LESSON 20: THE BEST FOOTBALL PLAYER FOR ME!	84
LESSON 21: MY IDOL.....	89
LESSON 22: FROM NIASA TO THE WORLD	93
LESSON 23: SAMORA MACHEL, OUR HERO!.....	96
LESSON 24: THE VOICE OF AFRICA	100
LESSON 25: DOING BUSINESS.....	104
LESSON 26: CROSS BORDER BUSINESS.....	108
LESSON 27: AT THE BANK	111
LESSON 28: COMPLAINT LETTER.....	115
LESSON 29: SHOPPING PLACES	119
LESSON 30: GOING SHOPPING	124
LESSON 31: SHOPPING EXPRESSIONS	127

INTRODUÇÃO

Caro(a) aluno(a), seja bem-vindo ao Programa do Ensino Secundário à Distância - PESD, uma opção de aprendizagem que lhe permite prosseguir com seus estudos pós-primários, para concluir o nível secundário.

A seguir apresentamos algumas informações que você deve conhecer antes de iniciar o seu estudo.

I. Sobre o PESD 1

Neste programa, você tem a oportunidade de estudar o primeiro ciclo do Ensino Secundário, mediante a leitura dos módulos auto-instrucionais, de forma individual, respeitando o seu ritmo próprio, para que depois de completar a aprendizagem dos conteúdos programados, seja submetido aos exames nacionais, cujos resultados positivos permitirão que você receba um certificado de conclusão do ciclo.

Neste programa, a sua aprendizagem será feita por ciclo, sendo que irá receber um conjunto de módulos de todas as disciplinas que compõem o primeiro ciclo do ensino secundário (7^a, 8^a ou 9^a classes), não se distinguindo cada uma destas três classes. Por essa razão, ao concluir o estudo deste conjunto de módulos, terá concluído o estudo do ciclo todo, estando habilitado a realizar os exames da 9^a classe.

II. Sobre a disciplina de Inglês

Neste ciclo, os conteúdos de **Inglês** estão estruturados em 3 módulos, e cada módulo é constituído em média por um conjunto de 31 lições.

Cada lição tem a seguinte estrutura: o título da lição, os objectivos, o tempo de estudo, material de apoio, o desenvolvimento (no qual encontramos a explicação dos conceitos, actividades, exercícios, resumo e a chave de correcção). Poderá também encontrar o glossário, isto é, o significado de algumas palavras, no fim da lição.

III. Processo de estudo

O processo de estudo no PESD inicia depois de você receber um conjunto de orientações sobre o funcionamento da aprendizagem no ensino à distância, que são dadas no Centro de Apoio à Aprendizagem (CAA) pelo respectivo Gestor. Assim, você receberá, no máximo, dois módulos, dando início ao seu estudo. O estudo é de carácter individual e consiste na leitura dos conteúdos existentes nos módulos.

Para efeitos de registo de notas pessoais (sistematização de informação, resumo das lições, resolução de actividades e exercícios, testes de preparação, incluindo anotação de dúvidas), você deverá usar um caderno. O caderno o ajudará a ser planificado e organizado no seu estudo.

A actividade de leitura faz parte do processo de estudo. Ela prepara a você a ganhar habilidade de leitura observando as regras de entoação, pausa e ritmo adequado.

Sendo assim, a actividade de leitura expressiva nas diferentes tipologias textuais previstas, nesta disciplina, deve ser feita e caberá ao seu tutor, ao longo do processo de seu estudo, a responsabilidade de programar, acompanhar e aferir o nível de atingimento dos objectivos programáticos traçados para este nível.

IV. Avaliação

No Ensino à Distância a avaliação faz parte do processo de aprendizagem. Sabe por quê? Ela estimula o seu interesse pela matéria e ajuda-lhe a medir em que medida está ou não a progredir na aprendizagem.

Por esta razão, ao longo e no final dos módulos aparecem actividades avaliativas, em diferentes formatos ou com diferentes nomes: *exercícios, actividades, experiências, resumos e testes de preparação*. Você deve resolver cada uma delas.

Depois de resolver um determinado tipo de actividade avaliativa, para você certificar-se se resolveu bem ou não, deverá consultar a Chave de correcção disponível logo após a actividade ou no fim do módulo.

Nas últimas páginas do módulo, vai encontrar um conjunto de questões denominadas “Teste de Preparação”, que serve para verificar o seu nível de assimilação dos conteúdos aprendidos no módulo e ao mesmo tempo que lhe prepara para a realização do Teste de Fim de Módulo (TFM).

O TFM é o teste ou prova que você irá realizar no fim de cada módulo no CAA, vigiado pelo gestor ou tutor. A nota obtida no TFM serve de base para efeito de admissão ao exame.

No fim do ciclo, realizará um Exame Nacional, com base no qual, tendo aproveitamento positivo, ser-lhe-á emitido um certificado de conclusão do 1º ciclo do Ensino Secundário.

V. Ícones

Ao longo do módulo, você irá encontrar alguns símbolos gráficos com os quais se deve familiarizar antecipadamente, para a facilitação do seu estudo. Sempre que vir determinado ícone terá conhecimento prévio do que deve acontecer.

			
Glossário	Desenvolvimento	Exercícios	Reflexão
			
Tempo	Resumo	Chave de correção	Actividade de grupo
			
Objectivos	Discussão	Estudo de caso	Teste de preparação
			
Note	Dica	Ajuda	Experiências
			
Vídeo	Áudio		

INTRODUÇÃO AO MÓDULO

Seja bem-vindo, caro (a) aluno (a), ao estudo do módulo 2 da disciplina de Inglês do Programa do Ensino Secundário à Distância para o primeiro ciclo, PESD1.

Este módulo é constituído por 8 (oito) unidades temáticas, subdivididas em 31 lições, respectivamente:

Unidade 8: *The environment*, composta por 3 lições.

Unidade 9: *Tourism and Wildlife*, composta por 5 lições.

Unidade 10: *Aquatic Life*, composta por 4 lições.

Unidade 11: *Transport and Communication*, composta por 4 lições.

Unidade 12: *Entertainment and Sport*, composta por 4 lições.

Unidade 13: *Successful and Famous People*, composta por 4 lições.

Unidade 14: *Doing Business*, composta por 4 lições.

Unidade 15: *Shopping*, composta por 3 lições.

UNIT 8: THE ENVIRONMENT

Introduction

Dear student, in this unit you will deal with the environment and be able to identify actions that help to preserve it.

This unit has 3 lessons, namely:

Lesson 1: Cyclone Idai devastated Beira

Lesson 2: Use and Preserve the Environment

Lesson 3: Recycle to Preserve the Environment



Learning objectives

By the end of this unit, you will be able to:

- Explain how to deal with environmental issues;
- Identify things that make up the environment in the community;
- Identify ways to preserve and protect the environment;
- Express opinion on the importance of protecting the environment;
- Ask and answer questions on how to prevent soil erosion.



For a better understanding of this unit, you will need 6 hours of study.

Learning resources

There will be books, handouts and dictionaries describing different contexts and situations that will help you to get to know more about the unit and the lessons.

LESSON 1: Cyclone Idai devastated Beira

Introduction

Dear student, in this lesson you will read a passage that describes Idai Cyclone which devastated Beira City and the neighbourhood as well as its negative impact in people's lives.



Learning Objectives:

By the end of this lesson, you will be able to:

- Talk about natural disasters;
- Suggest Dos and Don'ts / must and mustn't in relation to the preservation of the environment.



For a better understanding of this lesson, you will need 2 hours of study.



Vocabulary

Environment - Consists of everything that we see around like **air, water, land**, etc.

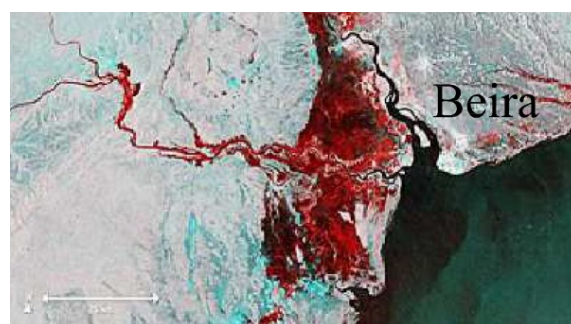
Flood = cheia	Wind = vento	Fear = medo	Safe zones = zonas seguras	Rain = chuva
----------------------	---------------------	--------------------	-----------------------------------	---------------------

Cyclone Idai devastated Beira

Reading

What happened to Beira in Mozambique?

A deadly tropical cyclone has destroyed about 90 per cent of the city of Beira, causing panic and fear to more than 500,000 people. **Cyclone Idai** devastated most of the major coastal city of half a million people on the night of Thursday 14th March, 2019 with strong winds of up to 106 mph and heavy rain that flooded the city obliging people to run to safe zones without any means of survival. The Government made all the efforts to provide shelter and food to the victims in order to cope with the situation.



Picture.1 SEQ Fig * ARABIC 1



Exercise

1. Circle other words that are related to environment. Use your own exercise book.

clothes	plants	CD	birds	book	pollution	bag	erosion
dish	floods	laptop	ocean	table	sand	desertification	

2. Read the text again and answer the questions below. Write the answers in your exercise book.

- When did Cyclone Idai struck Beira?
- What did the tropical cyclone cause in the city of Beira?
- Where did the citizens of Beira run to?
- What means of survival did the Government provide?

After having done the exercise, let us look at the grammar issues. This time it is:

Must and Mustn't

We use **Must** to express an obligation.

Examples:

- 1 - You **must** do something = it is necessary that you do it.
- 2 - Don't tell anybody what I said. You **must** keep it a secret.
- 3 - We don't have much time. We **must** hurry.

We use **Mustn't** to say One is prohibited to do something.

Examples:

- 1 - You **mustn't** do something = don't do it
- You must keep it a secret. You **mustn't** tell anyone. (= don't tell anyone)
- We must be very quiet. We **mustn't** make any noise.



Activity

3. The text above talks about an event that happened as a result of climate changes.

- What do you think people must do to prevent climate changes?
- Look at the table below.

Put **(M)** for must for things that people must do to prevent climate changes and **(MN)** for things they mustn't do.

People must / mustn't	People must / mustn't
plant trees	throw litter everywhere
pollute rivers	drive less
use solar panels	cut trees
burn bush	recycle hospital litter
use less plastic bags	smoke cigarettes



Exercise

4. Find the sentences with a similar meaning. (The first one was given as an example). Write the answers in your exercise book.



a)

1. You must be very quiet, people are studying.	a) You mustn't go away now.
2. You must remember your email password.	b) You mustn't be rude.
3. You must be kind with everyone.	c) You mustn't think about it.
4. You must arrive on time on the day of exam.	d) You mustn't forget it.
5. You must keep the room tidy.	e) You mustn't be late.
6. You must stay here, your family is here.	f) You mustn't make any noise.
7. You must forget our last argument.	g) You mustn't leave the room untidy.

b) Look at the following pictures. They are all about **Classroom rules**. Fill in the blanks with **Must** and **Mustn't** and write the answers in your exercise book.



Picture. 2

1. You _____ use your mobile phone in the classroom.
2. You _____ cheat during test.
3. You _____ listen to your teacher.
4. You _____ be late to your lessons.
5. You _____ do all your homework.
6. You _____ listen to music in the classroom.
7. You _____ raise your hand when you want to speak.
8. You _____ keep your gadgets in your schoolbag.



Lesson Summary

Dear student, this lesson you described a major catastrophic cyclone that devastated Beira City and had a negative impact in people's lives. For example, many infrastructures were partially or totally destroyed and some people lost their lives. Did you feel comfortable during this lesson? If yes, go ahead. If not, repeat this lesson again.

Now, compare your answers with the ones provided in the key below.



Key

1.

Plants, birds, pollution, erosion, floods, ocean, sand, desertification.

2.

- a) On the night of Thursday 14th March, 2019.
- b) Destroyed about 90 per cent of the city of Beira.
- c) People fled to safe zones.
- d) The Government made all the efforts to provide shelter and food to the victims.

3. Possible answers.

- a) To prevent climate changes people must:

Save energy at home,

Take public transport, use bicycles or walk.

Eat more vegetables

Throw away less food

Use electric vehicles, etc

Other answers can be accepted.

b)

(M): plant trees, use solar panels, use less plastic bags, drive less and recycle hospital litter.

(MN): pollute rivers, burn bush, throw litter everywhere, cut trees and smoke cigarettes.

4.

- a) 1 – f), 2 – d), 3 – b), 4 – e), 5 – g), 6 – a) and 7 – c).

b)

1. mustn't

3. must

5. must

7. must

2. mustn't

4. mustn't

6. mustn't

8. must

LESSON 2: Use and preserve the environment

Introduction

Dear student, in this lesson you will get to know the different actions that endanger the environment as well as those that help to preserve it. You will also review the relative pronouns.



Learning Objectives:

By at the end of this lesson, you will be able to:

- Name human actions which help to prevent the environment.



For a better understanding of this lesson, you will need 2 hours of study.



Use and preserve the environment

1. Before reading

What do you understand by environment?

2. Reading

The following text is about Heloísa's experience in Gorongosa Park. Read and do the activities below:

Hello, this is Heloísa again. I went to spend my holiday in Gorongosa last year. What I saw there was very interesting. They preserve the environment in a sustainable way. In Gorongosa you can find lions, monkeys, rabbits, wild



Picture. 3

chickens, and tortoises, all moving freely. People are not forbidden to eat those animals, but they can only kill them when it is necessary to do so.

Local people raise domestic animals. When they need meat, they slaughter their domestic animals and eat them. People that lived on hunting animals are now doing different things: some do business, and others do artwork to sell, some years ago, they hunted animals every day, because they didn't know how to preserve food. Nowadays, they know how to do it.

Children learn in schools how to preserve the environment. Each student plants a fruit tree at the beginning of the school year. These fruit trees produce air that the community needs to breathe, children eat the fruits and the local community uses the branches to make firewood or coal to prepare their food.

The community leader, Mr. Guenja, does not allow people to dig or make holes anywhere because it causes erosion. When they build their houses, they leave some water channels so that, when it rains, water doesn't cause floods.



Vocabulary

Sustainable = sustentável

Slaughter = degolar



Exercise

1. Answer the questions according to the text above. Write the answers in your exercise book.

- Where did Heloisa spend her holiday?
- When did she go to see lions at Gorongosa Park?
- What other animals can you find in Gorongosa?
- What do children learn in their schools?
- Who is the community leader in Gorongosa?
- Why does the community leader forbid people to dig or make holes?



Relative Pronouns

Words like **Who/When/Where/What...** are not only used to make *questions*, they are also used as **Relative pronouns**. They introduce *relative clauses* and the most common relative pronouns are *who, whom, whose, which, that*. The relative pronoun we use depends on what we are referring to and the type of relative clause.

WHO	⇒ Used for People	⇒ a) Mr. Guenja is a man who leads the community
WHICH	⇒ Used for things and animals	a) The lions which I saw at Gorongosa are not violent. b) Students plant trees which produce air.
THAT	⇒ Used for People things and animals	a) A leader is someone that rules a community. b) I live in a place that is nearby Gorongosa. c) Chicken is a domestic animal that we can eat.
WHEN	⇒ Used to refer to a time	a) My friend recalled the day when he visited the park.
WHERE	⇒ Used to refer to a place	a) Gorongosa is a park where you can see lions.

2. Fill in the blanks with an appropriate relative pronoun. Write the correct sentences in your exercise book.

1. This is the town _____ I spent my childhood.

- a) where b) that c) which

2. This is the man _____ invented iPhone.

- a) when b) which c) who

3. They got divorced _____ she was a teen.

- a) where b) which c) when

4. I gave her a bag _____ I bought in Inhambane.

- a) which b) who c) when

5. The people _____ live next door are not very friendly.

- a) who b) that c) either could be used here

6. The car _____ I saw in Xai-Xai belongs to Basílio.

- a) when b) who c) that

3. Rewrite the sentences correcting the Relative Pronouns used in them. Write the answers in your exercise book following the example below.

A teacher is a person *who* helps students to get knowledge and competences.

a) You phoned me *that* _____ I was having dinner.

b) Hospital is a place *when* _____ you can get healed.

c) I wrote the letter *who* _____ was sent to the President.

d) A technophobe is a person *when* _____ doesn't like machines, especially computers.



Lesson Summary

Dear student, in this lesson you learnt different actions that endanger the environment as well as those that help to preserve it. You also reviewed the relative pronouns and did some exercises. That was great. Go ahead! If it is still a challenge for you to understand, repeat this lesson again.

Now, compare your answers with the ones provided in the key below.



Key

1. Possible answer

Environment is a sum total of all the living and non-living elements and their effects that influence human life.

2.

- a) Gorongosa
- b) Last year.
- c) Monkeys, rabbits, wild chickens, and tortoises.
- d) They learn how to preserve the environment.
- e) Mr. Guenja.
- f) Because it causes erosion.

3.

1. a) where

3.c) when

5. c) either could be used here

2. c) who

4.a) which

6. c) that

4.

- a) You phoned me **when** I was having dinner.
- b) Hospital is a place **where** you can get healed.
- c) I wrote the letter **which** was sent to the President.
- d) A technophobe is a person **who** doesn't like machines, especially computers.

LESSON 3: Recycle to preserve the environment!

Introduction

Dear student, in this lesson you will reflect on how you can help to get the environment better and better.



Learning Objectives:

By the end of this lesson, you will be able to:

- Explain different ways of re-using waste material.



For a better understanding of this lesson, you will need 2 hours of study.



Recycle to preserve the environment



Vocabulary

manure = estrume

wrap = embrulhar

purse = carteira / porta-moedas

trash bin = lata de lixo



Activity

Before reading

1. The following text suggests you different ways of recycling waste material to make either decorative objects or reuse them for other purposes. Now, before you read it try to answer the following questions. Write the answers in your exercise book.

- a) How can we fight floods?
- b) How can we live in a world without erosion?
- c) What is the best way of preserving animals in danger of extinction?

Reading

Don't throw away, recycle!

Many years ago, people threw away many products just because they did not know that they could be recycled. Nowadays, recycling helps a lot in the sustainable use of natural and artificial resources. Talking about my village, tree leaves are used to make manure to grow vegetables. We use tins to make candle lights and children use them to make toys.

We fill plastic bottles with water from the river, then freeze it and sell it in the street. We use plastic bags to make purses and some people in my community make raincoats.

The sellers use papers to wrap peanuts, beans and other products, when the industries recycle papers, plastic, bottles and other inorganic material, the number of trees cut to produce paper, and the exploitation of mineral resources is reduced, too.



Picture. 4



Exercise

1. Answer the questions using the information from the text above. Write the answers in your exercise book.

- What are the advantages of recycling?
- How are tree leaves recycled?
- What are tins used for after recycling?
- What do they use to make raincoats?
- What are the advantages if industries start recycling products?

2. Match the words with their definitions. Write the answers in your exercise book.

1. Deforestation	a. The responsible use of natural resources
2. Desertification	b. Using products to make new similar ones
3. Erosion	c. The process of cutting trees
4. Recycling products	d. The soil becoming completely dry
5. Sustainable use	e. Gradual destruction of the soil



Activity

- Writing

Write a composition about how people from your community can manage/control waste.



Lesson Summary

Dear student, in this lesson you read a text which was describing different ways people or communities can manage waste and also did some activities and exercises. Were you able to do them

correctly? If yes, well done. If not, repeat the lesson again and again until you get the exercises and activities correct.

Now, compare your answers with the ones provided in the key below.



Key

1. Possible answers

- a) We can fight floods by creating channels, pumping flooded areas, planting trees such as mangroves in risk areas to help reduce flooding.
- b) We can live in a world without erosion if we observe basic erosion prevention techniques such as plant grass, trees, build retaining walls and improve drainage.
- c) The best way of preserving animals in danger of extinction is to protect the places where they live.

Other answers can be accepted.

2.

- a) Recycling helps a lot in the sustainable use of natural and artificial resources.
- b) Tree leaves are used to make manure to grow vegetables.
- c) Tins are used to make candle lights and children use them to make toys.
- d) Plastic bags.
- e) The number of trees cut to produce paper is reduced, the exploitation of mineral resources is also reduced.

3.

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

4. Possible answer

People in my community can manage waste by using reusable bottles, cups and grocery bags. They can also manage waste by stopping the use of plastic, paper and avoiding single-use coffee or tea cups. It's important to purchase wisely and recycle.

Other answers can be accepted.

Unit 9: Tourism and wildlife

Dear student, in the previous unit you dealt with issues related to environment, read a text describing Idai Cyclone and identified ways of recycling waste to preserve the environment.

In this unit you will explore some texts about tourism and wild life. You will also read other passages of texts and do exercises to deepen your understanding of the unit.

This unit has 5 lessons, namely:

Lesson 4: “Visit Mozambique a land of Peace, Tourism and Happiness”

Lesson 5: “Cultural Tourism”

Lesson 6: Mozambican National Parks and Reserves

Lesson 7: Our Community is Rich because of our Lodging

Lesson 8: Conditional Sentences



Learning objectives

By the end of this unit, you will be able to:

- Talk about tourist attraction areas in the community;
- Talk about tourist attraction places in the community and country;
- Talk about national parks, game and reserves in the community and country;
- Talk about the importance of tourism and wildlife for the community and for the country's development;
- Discuss the impact of tourism in the community and country.



For a better understanding of this unit, you will need 10 hours of study.

Learning resources

There will be extracts of texts and texts that will help you to better understand the contents of the unit.

Lesson 4: Visit Mozambique a land of peace, tourism and happiness

Introduction

Dear student, in this lesson, you will read an extract that describes different places of tourist interest in our country and then answer comprehension questions using the information from the extract to deepening your understand of the lesson.



Learning Objective:

By the end of this lesson, you will be able to:

- Talk about tourist attraction places in the community and country.



For a better understanding of this lesson, you will need 2 hours of study.



Visit Mozambique a land of peace, tourism and happiness



Exercise

1. In the exercise below, cross the word, that does not belong to the group and write it down in your exercise book.

- | | | | |
|----------------|---------------|-------------|----------------------------|
| 1. a) teacher | b) tour guide | c) museum | d) tourist |
| 2. a) bus | b) plane | c) van | d) moped |
| 3. a) passport | b) lights | c) suitcase | d) Identification Document |
| 4. a) hotels | b) resorts | c) churches | d) camping sights |

Reading

Read this extract from a radio touristic information programme.

Mozambique is a land of many tourism activities. In some provinces you have both beach tourism (to see sea animals and beaches) and bush tourism (to see wild animals in their natural habitat). If you visit Mozambique, you won't feel like leaving the country and, if you do, you will come back. I am talking about it from my own experience. I came here as a tourist, but now I work here. Mozambique has got eleven provinces. I will only talk about three of them: Maputo, Sofala and Nampula.

Maputo

Maputo is the capital of Mozambique. Here you can do everything you want. If you are a beach person or love swimming, there are three places you must visit: Costa do Sol, Macaneta and Katembe. If you like craftwork, you can go to downtown. You will see things you have never seen before. There is also Maputo Special Reserve where you can see the oldest elephant in Africa. On the way to Maputo special reserve, you can see how Mozambicans lives are.

Sofala

In this province you have got the well-known Gorongosa National Park. If you like swimming, you can go to Praia Nova. If you want to taste local food and drinks, you can visit the Maquinino market.

Nampula

Nampula is considered the province with the most beautiful sights. The place where Vasco da Gama, the Portuguese sailor, anchored in Mozambique, in Mozambique Island, in Nampula province, in 1498. How about going there and visiting the first capital of Mozambique? There are beautiful beaches in Nampula province, too. Take your time and visit Fernao Veloso in Nacala, Angoche, Cabaceira and Lumbo.

I would recommend you to go by car or bus. In every single place, you will see things that will make you laugh and feel happy. Goats on the top of buses, puppets selling coconuts, funny information notices, happy people dancing, people and animals saying ``hello`` along the national road ...

Thanks for listening to our programme. Tune us tomorrow at the same time. This programme is sponsored by the tourism information center in cooperation with Themba Production.

2. Say whether the sentences are **true (T)** or **false (F)**. Write the answers in your exercise book.

- a) Bush tourism involves only wild animals.
- b) He talked about four provinces.
- c) According to the radio announcer, you can go to Costa do Sol, Macaneta and Katembe's beaches in Maputo.
- d) The oldest elephant in Africa can be seen at Maputo Special Reserve.
- e) You cannot eat the local food in Maquinino market.
- f) Tourists are recommended to go Nacala, Angoche, Cabaceira and Lumbo by car or bus to deeply explore the sights.



Design a tourism information guide of your province. What can tourists do there?



Now, compare your answers with the ones provided in the key below.



2. a) - F; b) - F; c) - T; d) - T; e) - F; f) - T

In Maputo city, tourists can visit many interesting places such as the Botanic Garden and Samora Machel Square located in the city centre, the Museum of Coin where you will learn about the history of the Coin in Mozambique from the colonial period to date, the Fortress that offers visitors the history of colonial domination and resistance and the Fishing Port in down town. Still in down town tourists can visit the Railway Station and the Worker's Square. There are many more interesting Places to discover such as the Nautical and the Maritime Club along Costa do Sol Beach.

Lesson 5: “Cultural tourism”

Introduction

Dear student, in this lesson, you will deal with cultural tourism. You will also learn reflexive pronouns and present perfect.



Learning objectives

By the end of this lesson, you will be able to:

- Discuss the importance of culture for tourism;
- Use reflexive pronouns correctly.



For a better understanding of this lesson, you will need 2 hours of study.



Cultural tourism



Vocabulary

painting = pintura

values = valores

lifestyle = estilo de vida

Reading

Cultural tourism

Ivo Nhamale is a tourism supervisor. Here, he is talking about cultural tourism.

“What is cultural tourism, Dr. Ivo?”

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



Exercise

1. Answer the questions using the information from the text. Write the answers in your exercise book.

- What does Ivo do?
- Why do many tourists travel around the world?
- What is cultural tourism?
- What does cultural tourism involve in the indigenous communities?
- Where can you see museums and theatres?
- What does cultural tourism focus on?

Reflexive pronouns

A **reflexive pronoun** is a specific type of pronoun that refers to another noun or pronoun within the same sentence and it ends with “**self**” or “**selves**”.

Example:

	Personal pronouns	Reflexive pronouns	Examples
Singular	I	myself	I cut myself .
	You	yourself	Behave yourself in here.
	He	himself	He bought himself the tablet.
	She	herself	Lizia cheated herself and the right time has come.
	It	itself	A car can't drive itself .
Plural	We	ourselves	We thanked ourselves for the idea of making a celebration after the graduation.
	You	yourselves	Prepare yourselves , the guest of honor will be arriving at any time from now.
	They	themselves	They managed themselves very well as members of a conference panel.

2. Fill in the blank spaces with reflexive pronouns. You can use the following reflexive pronouns more than once: *herself, himself, ourselves, themselves, myself, yourself, itself and yourselves*. Write the answers in your exercise book.

- I saw _____ in the mirror.
- The dog ran _____ into the fence.
- Did you do this homework _____?
- We hurt _____ at the beach.
- The soldiers pulled _____ up the wall.
- My sister made _____ a new skirt.
- Children! Please help _____ to the food.

3. Underline the correct reflexive pronoun. Write the answers in your exercise book.

- a) He's cut the finger *herself/ himself*. d) We can't do this task *themselves/ ourselves*.
b) I believe in *herself/ myself*. e) They bought this cake *themselves/ itself*.
c) She enjoyed *herself/ himself* at the party. f) Look at *himself/ yourself*.



Lesson Summary

Dear student, in this lesson you read a text about cultural tourism and its forms of representation such as: dance, songs, architecture and paintings. In the end you learnt the reflexive pronouns which are words like myself, yourself, himself, herself, itself, ourselves, yourselves and themselves. We often use reflexive pronouns when the subject and the object of verb are the same. Did you succeed in this lesson about cultural tourism? Well done. Now, you can continue with the next lesson. If not, we advise you to repeat it again.

Now, compare your answers with the ones provided in the key below.



Key

1.

- a) He is a tourism consultant.
b) To see different cultures and traditions.
c) It's a type of tourism concerned with the culture of a country or region.
d) Festivals, rituals and gastronomy.
e) In urban areas.
f) It focuses on customs, forms of art and social practices.

2.a) myself c) yourself e) themselves g) yourselves
b) itself d) ourselves f) herself

3. a) himself c) herself e) themselves
b) myself d) ourselves f) yourself

LESSON 6: Mozambican national parks and reserves

Introduction

Dear student, in this lesson you will read one more text about Mozambican national parks and reserves. You will also learn how to ask for permission, express an obligation, a prohibition and give advice using modal verbs.



Learning Objectives:

By the end of this lesson, you will be able to:

- Talk about national parks, game and reserves in the community and country;
- Compare life in the city and that of the countryside.



For a better understanding of this lesson, you will need 2 hours of study.



Mozambican national parks and reserves



Vocabulary

Authorization = autorização	game reserve = reserva de caça
Hunt = caça	allowed = permitido

Reading

Omar Cadir is a tourism consultant. He talks to students at the local secondary school about Mozambican national parks and reserves.

“In Mozambique, there are six parks, namely Banhine National Park (Gaza), Limpopo National Park (Gaza), Bazaruto National Park (Inhambane), Zinave National Park (Inhambane), Gorangoza National Park (Sofala), and Quirimbas National Park (Cabo Delgado).

There are also six Reserves, namely Maputo Special Reserve (Maputo), Pomene National Reserve (Inhambane), Chimanimani National Reserve (Manica), Marromeu National Reserve (Sofala), Gile National Reserve (Zambezia), and Niassa National Reserve (Niassa).

You are not allowed to live inside the parks or reserves. Again, it is important to note that in reserves it is not allowed to hunt or cut trees. In parks however, some activities are allowed as long as you obey the rules such as hunting during a specific time period in order to control the number of animals and protect some species.



Exercise

A. Say whether the sentences are true (T) or false (F). Write the answers in your exercise book.

- a) Protected animals are found in reserves.
- b) In reserves, you can hunt only small animals.
- c) Bazaruto is a game reserve.
- d) Gile is a reserve.
- e) In some parks, people are allowed to live there to control animals.
- f) When there are many animals, the government allows people to hunt.
- g) There are six national parks in Mozambique.

Grammar

Modals verbs can be used to ask for a permission, to express an obligation, a prohibition and to give an advice.

Modal verbs			
Affirmative	Negative	Examples	Purpose
Can	Can't	Can I get in the classroom?	Asking for a permission.
Could	Couldn't	Could I explain the reason?	
Must	Mustn't	You must go to school?	Obligation
		You mustn't speak loud in the library.	Prohibition
Should	Shouldn't	You should visit your doctor.	Advice
		You shouldn't offend your classmates	

B. Fill in the gaps using the following modal verbs *must*, *can* and *can't*.

Write the answers in your exercise book.

- a) _____ I borrow your car?
- b) You _____ do your homework carefully.
- c) _____ you arrive early this evening?
- d) I _____ get into the car because I forgot the key.
- e) Teachers _____ be able to help students with their difficulties.
- f) Food and accommodation are not free. Students _____ pay for them.



Activity

Writing

C. Write a list of things you can do in a park but not in a reserve.



Lesson Summary

Dear student, in this lesson you read a text which was about National Parks and Reserves. National parks and reserves are important because they protect wildlife and their habitats from human impact and destruction, they also provide safe space for animals to survive and reproduce. These parks and reserves protect places of natural beauty and are home to several endemic species. In the grammar section, you also learnt modal verbs: can, could, must and should as well as their negative forms. Was it difficult for you to understand the passage? We hope not. If yes, please repeat the lesson again to deepen your understanding.

Now, compare your answers with the ones provided in the key below.



Key

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

B.

- a) Can I borrow your car?
- b) You must do your homework carefully.
- c) Can't you arrive early this evening?
- d) I can't get into the car because I forgot the key.
- e) Teachers must be able to help students with their difficulties.
- f) Food and accommodation are not free. Students should pay for them.

C.

Possible answer

Things you can do in a park but not in a reserve are:

Hunting during a specific time period in order to control the number of animals and protect some species.

Obtain permission before holding a barbecue, camping or cutting trees.

LESSON 7: Our community is rich because of our lodging

Introduction

Dear student, in this lesson you will discuss the importance of tourism in the community or country and you will also read a text and answer questions, for a better understanding of the topic. And finally, you will learn present perfect tense that will enable you to write correct sentences.



Learning Objectives:

By the end of this lesson, you will be able to:

- Talk about the importance of tourism and wildlife for the community and the country's development;
- Discuss the impact of tourism in the community and country;
- Write sentences using present perfect tense.



For a better understanding of this lesson, you will need 2 hours of study.



Our community is rich because of our lodging



Vocabulary

soap opera = telenovelas	food = comida	novels = novelas
guide = guia	resort = instância	computers = computadores
university = universidade	aircraft = avioneta	sights = locais
fight = luta	accommodation = alojamento	

Reading

Read the text carefully.

Tourism includes a combination of professional activities related to transport, accommodation, food and leisure activities for tourists.

Tourism plays a very important role in the development of a country. Tourists leave their residence and go out to look for something new. So, they need transport to travel from one place to another. When they use these means of transport, (cars, planes and boats), they pay for them and the money can be used to develop the country in different areas of activities. The drivers or pilots get their salaries and so they can feed their families. Local communities can build houses to accommodate tourists. Tourists will pay their accommodation and the local communities can use the money in different ways...

Members of communities can also be trained as tour guides. These guides can show tourists the best sights in the community or show them the wildlife around the community.



Exercise

1. Answer the questions using the information from the text. Write the answers in your exercise book.
 - a) What are we talking about when we talk about tourism?
 - b) What is the importance of tourism for the community?
 - c) How can transport contribute to the development of Mozambique?
 - d) What is the role of accommodation in the development of communities?
 - e) What activities can communities promote in order to get some income?
 - f) What other activities do you think should be done to develop the communities?

Present Perfect Tense

We use the **present perfect** for something which happened in the past but has an effect in the present.

Basic structure

have / has + past participle (of the main verb)

Affirmative

She **has** **been** here for an hour.
 Subject + aux.verb + past participle (of the main verb)

Negative

She **hasn't** **been** here for an hour.
 Subject + aux.verb + past participle (of the main verb)

Interrogative

Has she **been** here for an hour?
 Aux.verb+ subject + past participle (of the main verb)

Read the examples in the table below:

Affirmative			Negative			Interrogative		
I	Have	been	I	haven't	been	Have	I	been?
You	Have	called	You	haven't	called	Have	you	called?
She	Has	eaten	She	hasn't	eaten	Has	she	eaten?
He	Has	lived	He	hasn't	lived	Has	he	lived?
It	Has	worked	It	hasn't	worked	Has	it	worked?

Affirmative			Negative			Interrogative		
We	Have	seen	We	haven't	seen	Have	we	seen?
You	Have	taken	You	haven't	taken	Have	you	taken?
They	Have	studied	They	haven't	studied	Have	they	studied?

2. Copy the table and complete the column with the past participle of the following verbs.

	Infinitive	Simple past	Past Participle
a)	Go	Went	
b)	write	Wrote	
c)	Eat	Ate	
d)	come	Came	
e)	speak	Spoke	
f)	See	Saw	
g)	Be	was/were	
h)	Take	Took	
i)	Sing	Sang	
j)	Find	Found	
k)	Send	Sent	

3. Fill in the gaps with the present perfect form of the verb given in brackets. Write the correct form in your exercise book.

- Alberto _____ (find) a snake in the garden.
- Samuel and Elias _____ (finish) their homework.
- We _____ (speak) to her sister.
- Catia _____ just _____ (come) home from school.
- Ricardo _____ already _____ (visit) Maputo National Park.

4. Fill in the gaps with the negative form of the verb in brackets. Use present perfect. Write the correct forms in your exercise book.

- Lisa and Carol _____ (not/miss) their favourite film.
- It _____ (not/ start) raining yet.
- John and Susan _____ (not/see) Sue at the party.
- Betty _____ (not/talk) to a famous personality before.
- She _____ (not/send) an e-mail.

5. Write the questions in the present perfect. Use your exercise book.

- a) Be/the girls/ shopping/?
- b) Take/ my/ book/ Dave/?
- c) Daniel and Lauren/ all the songs/ listen to/?
- d) Sue's e- mail/ arrive/?



Lesson Summary

Dear student, in this lesson you discussed how tourism can contribute for the development of a community and a country. You also learnt present perfect tense and did some exercises.

Did you do all the exercises of the lesson successfully? If yes, congratulations. If not, do not get disappointed to repeat it. Repetition is also part of the learning process.

Now, compare your answers with the ones provided in the key below.



Key

1.

- a) When we talk about tourism, we are talking about a combination of professional activities related to transport, accommodation, food and leisure activities for tourists.
- b) Tourism plays a very important role in the development of a community and a country.
- c) When tourists use the means of transport, they pay for them and the money can be used to develop the country in different areas of activities. The drivers or pilots get their salaries and so they can feed their families.
- d) The role of accommodation is to accommodate tourists that in turn, will pay their accommodation and the local communities can use the money in different ways.

e) Possible answer

Communities can organize cultural dances, local games and performances to tourists.

f) Members of communities can be trained as tour guides. These guides can show tourists the best sights in the community or show them the wildlife around the community.

2. a) gone c) eaten e) spoken g) been i) sung k) sent
b) written d) come f) seen h) taken j) found

3. a) has found b) have finished c) have spoken d) has, come e) has, visited

4. a) haven't missed

c) haven't seen

e) hasn't sent

b) hasn't started

d) hasn't talked

5. a) Have the girls been shopping?

c) Have Daniel and Lauren listened to all the songs?

b) Has Dave taken my book?

d) Has Sue's e-mail arrived?

Venda proibida

LESSON 8: Conditional sentences

Introduction

Dear students, in this lesson you will learn two types of conditional: zero and first. We use zero conditional to talk about what happens in general. It is also used to make statements about the real world and often refers to general truths, such as scientific facts. The first conditional is used to talk about future situations we believe are real or possible.



Learning Objectives:

By the end of this lesson, you will be able to:

- Identify zero from first conditional;
- Use conditional clauses correctly.



For a better understanding of this lesson, you will need 2 hours of study.



Zero conditional (real condition)



In the zero conditional sentences, the time is now or always and the situation is real and possible. They are used to make statements about the real world, and often refer to general truths, such as scientific facts.

Basic structure

If Clause (condition)		Main Clause (result)
If	Present simple	Present simple
If	You heat an ice	It melts
If	It rains	You get wet

Examples

- Ice melts if you heat it.
- You get wet if it rains.
- If you freeze water, it becomes a solid.
- Plants die if they don't get enough water.
- If you mix red and blue, you get purple.
- If public transport is efficient, people stop using their cars.

First conditional

We use the first conditional when there is a real possibility that this condition will happen in the future. Remember the “s” for the 3rd person singular (present simple). If it rains, I won’t go to the beach.

Basic structure

If Clause (Condition)		Main clause (Result)
If	Present simple	Will/ won’t + base verb
If	she studies hard	She will pass the exams
If	You drop that glass	It will break

Examples:

If she studies hard, she will pass the exams = she will pass the exams if she studies hard- **first conditional**.



Exercise

1. Complete the zero conditional sentences with the correct form of the verbs in brackets. Write the correct sentences in your exercise book.

- If you _____ water to 100°C, it _____. (heat, boil)
- The menu _____ on the screen if you _____ this button twice. (appear, press)
- If I _____ to do my homework, I _____ the teacher a lie. (not remember, tell)
- If I _____ my brother up in the morning, he _____ to school on time. (not wake, not get)
- I _____ music really loudly if I _____ at home alone. (play, be)
- If I _____ sleep at night, I _____ a magazine. (cannot/ read)

2. Write the sentences, in your exercise book, with the correct form of the verbs in brackets. Use the first conditional.

- I _____ (stay) at home if it _____ (rain) this afternoon.
- If my brother _____ (go) abroad, I _____ (be) very worried.
- You _____ (not earn) enough money if you _____ (not work) more hours.
- Nancy _____ (can) go out later if she _____ (not finish) her homework.
- If she _____ (go) to the supermarket later, she _____ (buy) some tomatoes.



Lesson Summary

Dear student, in this lesson you learnt the zero and first conditionals. The zero conditional is used to make statements about facts and often refers to general truths, such as scientific facts whereas the first conditional is used to talk about future situations, we believe are real or possible and did some exercises. We hope the lesson was not difficult for you. If you found it difficult, repeat the lesson again.

Now, compare your answers with the ones provided in the key below.



Key

- | | | |
|------------------------|----------------------------|------------------------|
| 1.a) heat, boils | c) don't remember, tell | e) play, am |
| b) appears, press | d) don't wake, doesn't get | f) cannot, read |
| 2. a) will stay, rains | c) will not earn, don't | d) can, doesn't finish |
| b) goes, will be | work | e) goes, will buy |

Unit 10: Aquatic life

Introduction

Dear student, in the previous unit you described tourism in Mozambique with reference to wildlife, national parks and reserves. For that you explored texts and finally you dealt with conditional sentences.

In this unit you will look at some pictures and learn vocabulary related to aquatic life. You will also talk about the impact of human action, in different fields such as fishing and water pollution.

This unit has 4 lessons, namely:

Lesson 9: Aquatic life

Lesson 10: The importance of aquatic life

Lesson 11: The harmful effects of fishing

Lesson12: The impact of pollution



Learning objectives

- Talk about the importance of aquatic life;
- Identify instruments used for fishing;
- Distinguish small scale and industrial fishing;
- Talk about the importance of fishing;
- Identify the harmful effects of fishing;
- Talk about the impact of industrial/factory pollution.



For a better understanding of this unit, you will need 8 hours of study.

Learning resources

There will be pictures and texts which will help you to better understand the information about aquatic life.

Lesson 9: Aquatic life

Introduction

Dear student, in this lesson you will look at some pictures and learn the vocabulary of different species living in the oceans, waterfalls, rivers and lakes. Aquatic animals play an important role for the environment as well as human's daily usage, they are organisms that provide humans with sources such as food, medicine, energy, shelter, and raw materials that are used for daily life.



Learning Objectives:

By the end of this lesson, you will be able to:

- To name different sea, river and water falls animals;
- Identify rivers, oceans and lake animals.



For a better understanding of this lesson, you will need 2 hours of study.



Aquatic life



Vocabulary

Life = vida	boat = barco	Lake = lago	sea = mar
river = rio	waterfall = cachoeira	oceans = oceanos	hippo = hipopótamo

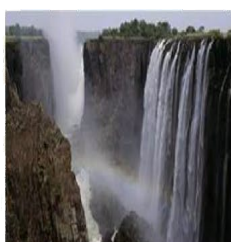
Look at the pictures showing a river, a lake, a waterfall and an ocean.



1 - Umbeluzi



2 - Lake Niassa



3 - Water falls



4 - The hippos in Zambezi river



5 - Ocean

Picture. 5

Read this passage

Zambezi, the fourth longest river in Africa, is located in the centre of Mozambique but there are also important sources of water like the Rovuma (650 km), Ligonha, Lúrio (605 km), and Lugenda Rivers.

South of the Zambezi River, there are the Pungue, Buzi (320 km), Limpopo, Save, and Komati Rivers that are also important resources of water supply.

Source: adapted from: <https://www.google.com/search?q=samples+of+rivers+in+mozambique&rlz>

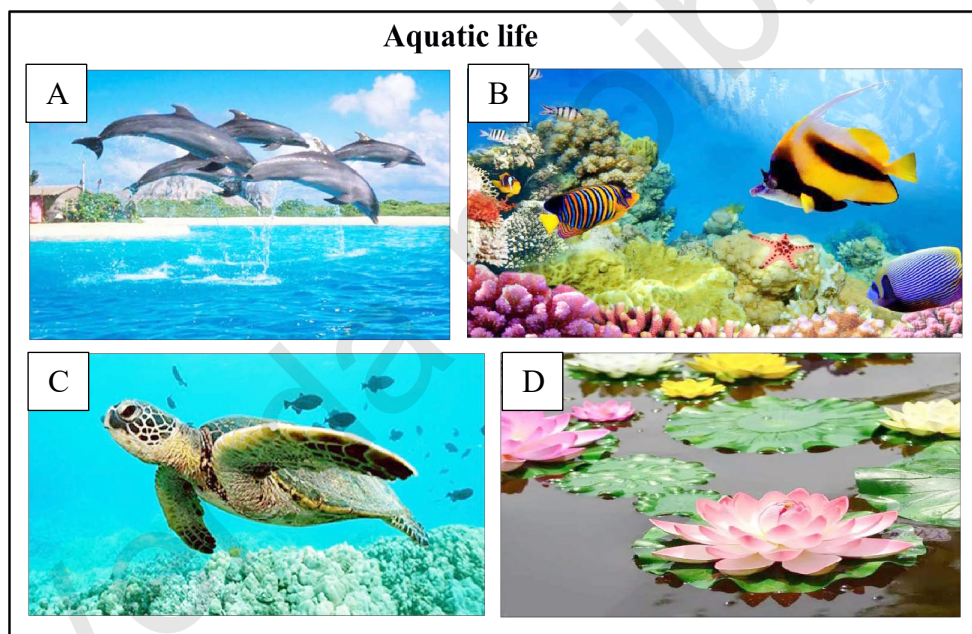


Exercise

1. Say whether the following sentences are true (T) or false (F). Write the answers in your exercise book.

- The fourth longest river in Africa is Buzi.
- Zambeze river is located in the central of Mozambique.
- The sources of water supply in the centre region are Limpopo and Komati.

Look at these pictures and see how we can make sentences using the vocabulary from them.



Picture. 6

- There are *dolphins*
- There are *fish*
- There is a *turtle*
- There are *algae*

1. Match the word and the picture.

I	Starfish
II	Crab
III	Shark
IV	Octopus
V	Jellyfish
VI	Whale



Picture. 7



Lesson Summary

Dear student, in this lesson you discussed issues related to aquatic life, named sea and water animals like: *dolphins*, *clown fish*, *shells*, *turtle*, *shark*, *blown fish*, *crab*, *octopus*, *wale*, *etc*, and sea plants such as *algae*. Did you manage to do the exercises well? Well done.

You can now go to the next lesson. If not, please repeat the lesson again.

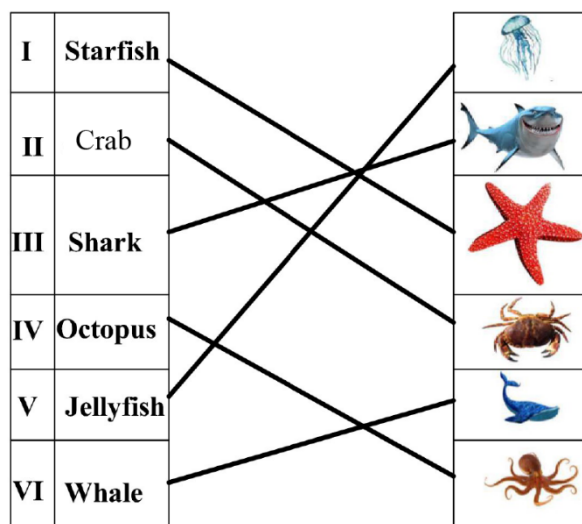
Now, compare your answers with the ones provided in the key below.



Key

1.a. F b. T c. F

2.



Picture.8

LESSON 10: The importance of aquatic life

Introduction

Dear student, in this lesson you will read a text about aquatic life from which you will see different aquatic organisms living in the water and their importance. You will also learn countable and uncountable nouns.



Learning Objectives:

By the end of this lesson, you will be able to:

- Explain what aquatic life is;
- Name different aquatic habitants;
- Mention the importance of aquatic life.



For a better understanding of this lesson, you will need 2 hours of study.



The importance of aquatic life

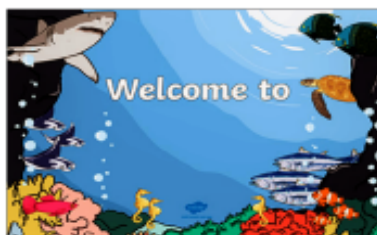


Exercise

1. Read the following text and answer the questions. Write the answers in your exercise book.

Aquatic

In this guide, you'll learn all about aquatic life and how animals and plants are adapted to living underwater.



What does aquatic mean?

The word **aquatic** basically means living or growing in water. It is referred to in **biology** teaching subjects. On earth, we have a range of habitats that are made up of water, such as seas, oceans, rivers, lakes, and ponds. In aquatic system, all the organisms live in or on the water. They all work together to support the eco-system of all the oceans and lakes on the planet.

Many animals thrive in a watery habitat, and some of them can live both in water and on land. Creatures who live in marine habitats can breathe underwater or can hold their breath for a very long time. Some of the most recognizable animals that live in the ocean are fish, whales, jellyfish, sharks, octopus, sea, crocodiles, crabs, and dolphins. There's also a huge range of plant life happily living in an underwater world.

Picture 9

- a) What is the text about?
- b) What is aquatic life?
- c) What is the importance of aquatic life?
- d) Name four animals that we can find in the ocean.
- e) Are there only fish in the oceans? What else can we find?

After having done some exercises, let us deal with grammar issues that follow.

Grammar review

1. Countable and uncountable nouns

Countable nouns are nouns you can count. We can use the indefinite article **a/an** with countable nouns:

Example:

A fish is **an** animal.

An apple is **a** fruit.

1.1 When a countable noun is plural, we can use it alone.

Example:

I like eggs.

Bottles can break.

1.2 We can use *some* and *any* with countable nouns.

Example:

I've got **some** books.

Have you got **any** pens?

1.3 We can use *a few* and *many* with countable nouns.

Example:

I've got **a few** books.

I haven't got **many** pens.

2. Uncountable nouns

Uncountable nouns are nouns that we cannot count, such as: **tea, sugar, water, air, rice**, etc. They are used with singular verb. They usually do not have a plural form. We cannot say sugars, loves, airs, etc.

We cannot use *a/an* with uncountable nouns. To express quantity of these nouns, we use word or expression like: **some, a lot of, a piece of, a bit of, great deal**, etc.

Example:

There has been a **lot of** research into the causes of this disease.

He gave me a **great deal of** advice before starting my farming.

Can you give me **some** information about uncountable nouns?

a. We can use a little and much with uncountable nouns.

Example:

There's **a little** sugar left for tea.

I haven't **much** time.

2. Fill in the gaps with: **a/an, some, any**. Write the correct sentences in your exercise book.

- a) Her sister's friend is _____ teacher.
- b) My friend's father has got _____ car.
- c) She has got _____ apples in her bag.
- d) Tom hasn't got _____ money.
- e) There is _____ orange under the table.

3. Fill in the gaps with: **much, a little** or **a few**. Write the correct sentences in your exercise book.

- a) He has got _____ friends.
- b) I drink _____ coffee. I don't like it.
- c) There is _____ pollution in the city.
- d) There is _____ milk in the glass.



Lesson Summary

Dear student, in this lesson you learnt about **aquatic life** and the species we can find in it, which include: fish, whales, jellyfish, sharks, octopus, crocodiles, among others. Apart from animal species you also learnt about plant life living in the underwater world (oceans, lakes, rivers). In the grammar section you reviewed **countable and uncountable nouns** and you did some exercises to test your understanding. Did you succeed? If yes, go to the next lesson. If not, repeat this lesson again.

Now, compare your answer with the ones provided in the key below.



Key

- 1.
 - a) Aquatic life

- b) Aquatic life means living or growing in water. In an aquatic system, all the organisms live in or on the water.
- c) The aquatic system supports the eco-system of all the oceans and lakes on the planet.
- d) They are: fish, whales, jellyfish, sharks, octopus, crocodiles, etc.
- e) No, there's also a huge range of plant life happily living in an underwater world.

2.

- a) a b) a c) some d) any e) an

3. a) a few b) a little c) much d) a little

Lesson 11: The harmful effects of fishing

Introduction

Dear student, in this lesson you will discuss the negative effects of fishing and you will get to know the need of preserving the ecosystems. For that you will read a text and answer questions to deepen your understanding of the lesson.



Learning Objectives:

By the end of this lesson, you will be able to:

- Describe the harmful techniques used for fishing;
- Identify the harmful effects of fishing.



For a better understanding of this lesson, you will need 2 hours of study.



The harmful effects of fishing



Vocabulary

Threshold = limiar, princípio, Haul = rebocar, arrastar	Discarded = descartado, rejeitado Wasteful = desperdício	Collapse = colapso, falência Rely = depender
--	---	---

Read the following text

OVER FISHING



One of the greatest ecological threats in aquatic life is over fishing. In fact, over fishing takes the greatest part from the sea life.

Over fishing is catching too many fish at once. It often goes hand in hand with wasteful type of commercial fishing that haul in massive amounts of unwanted fish or other sea animals, which are then discarded.

Over fishing endangers oceans ecosystem and billions of people who rely on sea food as a key source of proteins. Therefore, without a sustainable management, our fisheries face collapse and we face food crisis.

It's estimated that most of marine ecosystems is fished far beyond the capacity to sustain a fish population with many species finding themselves threshold extinction.

One of the greatest dangers of over fishing is in the chaos that creates in a perfect balanced ecosystem.

Picture 10



Exercise

1. Say whether the following sentences are true (T) or false (F). Write the answers in your exercise book.
 - a) The text is about over fishing.
 - b) One of the greatest ecological threats is aquatic life.
 - c) Catching too many fish at once is called over fishing.
 - d) Over fishing endangers only the oceans ecosystem.
 - e) Over fishing can impact on food crisis.

2. Choose the right answer.
 - a) One fisherman has a big/small effect on the marine environment.
 - b) Big ships use fishing nets/rods to catch some/ lots of fish.
 - c) Overfishing has a big/small impact on marine life.

Did you do the exercise correctly? Well done! Let us now go to grammar issues and this time, we will be dealing with:

Future with “going to”

We use “going to” to:

1. Refer to our plans and intentions.

Example:

John **is going to** buy a new car next year. (the plan is to buy a new car)

We **are going to** the beach tomorrow. (the plan is to go to the beach)

2. Make predictions based on present evidence.

Example:

Look at the clouds! It's **going to** pour with rain. (our evidence are the clouds)

Without a sustainable management, our fisheries **are going to** face collapse and we face food crisis. (the lack of sustainable management is our evidence).

The next table shows the use of **going to** in **affirmative, interrogative and negative forms**.

Affirmative sentences			
Subject	Verb to be	Future form	Infinitive form
It	Is	going to	Rain
I	Am	going to	Eat
We	Are	going to	Travel
Interrogative sentences			
Verb to be	Subject	Future form	Infinitive form
Is	It	going to	rain?
Am	I	going to	eat?
Are	We	going to	travel?
Negative sentences			
Subject	Negative form (to be)	Future form	Infinitive form
It	is not (isn't)	going to	Rain
I	am not	going to	Eat
We	are not (aren't)	going to	Travel

3. Fill in the gaps with the appropriate form of the verb given. Write the answers in your exercise book.

- I _____ (to speak) to my friend.
- She _____ (to fish) at the beach.
- _____ you _____ (eat) some apples?
- Alex _____ (not go) school today because he is sick.
- _____ you _____ (go) watch TV tonight? No, I _____ .

4. Find the mistake, underline it and write correctly in your exercise book.

- I'm going to moving house.
- She are going to be a doctor when she grows up.
- He going to watch TV tonight.
- They are going to having pizza for dinner.



Lesson Summary

Dear student, in this lesson you learnt about over fishing and its impact to the ecosystem and to billions of people who rely on sea food as a key source of proteins. You have also learnt the use of “going to” to express the future, and did some exercises to deepen your understanding of the lesson.

Did you manage to do the activities and exercises correctly? If yes, go to the next lesson. If not, please repeat the lesson again.

Now, compare your answers with the ones provided in the key below.



Key

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

2.a) small b) nets/lots c) big

3.a) am going to speak c) are, going to e) are, going to; am not going to
b) is going to fish d) is not going to

4.

a) <u>to moving</u> ,	to move
b) <u>She are going to</u> ,	she is going to
c) <u>He going to</u> ,	is going to
d) <u>to having</u> ,	to have

Lesson 12: The impact of pollution

Introduction

Dear student, in this lesson, you will learn and discuss the impact of pollution to animals, plants, human life and environment. You will also learn the use of modals must and mustn't.



Learning Objectives:

By the end of this lesson, you will be able to:

- Describe the ways of polluting aquatic life;
- Explain how a bad behaviour can lead to the extinction of aquatic species.



For a better understanding of this lesson, you will need 2 hours of study.



The impact of pollution

Read the text below.

There are lots of environmental problems nowadays, mainly because of pollution. It is the contamination of air, water and soil by different materials that interferes with human health and quality of life.

The emission of smoke from industries and engines, including cars are serious causes of air pollution and simple things that we do at home like, using aerosols, have negative effects on the ozone layer, which protects life on earth from ultra-violent radiation.

Water is also suffering from pollution by domestic, municipal and also industrial waste. Since water is always circulating through the environment, it transports the pollutants from one area to another. The pesticides that are sprayed on the fields of agriculture end up in the oceans. These toxic substances harm aquatic animals and plants, and also infect the food chain, causing a certain plant and animal species to become extinct. They can also contaminate humans who eat fish. It is up to us to stop damaging the environment. We should all be environment friendly!

Adapted from internet



Exercise

1. Answer the questions that follow using the information from the text above. Write the answers in your exercise book.
 - a) What is the biggest enemy of the environment?
 - b) What are the causes of air pollution?
 - c) What is wrong with aerosols?
 - d) What is the function of ozone layer?
 - e) What is water suffering from?
 - f) Why do you think we should all be environment friendly?

Verb conjugation is one of the most important tools for the correct use of a language. So, let's continue with our lesson by addressing grammatical aspects.

Modal verbs:

Should

- We use **should** to suggest something.
- The modal **should** expresses opinion or one person's point of view.
- The negative form is **shouldn't**.

Example:

People **should** eat enough fruits in order to be healthy.

You **shouldn't** drink cold water.

Must

- We use **must** to express a stronger point of view.
- The modal **must** also expresses opinion, one person's point of view.
- The negative form is **mustn't**.

Example:

We **must** preserve the environment.

People **mustn't** pollute water.

2. What should we do to protect the environment? Use **should** or **shouldn't** and write the answers in your exercise book.
 - a) We _____ plant more trees.
 - b) we _____ cut down trees.
 - c) We _____ waste water.
 - d) We _____ use the public transports.

3. Match the projects to the solutions.

a) Recycle

I. we must check and fix all the faucets.

b) Save water

II. We must put the recycling bin in every classroom.

c) Save electricity

III. We must walk or ride our bikes to school.

d) Save Gasoline

IV. We can hang reminder signs next to the light switches.



Lesson Summary

Dear student, in this lesson you learnt and discussed the impact of pollution which in most cases is caused by human actions, emission of smoke from *industries* and *engines*, including cars, and the use of aerosols in agriculture. In the grammar section, you dealt with modal verbs: *should* and *must* as well as their negative forms and did some exercises. Were the exercises difficult? If yes, repeat the lesson so that you can deepen your understanding. If not, please go to the next lesson.

Now, compare your answers with the ones provided in the key below.



Key

1.

a) Pollution.

b) Industries, cars, aerosols.

c) Aerosols have effects on the ozone layer.

d) Ozone layer protects the life on earth from ultraviolet radiation.

e) It is suffering from domestic, municipal and industrial waste.

f) To stop damaging the environment.

2a) should

b) shouldn't

c) shouldn't

d) should

3 a) → I

b) → II

c) → III

d) → IV

Unit 11: Transport and communication

Introduction

Dear student, in the previous unit you looked at the pictures and learned vocabulary related to aquatic life, described the importance of the aquatic life, the effects of over fishing and the impact of pollution for the aquatic life.

In this unit you will discuss different means of transport and communication as well as road safety rules.

This unit has 4 lessons, namely:

Lesson 13: Means of transport

Lesson 14: Means of communication

Lesson 15: Road safety rules

Lesson 16: Daily routine



Learning objectives

By the end of this unit, you will be able to:

- Name different means of transport;
- Identify means of transport;
- Identify various means of communication;
- Name different ways used for communication in the community.



For a better understanding of this unit, you will need 8 hours of study.

Learning resources

There will be pictures, texts and diagrams which will help you to deepen your understanding of the topics of the unit.

Lesson 13: Means of transport

Dear student, in this lesson, you will learn vocabulary related to different means of transport. It is important for you to know the means of transport because sometimes you use some of them in your community.



Learning Objectives:

By the end of this lesson, you will be able to:

- Name different means of transport;
- Identify means of transport.

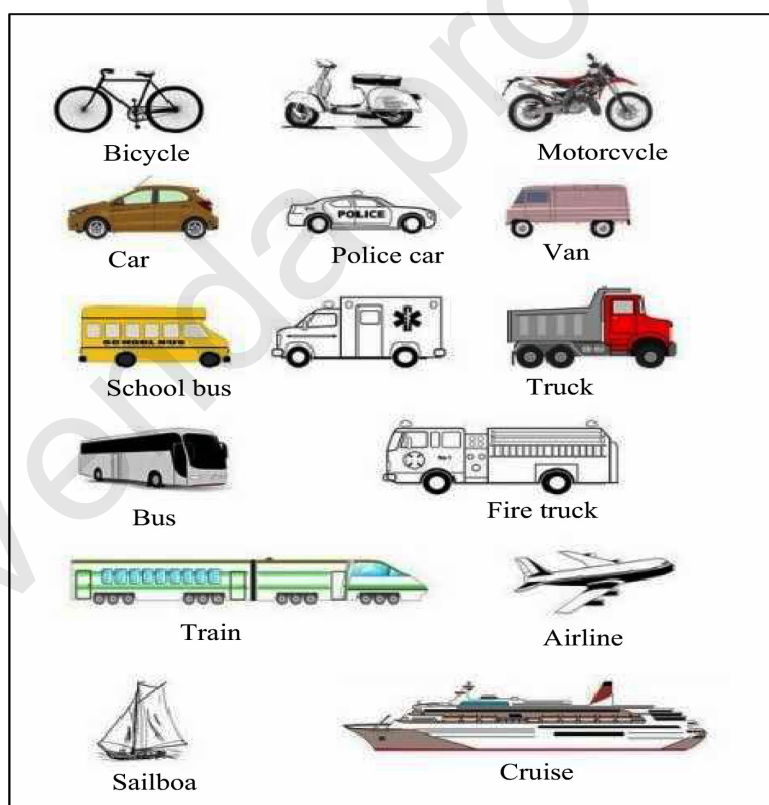


For a better understanding of this lesson, you will need 2 hours of study.



Means of transport

Look at these pictures and read the words below.



Picture. 11

Reading

Read the following dialogue and answer the questions in your exercise book.

Mike: How do you usually get around?

Helen: I mostly use public transport so, I take the metro, but sometimes buses. I have a car but I don't use it much in the city. What about you Mike?

Mike: I don't have a car so, I either cycle or walk most places. Sometimes I take the metro or a taxi if I am out in the evening or if I am going further.

Helen: Can you go cycling here? That's great! There's much traffic.

Mike: That's not that bad but just know the best routes you can get anywhere in the city center quite faster, often it is faster than driving because you can take small streets. You don't get stuck in traffic jams.

Helen: I guess the metro can't take me to every place I want and I even don't take long.

Mike: Yeah, the metro is good but I hate it because it is crowded in the rush hours.



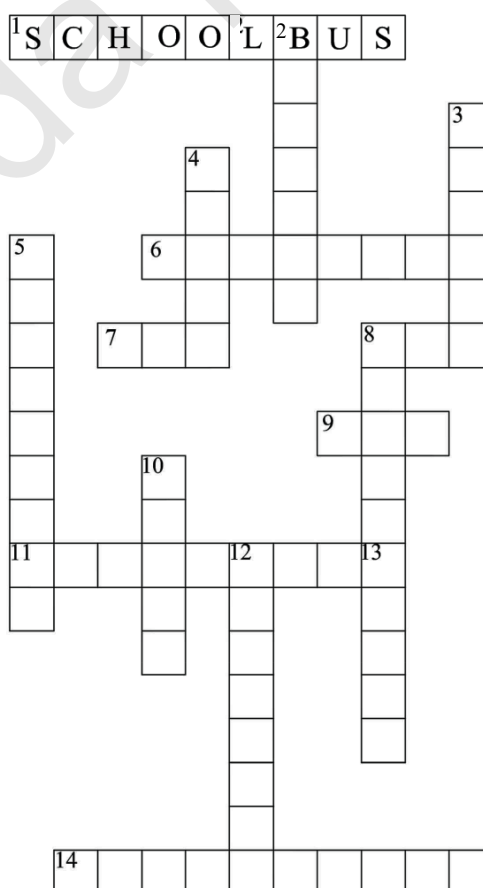
Exercise















A. Read the questions carefully and find the right answers. Write them in your exercise book.

1. What is the dialogue about?
2. What means of transport does Helen get to move around?
3. What means of transport does Mike get to move around?
4. What are the advantages of cycling in the city?
5. What are the disadvantages of using the metro?
6. What means of transport do you use in your community?

Crossword

B. Use the vocabulary provided to fill in the gaps. Write the answers in your exercise book.



ACROSS	
1	
6	
7	
8	
9	
11	
14	
DOWN	
2	
3	
4	
5	
8	
10	
12	

Picture. 12



Lesson Summary

Dear student, in this lesson you learnt about means of transport. We hope that you are now able to name different means of transport available in your community like: car, bus, bicycle, train, airplane, track, boat, etc, and you also did some exercises. Did you feel comfortable when studying this lesson? If yes, go ahead. If not, repeat this lesson again.

Now, compare your answers with the ones provided in the key below.

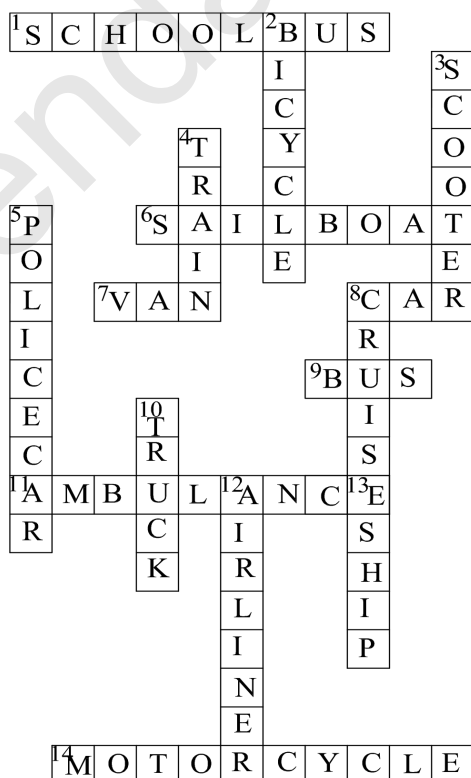


Key

A.

1. Means of transport.
2. She gets public transport (metro, sometimes bus, car).
3. He walks on, cycle, sometimes takes a taxi or metro.
4. You can get anywhere in the city center quite fast, you can take small streets and don't get stuck in traffic jams.
5. Takes rush hours and it is crowded.
6. (Possible answer)- Example: In my community I use bicycle, motorcycle, car, and bus.

B.



Picture. 13

LESSON 14: How do we communicate?

Introduction

Dear student, in this lesson, you will talk about different means of communication. In our daily life, communication helps us build relationships by allowing us to share our experiences, needs, thoughts and also helps us to connect with others, express feelings and pass on information.



Learning Objectives:

By the end of this lesson, you will be able to:

- Name different means of communication;
- Identify means of communication.



For a better understanding of this lesson, you will need 2 hours of study.



How do we communicate?

Look at the picture and read the words below.



Picture. 14

The pictures above show different means of communication. They can be used to talk to people living far from you, in other provinces or countries around the world.

Long distance communication

People have always needed to communicate with each other. If people are close enough to see and to hear each other, they can talk. If they are apart, it is more difficult. The way we communicate over distance is changing all the time.

Two hundred years ago, if you wanted to communicate with someone far away you had to send a letter. It could take months.

One hundred years ago, you could talk to someone hundreds of miles away by telephone; Alexandre Graham Bell was a teacher of deaf children. He worked out how electricity could carry the human voice. In 1876, Bell invented the telephone, people could now talk directly to each other, even if they were some distance apart.

Today, we can communicate with people all over the world in lots of different ways. We can talk on mobile phones, send faxes, read text messages and send e-mails. As well as using words, we can send moving pictures, sounds, and music.



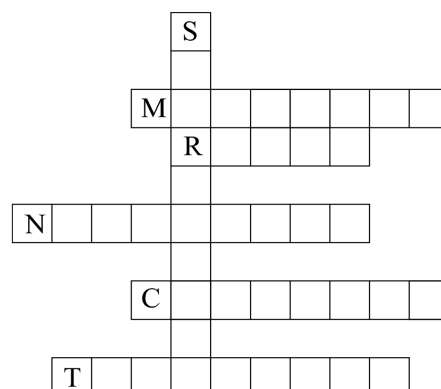
Exercise

A. Read the text above and answer the questions that follow. Write the answers in your exercise book.

1. How did people communicate in the past?
2. Who was Alexander Graham Bell?
3. What did he discover?
4. How did the invention of telephone change the way people could communicate?
5. How do people communicate today?
6. What do you think communication means?

Crossword

B. Use these words to fill in the gaps: TV, RADIO, NEWSPAPER, MAGAZINE, COMPUTER, AND TELEPHONE. Write the answers in your exercise book.



C. Match the picture with the right vocabulary. Write the answers in your exercise book.

MATCH		
	Mobile Phone	
	Television	
	Telephone	
	Letter	
	Book	
	Radio	
	Newspaper	
	Computer	
	Magazine	

Picture 15



Lesson Summary

Dear student, in this lesson you learnt that nowadays you can communicate using various means of communication, such as mobile phone, faxes, emails, etc. You also did some exercises that helped you to better understand the topic. We hope you are now able to identify the different means of communication people use. Were you able to do the exercises correctly? If yes, well done. If not, repeat the lesson again and again until you get the exercises correct.

Now, compare your answers with the ones provided in the key below.



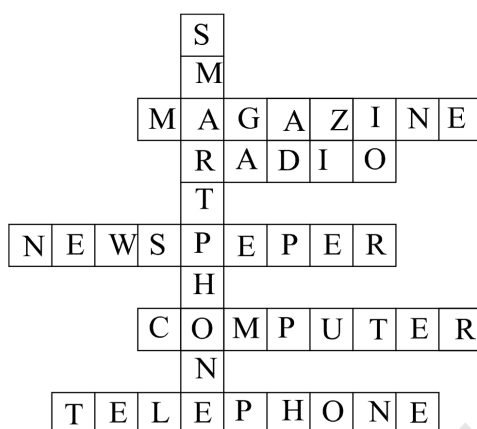
Key

1. In the past people could communicate with one another by sending letters.
2. Alexander Graham Bell was a teacher of deaf children.
3. Bell, invented the telephone.
4. With the invention of telephone, people could now talk directly to each other, even if they were some distant apart.
5. Nowadays, people can communicate with people all over the world in lots of different ways: mobile phones, faxes, text messages and emails.

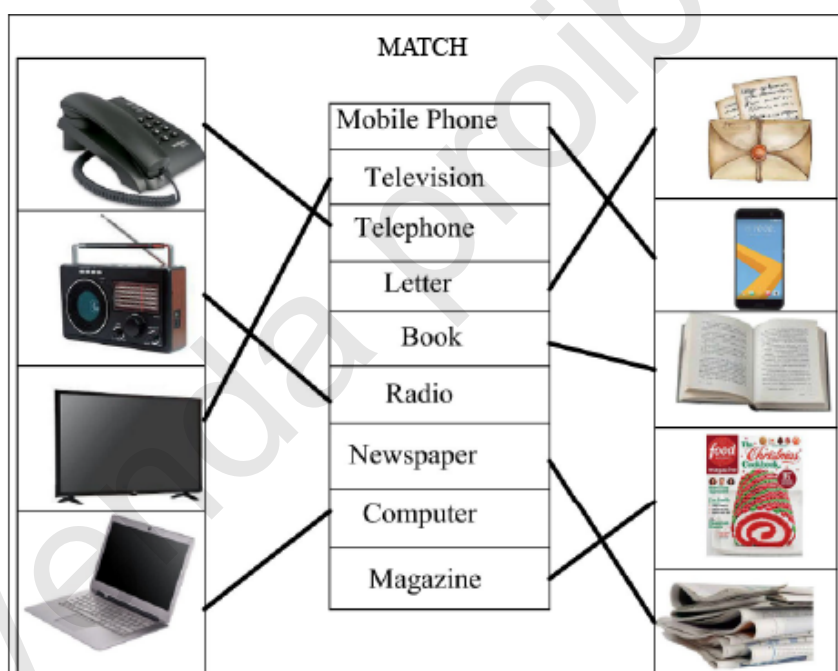
6. Possible answer

Example: Communication is the exchange of information by speaking, writing, or using some other medium. Television is an effective means of communication.

B.



C.



Picture 16

LESSON 15: Road safety rules

Introduction

Dear student, in the previous lesson you learnt about means of transport. In this one, you will learn some basic rules for road safety that can help you and drivers to walk or drive safely.



Learning Objective:

By the end of this lesson, you will be able to:

- Mention road safety rules.



For a better understanding of this lesson, you will need 2 hours of study.



Road safety rules

Look at these signs. Have you ever seen any of them before? What do they mean?


		
Stop	No pedestrians	No bicycles
		
Roadwork ahead	Signal ahead	Left turn ahead
		
Yield	Railroad crossing	School ahead
		
Do not enter	Hospital	Speed advisory

Picture 17

The above signs give us different kinds of information that helps us walk or drive safely.

Read the following rules for road safety.

Road Safety Rules



1. Walk on the left side (sidewalk) of the road.
2. Use pedestrian crossing (zebra crossing) to cross the road.
3. Look on both sides of the road before you cross.
4. Don't play on the road.
5. Stop driving if you feel sleepy or tired.
6. Don't use mobile phones while driving.
7. Avoid falling asleep
8. Avoid drinking alcohol while driving.
9. Always wear helmet/seat belt.
10. Give priority to pedestrian at zebra crossing.

Picture 18



All the above rules are in ***imperative forms***. The negative is formed with **Don't**.

Examples:

- Stop driving –don't stop driving
- Go ahead- don't go ahead
- Cross the road- don't across the road.

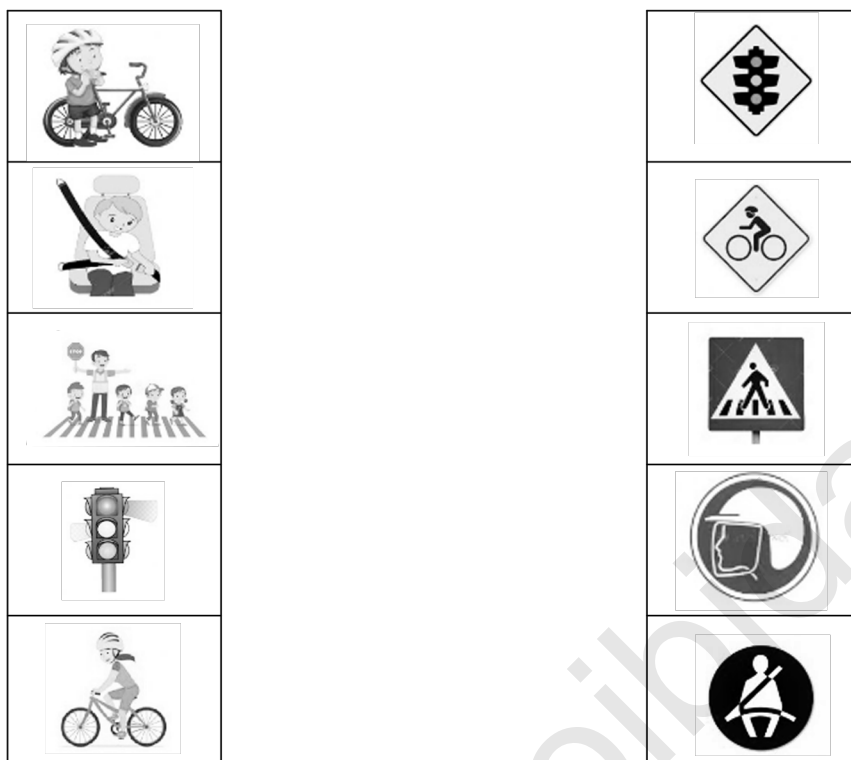
After having known the meaning of the traffic signs presented above, now answer the questions that are presented to you.



Exercise

1. Rewrite the road safety rules above beginning with **you should** or **you shouldn't** to give an advice. Do the activity in your exercise book.

2. Match the picture to the safety rule signs.



Picture.19

3. Which of the above road safety rules apply to your community? Write the answer in your exercise book.



Lesson Summary

Dear student, in this lesson you learnt road safety rules. We hope that once on the road, you should be aware of the road safety rule signs you might find on the way. Do not forget that all those road safety rule signs aim to help both the pedestrians and drivers to prevent them from any possible accidents. You have also reviewed the modal should for giving advice. Did you feel comfortable when studying this topic? If yes, go ahead. If not, repeat this lesson again.

Now, compare your answers with the ones provided in the key below.

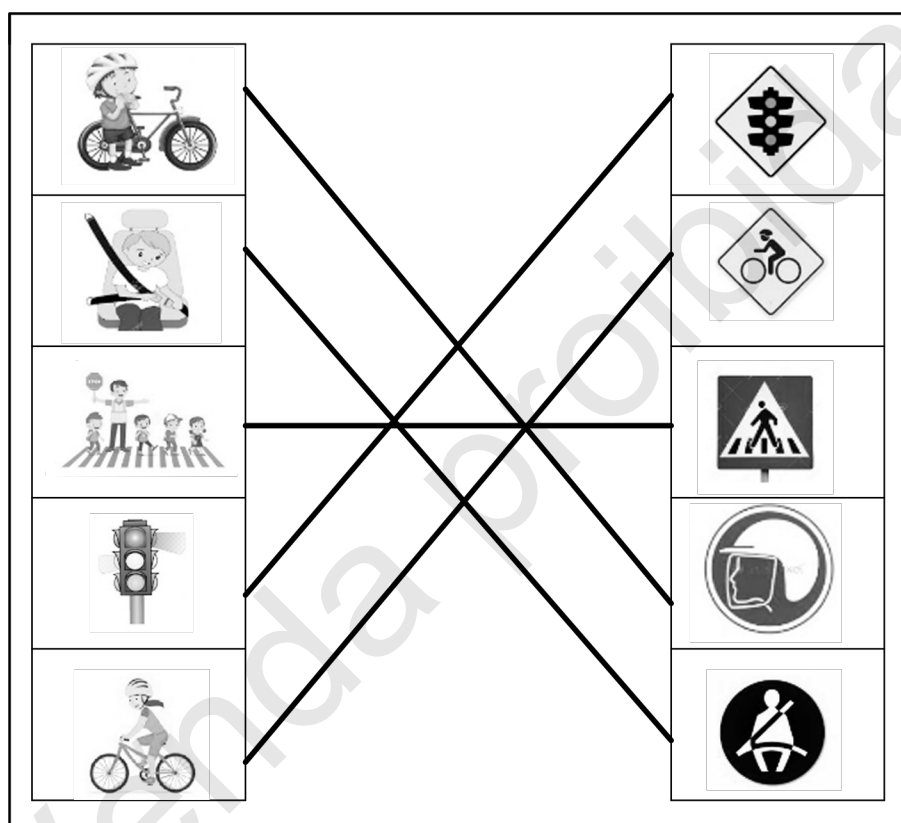


Key

1. You **should** walk on the left side (side walk) of the road.
2. You **should** use pedestrian crossing (zebra crossing) to cross the road.

3. You **should** look on both sides of the road before you cross.
4. You **shouldn't** play on the road.
5. You **shouldn't** drive if you feel sleepy or tired.
6. You **shouldn't** use mobile phones while driving.
7. You **should** avoid drinking alcohol while driving.
8. You **should** always wear helmet/ seat belt.
9. You **should** give priority to pedestrian at zebra crossing.

2.



Picture. 20

4. Possible answer

Example: In my community the following safety rules apply: pedestrian crossing, wear helmet or seat belt, etc.

LESSON 16: Daily routine

Introduction

Dear student, in this lesson you will learn the adverbs of frequency, which are words that tell us how often something happens and also allow us to express how regularly something happens. They also give additional detail about how things happen.



Learning Objective:

By the end of this lesson, you will be able to:

- Describe your daily routine using adverbs of frequency.

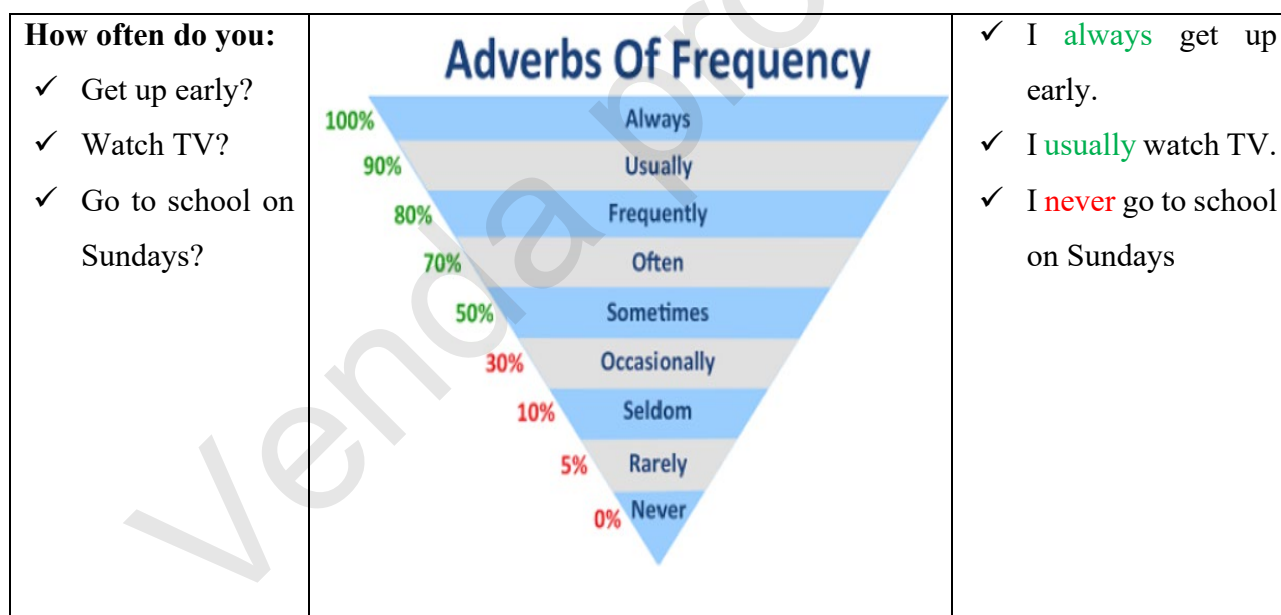


For a better understanding of this lesson, you will need 2 hours of study.



Daily routine

Look at this diagram:



Picture. 21

Adverbs of frequency

An adverb of frequency describes how often an action happens. There are six main adverbs of frequency namely: **always**, **usually**, **often**, **sometimes**, **rarely** and **never**.

We use adverbs of frequency:

- i) After a personal pronoun.

Example: I **always** get up at 6 o'clock.)

ii) **After the verb to be.**

Example: You are *always* late.

iii) **Between the auxiliary and the main verb.**

Example: I am *never* late to school.



Exercise

1. Look at Frank's timetable below and answer the questions in your exercise book.

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Play football	✓	✓	✓	✓	✓	✓	✓
Go to the library		✓		✓	✓		
Go to the park						✓	
Watch TV							
Go to school	✓	✓	✓	✓	✓		

- a) How often does Frank play football? c) How many times does he go to the library?
b) Does Frank always go to the park on the weekend? d) How often does he watch TV?
e) How many times does he go to school?

2. Answer these questions about yourself.

- a) How often do you go to school? c) How often do you play football?
b) How often do you watch TV?

Read about Cumbe's daily routine.

Hello! My name is Antonio Alexandre Cumbe. But you can call me Cumbe. I live in Morrumbene District, in Inhambane province. I *always* get up at 4 o'clock on week days. I *usually* take bath at 4:30 and I *often* plan my lessons at 5 o'clock. I *always* go jogging at 6:00 and I *never* have breakfast with my family because almost every day my lessons start at 7:30. For that reason, I *usually* have bread with "butter" and juice. After classes I *often* go home at 12:30 and have lunch at 1:30, of course after a shower. Then, I *often* watch TV for half an hour or two and rest a bit. I *never* have dinner alone, because this is a great moment where everybody is at home. *Usually*, our dinner is at 8 o'clock and after that I enjoy reading short stories and go to bed at 10 pm. At the weekends I *usually* get up at 9 o'clock. I *rarely* get up early. After breakfast I sometimes go out with my friends to have lunch. I *always* sleep in the afternoon from 2 pm. After that I take shower and I *usually* help my family at home. I *often* play football on Saturdays and *sometimes*, on Sundays, I go to church. I *generally* go to sleep early on Sundays.

3. Answer these questions using the information from the text above. Write the answers in your exercise book.

- a) What time does Cumbe get up on week days?
- b) What does he always have for breakfast?
- c) What time does he have his lunch?
- d) What time does he have his dinner?
- e) What time does he go to bed?
- f) How often does he go out with his friends?
- g) Does he play football on Sundays?
- h) Does he go to sleep late on Sundays?



Activity

Writing

4. Write about your daily routine.

Start like this: I always get up..., I have my breakfast at... lunch, dinner, and go to sleep?



Lesson Summary

Dear student, in this lesson you learnt the adverbs of frequency that enabled you to describe or write about how often you do a particular action in your day to day life. Afterwards there were some exercises and an activity proposed for you to check your learning progress. Were the exercises and activity difficult? If yes, repeat the lesson so that you can deepen your understanding. If not, please go to the next lesson.

Now, compare your answers with the ones provided in the key below.



Key

1.

- a) He always plays football.
- b) No, he doesn't.
- c) He goes three times a week.
- d) He never watches TV.
- e) He goes to school five days a week.

2. (Possible answers)

Examples:

- a) I always go to school on weekdays.
- b) I often watch the evening news on TV.
- c) I always play football at the weekends.

3.

- a) He gets up at 4 o'clock.
- b) He usually has bread with *butter* and juice.
- c) He has his lunch at 1:30.
- d) He has his dinner at 8 o'clock p.m.
- e) He goes to bed at 10 o'clock p.m.
- f) He sometimes goes out with his friends.
- g) No, he doesn't.
- h) No, he doesn't.

4.

Possible answer

Example:

On week days, I **always** get up at 5 o'clock and take shower at 5:30. **Usually** my lessons start at 7.00 and go up to 12.00 o'clock. I **never** have breakfast with my family because I leave home early. For breakfast I **usually** have bread with "cheese" and juice. After lessons I go home and have lunch at around 13.00pm. In the afternoon, I **often** watch TV and **sometimes** listen to music. **Usually**, I have dinner with my family around 8.00pm. After diner, I enjoy reading short stories before going to bed at about 10.00pm. At the weekends I **usually** get up at about 9 o'clock. I **rarely** get up early. I **always** relax in the afternoon for about 2 hours. After that, I take a shower and then help my family with house work. I **often** play football on Saturdays and **sometimes**, on Sundays, I go to church with all my family.

Unit 12: Entertainment and sports

Introduction

Dear student, in the previous unit you discussed different means of transport and communications as well as the road safety rules.

In this unit you will learn about entertainment and sports as well as the benefits you can get from practicing them.

This unit has 4 lessons, namely:

Lesson 17: Free time activities and holidays

Lesson 18: Men and Women in sports

Lesson 19: Present Continuous

Lesson 20: Comparative Adjectives



Learning objectives

By the end of this unit, you will be able to:

- Read short texts about different leisure activities;
- Identify popular sports and leisure activities;
- Describe hobbies, sports and preferences;
- Describe local, national and international sportspersons.



For a better understanding of this unit, you will need 8 hours of study.

Learning resources

There will be audio visual aids, books, handouts to help you to better understand the lessons of the unit.

Lesson 17: Free time activities and holidays

Introduction

Dear student, in this lesson you will read some passages that describe leisure activities which can be performed either at school or in your local community. You will also review the present simple tense.



Learning Objectives:

By the end of this lesson, you will be able to:

- Describe different free time activities and sports;
- Write sentences using present simple tense.



For a better understanding of this lesson, you need to study for 2 hours.



Free time activities and holidays



Vocabulary

hobbies = passa-tempos	dream = sonho	soap opera = novela
novels = romances	address = endereço	

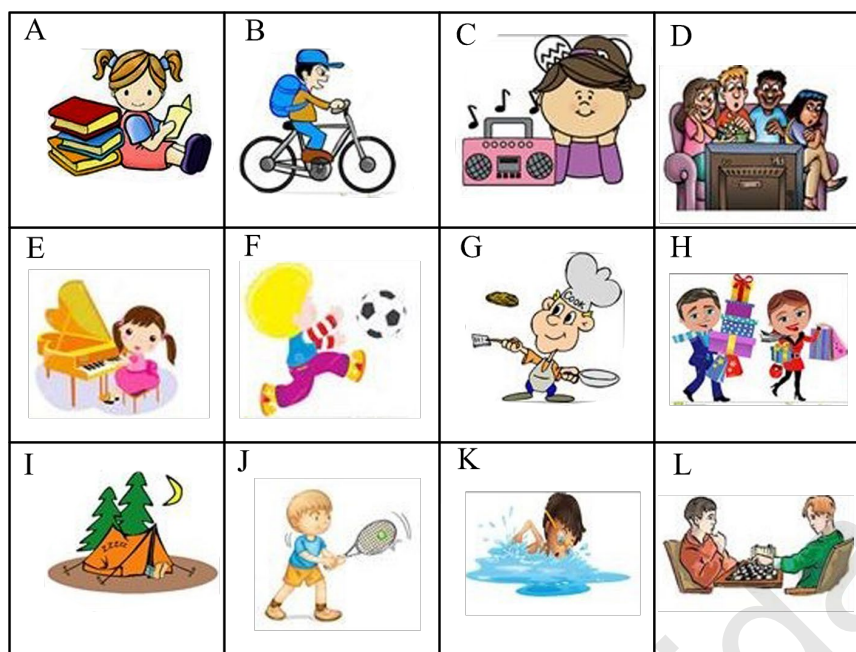
Dear student, let's start our lesson by doing the activity below.



Exercise

1. Match the pictures with the phrases using numbers. Write the answers in your exercise book.

1- play tennis	7- camp	13- play football
2- play chess	8- play the piano	
3- cook	9- read a book	
4- climb dance	10- swim	
5- watch TV	11- go shopping	
6- listen to music	12- ride a bike	



Picture. 22

Did you get all the answers correct? If yes, congratulations! Continue with your study, this time we are going to introduce you to some grammatical rules: the **gerund**.

The gerund form of a verb, like the present participle, is formed by adding –ing to the infinitive form of a verb. Gerund = verb+ing – *when a verb is acting as a noun*;

It doesn't stop being a verb, but the role it plays in a sentence changes from describing the action to being a sentence subject.

2. Now, look at the pictures again and write things you like and those you don't like doing. Put the verbs in *gerund* (-ing) as in the example **a)**. Write in your exercise book.

- | | |
|-------------------------------------|------------------------|
| a) I like <u>playing football</u> . | f) I am fond of _____ |
| b) I don't like _____ | g) I really like _____ |
| c) I hate _____ | h) I don't mind _____ |
| d) I am good at _____ | i) I can't stand _____ |
| e) I am bad at _____ | j) I am keen on _____ |

3. Read what **Gil** and **Vina** say about their free time and then do the exercises that follow.



Hello, my name's **Gil**. I come from Inhambane. My hobbies are cooking and reading novels. My mother enjoys cooking. When I am on holidays, I like writing poems and walking. What about you?



Hello, my name is **Vina**. I come from Nampula. I like basketball and football. When I am on holidays, I like listening to music. My dream is to learn how to play the guitar. My father likes football very much. He supports Muahivire FC. My favourite singer in Mozambique is Lizha James. What about you?

a) Complete the table below using the information from the passages and your own words. Write the answers in your exercise book.

Name	Comes from	Hobby / favourite sport	Parents' favourite leisure activity / sport	Activities on holidays
Gil				
Vina				
You				

b) Identify sports and non-sports activities. Write **S** for sport and **NS** for non-sport: Write the answers in your exercise book.

Basketball	Listening to music	Cooking	Football	Tennis	Reading books	Swimming	Dancing	Singing

Review of Present Simple

4. Without looking back to the text, write the missing verbs in the gaps. Write the answers in your exercise book.

- Gil is from Inhambane. He _____ meals and _____ novels in his free time.
- During the holidays he _____ poems.
- Vina _____ to music during her holidays.
- She _____ basketball and football.

5. Write the verbs in brackets in the *present simple* form. Write the answers in your exercise book.

- David _____ (like) reading novels.
- They _____ (eat) out on Saturdays.
- He always _____ (go) to school by bus.
- Rosa and I _____ (study) at the same school.
- She _____ (watch) soap opera every day.
- Nelma _____ (have) a professional guitar at home.

6. Write *negative* sentences in your exercise book.

Example: He *speaks* English → He *doesn't speak* English

- Melvin *writes* a blog. →

- b) They *play* tennis on Saturdays. →
- c) We *have* three laptops at home. →
- d) She *goes* to the gym every day. →



Lesson Summary

Dear student, in the above lesson you learnt sport's related vocabulary and how to use present simple to talk about free time activities, ask questions and make negative sentences. Were the exercises difficult? If yes, repeat the lesson so that you can deepen your understanding. If not, please go to the next lesson.

Now, compare your answer with the ones provided in the key below.



Key

1.

Picture	A	B	C	D	E	F	G	H	I	J	K	L
Words	9	12	6	5	8	13	3	11	7	1	10	2

2. Possible answers.

Examples:

- | | |
|-------------------------------------|-------------------------------------|
| a) I like <u>playing football</u> . | f) I am fond of listening to music. |
| b) I don't like swimming. | g) I really like playing the piano. |
| c) I hate riding a bicycle. | h) I don't mind playing chess. |
| d) I am good at cooking. | i) I can't stand camping. |
| e) I am bad at playing tennis. | j) I am keen on climbing dance. |

3. a)

Name	Comes from	Hobby / Favourite sport	Parents' favourite leisure activity / sport	Activities in holidays
Gil	Inhambane	Cooking and reading novels	Cooking	Writing poems and walking
Vina	Nampula	Playing basketball and football	Watching football	Listening to music
You				

b)

Basketball	Listen to music	Cooking	Football	Tennis	Reading books	Swimming	Dancing	Singing
S	NS	NS	S	S	NS	S	NS	NS

4.

- a) cooks, reads
- b) writes
- c) listens
- d) plays

5. a) likes b) eat c) goes d) study e) watches f) has

6. a) doesn't write b) don't play c) don't have d) doesn't go

LESSON 18: Women in sports

Introduction

Dear student, in this lesson you will learn about the experience of the multiple-awarded athletic woman in athletics and her life before athletics. In addition to that, you will deal with the past simple of regular and irregular verbs.



Learning Objectives:

By the end of this lesson, you will be able to:

- Talk about a successful Mozambican athletic woman;
- Describe past actions using the past simple tense of regular and irregular verbs.



For a better understanding of this lesson, you will need 2 hours of study.



Women in sports



Vocabulary

Both = ambos	awarded = premeiado	outskirts = arredores
gold medal = medalha de ouro	railway = caminho de ferro	

1. Before reading

1. Who plays sports in your community: *men*, *women* or *both*?



Picture.23

Reading comprehension

Lurdes Mutola, who later became a recipient of several gold medals, was born in 1972 in Chamanculo, on the outskirts of Maputo, Mozambique's capital. Her father worked for the Railways Company, and her mother was a market vendor. As a young girl, she showed exceptional talent in football, often

playing with boys due to the absence of girls' leagues or teams. In 1988, at the age of 15, she was encouraged to pursue athletics by José Craverinha, a prominent literary figure in Mozambique and a passionate sports enthusiast. Her first coach was Stélio, Craverinha's son, who himself had been a national long jump record holder and had competed in the 1980 Summer Olympics. Initially hesitant due to the demanding training, Mutola eventually realized her immense potential and decided to continue with the sport.

Plans were made for Mutola to join the Lisbon-based Benfica athletics club after a visit to Portugal. However, the Mozambican government denied her permission at the last minute. Despite this setback, Mutola demonstrated her talent by winning a silver medal in the 800 meters at the 1988 African Championships in Annaba, Algeria. This achievement occurred after just a few months of training. Although she ran a personal best time of 2:04.36, Mutola did not progress beyond the first round heats in the 1988 Summer Olympics, as she finished seventh in her heat. It's important to note that Mutola was still only fifteen years old at the time.

Source: Longman Book Grade10



Exercise

1. Read the text and answer the questions using the information from it. Write the answers in your exercise book.

- a) When was Lurdes Mutola born?
- b) What did Lurdes Mutola's parents do?
- c) Why did she play football with boys?
- d) Who was Mutola's first coach?
- e) When did she win 800 metres silver medal

Did you get all the answers correct? If yes, congratulations. If you had difficulties, read the text again and try to answer the questions.

Continue your study with the grammar issues that we present to you below.

Past Simple: regular and irregular verbs

The verbs you underlined in the text are *regular* in the *past simple*. **Remember:**

- The **past simple** is used to talk about finished actions in the past;

e.g.: Lurdes Mutola **played** football with boys.

- The **past simple** form is the same for all persons;

e.g.: I, You, WE, They **played**

He, She, It **played**

II. I Make the **past simple regular (+)** verbs adding **-ed** (see the spelling rules chart below)

e.g.: play – played

award – awarded

finish – finish___

encourage – encourage___

Spelling rules for regular verbs		
infinitive	past	Spelling
Want	wanted	add -ed
play	played	
Dance	danced	Add -d if the verb ends in -e .
Study	studied	-y after a consonant changes to -ied .
plan	planned	If the verb ends in <i>consonant-vowel-consonant</i> , double the final consonant

Positive **Irregular verbs** do not end in **-ed**;

See Irregular verbs list.

Example: go – **went**; eat – **ate**

We use **didn't + infinitive** for negatives;

Example:

a) Lurdes Mutola **didn't join** the Lisbon-based Benfica athletics club.

b) Clarisse **didn't play** to Barcelona.

We use **Did + infinitive** for questions.

Example:

a) **Did** Lurdes Mutola **like** Benfica FC?

b) **Did** Paul **bring** my books?

2. Underline the verbs that end in **-ed** in the text about Mutola. Write the verbs in your exercise book.

Example: awarded

3. Complete the sentences, in your exercise book, with a verb in the *past simple*.

a) Mutola _____ football with boys. (*play*)

b) Dominguez _____ a goal against Rwanda National Team. (*score*)

c) Stelio Craverinha _____ Lurdes Mutola in athletics. (*coach*)

d) _____ Mutola _____ the 800m medal at the 1988 African Championships? (*win*)

e) Mutola _____ to Lisbon-based Benfica Athletics Club. (*not go*)

f) Mozambican government _____ Mutola to go Portugal. (*deny*)

4. Complete the text using the past simple of the verbs in brackets. Do the task in your exercise book.

Last Saturday, Manuel ¹ _____ (go) to visit his father in Inhambane. During his journey, he ² _____ (see) many beautiful landscape and palm trees, he also ³ _____ (meet) many

people in the bus. John ⁴ _____ (get) there very late because the bus ⁵ _____ (leave) Maputo a bit late.



Lesson Summary

Dear student, in this lesson you read a text, which was describing the life and work of one of the most successful Mozambican athletic woman. You were also given some exercises to check your understanding and wrote sentences using past simple of regular and irregular verbs. Did you feel comfortable when studying this lesson? If yes, go ahead. If not, repeat this lesson again.

Now, compare your answers with the ones provided in the key below.



Key

1.

Possible answer

Example: In my community, men and *women* play sports.

1.

- a) Lurdes Mutola was born in 1972.
- b) Her father was working at the railways' company and her mother was a market vendor.
- c) Because there were no leagues or teams for girls.
- d) Stélio Craverinha.
- e) In 1988.

2.

employed, excelled, played, encouraged, competed, used, decided, persuaded, denied, finished.

3.

- | | | |
|-----------|--------------|---------------|
| a) played | c) coached | e) did not go |
| b) scored | d) Did / win | f) denied |

4.

- | | | | | |
|---------|--------|--------|--------|---------|
| 1. went | 2. saw | 3. met | 4. got | 5. left |
|---------|--------|--------|--------|---------|

LESSON 19: What are they doing now?

Introduction

Dear student, in the present lesson you will get to know the use of the present continuous tense. The present continuous tense is a grammatical tense that is used to describe both events that are happening in the present-right now, while a person is talking about something, or in the future- something that may or will happen later on.



Learning objectives

By the end of this lesson, you will be able to:

- Use present continuous correctly.



For a better understanding of this lesson, you will need 2 hours of study.



What are they doing now?



Exercise

1. Look at the pictures below and write a sentence about what is happening in each. Write the answers in your exercise book,



Picture 1. They are playing volleyball.



Picture 2. She -



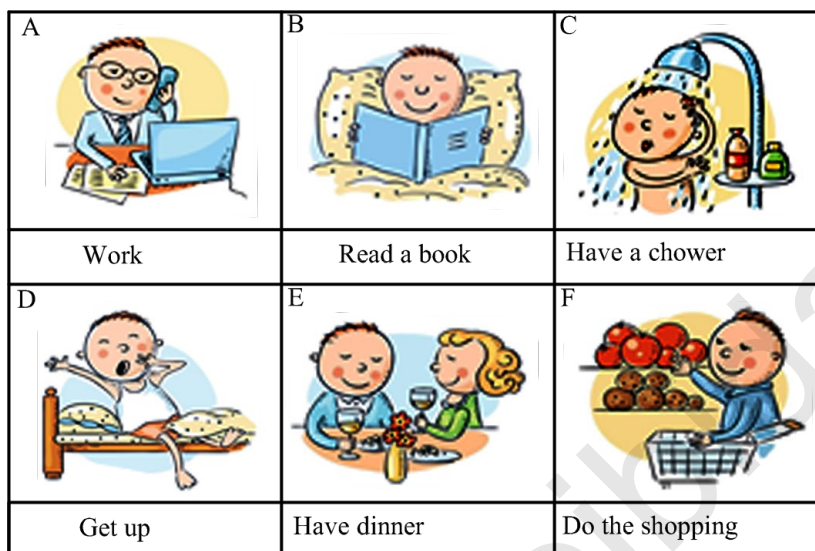
Picture 3. The boys -



Picture 4. Johannes and his family -

Picture 16

2. What **are** you **doing** now? Write the answer in your exercise book.
3. Look at the pictures and say what are Fanuel and Flora doing. Write the answer in your exercise book.



Picture 24

Fanuel is working on the computer.

- a) He →
- b) He →
- c) He →
- d) Fanuel and Flora →
- e) Fanuel →

4. Order the sentences using the present continuous tense. Write the correct sentences in your exercise book. Follow the example.

Example: English / we / have / now → We are having English now.

what / do / you / now / ? → What are you doing now?

- a) to / at the moment / listen / I / African music →
- b) now / people / do / America / what / in / ? →
- c) now / my / watch / on TV / brother / football →
- d) a dictionary / Mapilele / read →

5. Read the dialogue below and put the verbs in brackets in the *present continuous tense*. Write the correct forms in your exercise book.

A. "Over the phone" Hi, Reinildo Mandava. It's Dominguez.

B. Hello, Dominguez. It's good to hear from you. Where are you?

A. I'm here in Spain. I ¹ _____ (play) for Atletico de Madrid. At this moment I ² _____ (visit) Mexer, he ³ _____ (live) near my house. He and his wife ⁴ _____ (plan) to move to another city here in France.

B. That's fine dear friend Reinildo, I ⁵ _____ still ⁶ _____ (live) in South Africa. I ⁷ _____ (feel) good here because I can visit my family whenever I want. What about Zeinadine, ⁸ _____ he ⁹ _____ (work) in France?

A. No friend! He ¹⁰ _____ (play) for Marítimo in Portugal. He ¹¹ _____ also ¹² _____ (live) with his wife. I ¹³ _____ (think) of paying him a visit next week.

B. That's a good idea. It was a pleasure to talk to you, I wish you luck in Spain.



Lesson Summary

Dear student, the lesson you have just finished was a review of the present continuous tense. You consolidated the use of the tense by describing what you were doing at a specific moment. Did you manage to do the activities and exercises correctly? If yes, go to the next lesson. If not, please repeat the lesson again.

Now, compare your answers with the ones provided in the key below.



Key

1.

Picture 2. She is cooking maize.

Picture 3. The boys are washing clothes.

Picture 4. Johannes and his family are watching TV.

2.

Possible answer

Example: Now, I am reading a book.

3.

a) (Has been given as an example).

b) He is reading a book.

- c) He is having a shower
- d) He is getting up.
- e) Fanuel and Flora are having dinner
- f) Fanuel is doing the shopping.

4.

- a) I am listening to African music at the moment.
- b) What are the people doing in America now?
- c) My brother is watching football on TV now.
- d) Mapilele is reading a dictionary.

5.

- 1. am playing
- 2. am visiting
- 3. is living
- 4. are planning
- 5. am
- 6. living
- 13. am thinking

- 7. am feeling
- 8. is
- 9. working
- 10. is playing
- 11. is
- 12. living

LESSON 20: The best football player for me!

Introduction

Dear student, this lesson introduces you to two famous football players in the world and the use of comparative actives to compare people, things, etc.



Learning Objectives:

By the end of this lesson, you will be able to:

- Describe two famous football players;
- Use comparative adjectives to compare their performances.



For a better understanding of this lesson, you will need 2 hours of study.



The best football player for me!



Activity

1. Guess who are the people in the pictures A and B.
 - a. Write their names in your exercise book.



Picture.25

- b. Read the information about the two greatest football players below.

Cristiano Ronaldo	Lionel Messi
Goals: 722	Goals: 769
Assists: 216	Assists: 331
International goals: 99	International goals: 86
Non-penalty goals: 602	Non-penalty goals: 666
Major honours: 29	Major honours: 39
Ballon d'Or trophies: 5	Ballon d'Or trophies: 7
European Golden Shoes: 4	European Golden Shoes: 6

2. Read the information again and answer the following questions. Write the answers in your exercise book.

- Who has scored more goals between Messi and Cristiano Ronaldo?
- Does Ronaldo have more international goals than Messi?
- How many gold soccer balls does Messi have?
- How many non-penalty goals has Ronaldo scored?
- Between Messi and Ronaldo, who is better than the other?

Comparative adjectives

3. Group the words in the box according to their categories (adjectives or *verbs*). Write the categories in your exercise book.

bad	busy	play	fast	score	quick	good	run	tall
-----	------	------	------	-------	-------	------	-----	------

- Adjectives:
- Verbs:

Read the examples below and pay attention to the words in *italics*.

- Messi is *better* than Ronaldo.
- Cristiano Ronaldo is *taller* than Messi.
- Mexer is *older* than Reinildo Mandava.
- Messi is *busier* than José Mourinho.
- A football ball is *bigger* than a volleyball ball.
- Dominguez is *more popular* than Danito.

Note: Use comparative adjectives + than to compare two things, people, etc.

adjective	comparative	
old	older	one-syllable adjectives = add-er
big fat	bigger fatter	adjectives ending one vowel + one consonant = double consonant, add -er
healthy	healthier	one or two-syllable adjectives ending in consonant + y = ier
famous popular	more famous more popular	two or more syllable adjectives = more + adjective
good bad far	better worse farther	Irregular adjectives

4. Fill in the gaps with a comparative adjective + than. Write the correct sentences in your exercise book.

- Central markets are _____ (cheap) than Supermarkets for vegetables.
- It rains a lot in the summer. February is _____ (wet) than July.
- Real Madrid is _____ (good) than Barcelona.
- The task I'm doing is _____ (boring) _____ than the one I did yesterday.
- She is _____ (busy) this year than last year.
- Beira is _____ (far) from Xai-Xai.

5. Use the adjectives in the boxes below to write comparative sentences. Write the sentences in your exercise book.

Tall/short	Hot/cold	Far/near	Fat/slim	Expensive/cheap
-------------------	-----------------	-----------------	-----------------	------------------------



Lesson Summary

Dear student, in the above lesson, you read information about two well-known world football players and answered questions using the information provided in the table. Finally you compared the performance of the two famous players and wrote sentences of your own using comparative adjectives. Did you feel comfortable when studying this lesson? If yes, go ahead. If not, repeat this lesson again.

Now, compare your answers with the ones provided in the key below.



Key

1.

A) Cristiano Ronaldo

B) Lionel Messi

2.

a) Leonel Messi.

c) Messi has 7 golden balls.

e) Messi.

b) Yes, he does.

d) 602 goals.

3.

a) Verbs: play, score, run

b) Adjectives: Bad, busy, fast, quick, good, tall

4.

a) cheaper.

c) better.

e) busier...than.

b) wetter.

d) more boring.

f) far.

5. Possible answers

Example:

1. My Portuguese tutor is taller than my Chemistry one.

2. My pencil is shorter than yours.

3. Summer is hotter than autumn.

4. The month of June is colder than March, in Mozambique

5. The school is farther than the hospital

6. Changara district is near the city of Tete than Macanga district.

7. My Biology tutor's is fatter than yours.

8. My mother is slimmer than my aunt.

9. Nowadays, the bus is more expensive than train.

10. My shoes are cheaper than yours.

Unit 13: Successful and famous

Introduction

Dear student, in the previous unit you learned about entertainment and sports. You also read texts describing free time activities, men and women can practice in sport and dealt with present continuous as well as comparative adjectives.

In this unit you will get to know the life and contribution of local and international celebrities and heroes. For that you will read texts and biographies and do some exercises that will allow you to identify and describe local and international celebrities and heroes.

This unit has 4 lessons, namely:

Lesson 21: My idol

Lesson 22: From Niassa to the World

Lesson 23: Samora Machel, our Hero

Lesson 24: The voice of Africa



Learning objectives

By the end of this unit, you will be able to:

- Identify local and international celebrities;
- Describe local and international celebrities;
- Identify local and national heroes;
- Describe local and national heroes.



For a better understanding of this unit, you need to study for 8 hours.

Learning resources

There will be Grammar books, Course books, Module 3, and hand-outs that will help you to better understand the contents of this unit.

LESSON 21: My idol

Introduction

Dear student, in this lesson you will look at the pictures of famous people and read a text about someone talking about her idol. For that, you will be using the 2nd conditional.



Learning Objectives:

By the end of this lesson, you will be able to:

- Describe your idols;
- Write imaginary sentences using second conditional.



For a better understanding of this lesson, you need to study for 2 hours.



My idol

Look at the pictures below.



Picture. 26



Exercise

1. Now complete the table below by saying who the people in the pictures are. Write the answers in your exercise book.

	Name
The first president of Mozambique.	
He is an American pop artist. He died on June 25, 2009.	

	Name
He is a politician, he said “ Yes we can. ”	
She is a multiple-awarded singer. She is from Maputo.	
The first black president of South Africa.	
He was born in Beira. He wrote <i>The last flight of the Flamingo</i> .	
She is a Mozambican athletics and won Gold Olympic Medal.	
He is a Mozambican singer. He was born in Gaza.	
He said “ I have a dream. ”	Martin Luther King
This artist’s official name is Luís Pereira. He is from Niassa.	

2.

- Write the name of your idol.
- Is he/she an artist, sports player or politician?

Did you get all the answers correct? If yes, congratulations. Proceed studying your lesson with the second conditional.

Second Conditional

The **second conditional** is used to talk about a hypothetical/ imaginary present or future situation and its consequence.

Example

If I [↓]met Stewart Sukuma, I [↓]would ask him for an autograph.

(If + past simple) (would + infinitive)

Second conditional → If I saved money, I would buy a car.

- This is an hypothetical / imaginary situation. This means that I don't actually save money.

3. Now, read the following passage about *Joana Alfredo* talking about her idol and answer the questions that follow. Write the answers in your exercise book.

Hi dear friends!

My name is Joana Alfredo, I'm from Nacala city, in Nampula Province. I like dancing and listening to Music. My favourite singer is *Stewart Sukuma*, he was born in Niassa but now he lives in Maputo, the capital of Mozambique. I like his songs because you can dance and learn something important from them. If I met him, I would ask him for an autograph.

- a) What does Joana like doing? →
- b) What would Joana do if she met her idol? Begin your answer with:
If Joana...

4. Fill in the gaps with the correct form of the verbs (Second conditional). Write the answers in your exercise book.
- a) If I _____ (be) Lurdes Mutola, I would coach many girls.
- b) Joana _____ (see) Stewart Sukuma if she lived in Maputo.
- c) If I were you, I _____ (not miss) Mr. Bow's show.
- d) If I _____ (go) to USA, I _____ (see) Barack Obama.
- e) Michael Jordan _____ (be) my friend if I _____ (play) Basketball.
- f) If Lizha James _____ (not be) a singer, she _____ (be) an actress.



Activity

5. What would you do in the following situations? Write your answers in your exercise book.
- a) If you met your idol?
- b) If you were the Minister of Culture?
- c) If you won a lottery?
- d) If you had a chance to meet Mia Couto?
- e) If you had a lot of money?
- f) If you saw a lion coming towards you?



Lesson Summary

Dear student, in this lesson you read a text about a girl describing her idol, Stewart Sukuma, one of the Mozambican musicians. You have also done some exercises using the information from the text and wrote sentences using the second conditional.

Now, compare your answers with the ones provided below.



Key

2. Possible answers.

Examples:

- My idol is Stewart Sukuma.
- He is a Mozambican singer.

- Joana likes dancing and listening to music.
- If Joana *met* her idol, she *would ask* him for an autograph.

4. a) were. c) would not miss. e) would be...played.
b) would see. d) went...would see. f) were not...would be.

5. Possible answers

- a) I would ask him for an autograph.
- b) I would improve the working conditions of all artists.
- c) I would build houses for underprivileged people.
- d) I would ask him for an autograph.
- e) I would improve the living conditions of my family.
- f) I would hide.

	Name
The first president of Mozambique.	Samora Machel
He is an American pop artist. He died on June 25, 2009.	Michael Jackson
He is a politician, he said “ Yes we can. ”	Barack Obama
She is a multiple-awarded singer. She is from Maputo.	Lizha James
The first black president of South Africa.	Nelson Mandela
He was born in Beira. He wrote <i>The last flight of the Flamingo</i> .	Mia Couto
She is a Mozambican athletics and won Gold Olympic Medal.	Lurdes Mutola
He is a Mozambican singer. He was born in Gaza.	Mr. Bow
He said “ I have a dream. ”	Martin Luther King
This artist’s official name is Luís Pereira. He is from Niassa.	Stewart Sukuma

Lesson 22: From Niassa to the world

Introduction

Dear student, in this lesson you will read a short biography about one of the best musicians in Mozambique. You will also do some exercises to review comparative adjectives.



Learning Objectives:

By the end of this lesson, you will be able to:

- Describe your favourite artist and compare him/her with others.



For a better understanding of this lesson, you will need 2 hours of study.



From Niassa to the world



Activity

Before reading

1. What sort of music do you like listening to?



Exercise

Reading

2. Read the text and say whether the following sentences are true (T) or false (F). Write the answers in your exercise book.

Stewart Sukuma Luis Pereira, known as Stewart Sukuma, was born in 1963, in Cuamba, a small village in Niassa Province. He is a Mozambican famous singer. Sukuma loved music, which made him move far away from his hometown, he went to Maputo, the capital city of Mozambique in 1977. Some years later, Sukuma joined a musical group as a vocalist.



Picture. 27 - Stewart Sukuma

Before recording his first song, he played in bars and nightclubs for many years. It was in these places where he had time to perfect his singing. In 1982 an opportunity arises to participate in a musical contest organized by a figure well-known for his connection with Eduardo

Mondlane, former president of FRELIMO, Eddy Mondlane the oldest son of Eduardo Mondlane. He received an Ngoma Mozambique award in 1983, and has since been described as "Mozambique's most popular male vocalist". Sukuma's songs include "Felizminha", "Xitchuketa Marrabenta", "Sumanga", "Male" and "Why" and more importantly, he sings in Portuguese, English, Swahili, Echuwabo and Xitsonga.

- a) Stewart Sukuma was born in Murrupula.
- b) Sukuma went to Maputo to work as a lawyer.
- c) He spent many years working in bars and nightclubs.
- d) Eddy Mondlane organized a Musical contest.
- e) Stewart won his first prize in 1963.
- f) He sings in four different languages according to the text.

Comparative adjectives – Review

3. Read the text about Stewart Sukuma again and underline all the adjectives. Then write them in your exercise book.

Remember!

To compare people, things, places or actions use:

More + two/more syllables adjective. See example 1 below.

Less + adjective or adverb. See example 2 below.

(Not) as + adjective / adverb + as. See example 3 below.

Like + noun = the same as...

Examples:

- a) Singing in many languages is more important than singing in just one.
- b) Musicians are less relaxed than other artists.
- c) New talents aren't as good as Stewart Sukuma.
- d) He plays some instruments like his late father.

4. Rewrite the sentences so they mean the same. Please, use *as...as*. Write the answers in your exercise book.

Example:

Peter's house *is bigger than* Mary's.

→ Mary's house *isn't as big as* Peter's.

- a) Marrabenta *is more popular than* Kizomba.
- b) Lurdes Mutola *is faster than* Nelsa.

- c) My dog *is fatter than* your dog.



Lesson Summary

Dear student, in this lesson you read a short biography describing the life of Stewart Sukuma, one of the best musicians in Mozambique and did some exercises and an activity using comparative adjectives. Did you feel comfortable when studying this lesson? If yes, go ahead. If not, repeat this lesson again.

Now, compare your answers with the ones provided in the key below.



Key

1. Possible answer

Example:

I like listening to pop music.

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

3. small big far oldest popular

4.

- a) Kizomba isn't as popular as Marrabenta.
- b) Nelsa isn't as fast as Lurdes Mutola.
- c) Your dog isn't as fat as mine.

Lesson 23: Samora Machel, our hero!

Introduction

Dear student, in this lesson you will read a short biography describing Samora Machel's life and work. You will also do some exercises and write sentences using past perfect tense.



Learning Objectives:

By the end of this lesson, you will be able to:

- Describe a national hero;
- Write sentences using past perfect tense.



For a better understanding of this lesson, you will need 2 hours of study.



Samora Machel, our hero!



Activity

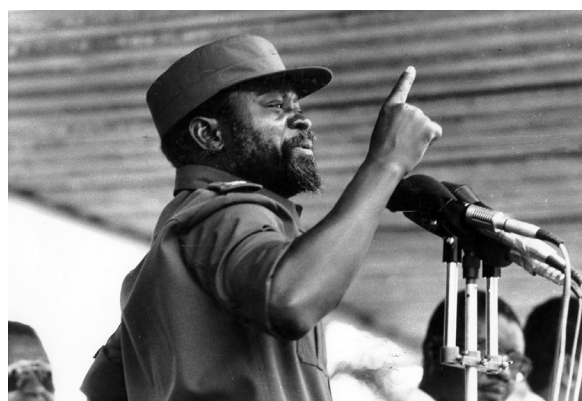
1. Before reading
 - a) Who was the first president of Mozambique?
 - b) What do you know about him?

Reading

2. Read the text and then do the activities that follow. Write the answers in your exercise book.

Biography

Samora Machel was born in September 29, 1933, in Chilembene, Gaza province, in the south of Mozambique. He was a Mozambican politician and the first president of independent Mozambique from 1975 to 1986. Like the great majority of Mozambicans of his generation, he was a shepherd as he grew up in an agricultural village and attended Mission Elementary School. Machel completed grade four, the pre requisite certificate for any higher education. Most youngsters aspired to complete elementary school and perhaps learn



Picture. 28 - Samora Machel

a skill, but most found it difficult. Machel's hopes for higher education were frustrated by catholic missionaries who refused to grant him a scholarship. Without financial assistance it was difficult for most Africans to pay school fees, room and transport. Unfortunately, Samora Machel died in October 19, 1986, in Mbuzini, South Africa.



Exercise

- Where and when was Samora Machel born?
- What grade did Samora finish before looking for higher education?
- Why was it difficult for Samora Machel to get higher education?
- Mention two things that he did before he became the President of Mozambique.
- When and where did he die?

Past perfect

Look at the underlined words on the following sentence:

- Before he went to Maputo he had been a shepherd at an agricultural village.

Note: The sentence above is in the *Past perfect*;

The *past perfect* is used:

- When you are already talking about the past and want to talk about an earlier past action.

Machel was a shepherd before he went to Maputo.

↓
(Early past)

↓
(past event – 2)

- The past perfect is formed with *had/hadn't + past participle*.
- You say/write **had** for all persons; I, You, He, She, It, We and They **had**.
- Sometimes we can use the contraction 'd. → We'd gone home when he arrived.

3. A – Match the sentence halves as in the example.

1. I couldn't pass the exam because ☐ b)

a) he had lost his wallet.

2. When our father arrived ☐

b) I hadn't studied enough.

3. Paula didn't cook the dinner yesterday ☐

c) the strikers had run away

4. I couldn't manage to open the door ☐

d) we had left home.

5. Rafael was so furious because ☐

e) because she had eaten out.

6. When the police arrived ☐

f) because my son had lost the keys.

B - Fill in the gaps with the right form of the verb (Past perfect)

1. We *weren't* allowed to get in because we _____ for booking. (*not phone*)
2. Neyma _____ cooking when her friends arrived. (*not finish*)
3. I passed my last exam because I _____ very hard. (*study*)
4. _____ Joshua _____ when the ceremony started? (*arrive*)

C - ➤ Write sentences telling what you had done before the following events.

- Before you slept. \longrightarrow Before I woke up I *had had* dinner.
- a) Before you took bath.
 - b) Before you ate breakfast.
 - c) Before you arrived at school.
 - d) Before you went home.



Lesson Summary

Dear student, this lesson was about the history of one of the most Popular Presidents Mozambique has ever had, Samora Machel and the use of past perfect to talk about earlier life events. Did you succeed in this lesson about the history of Samora Machel? If yes, well done. Now, you can continue with the next lesson. If not, we advise you to repeat it again.

Now, compare your answers with the ones provided in the key below.



Key

1. Possible answer

Example:

- a) The first President of Mozambique was Samora Moíseis Machel.
- b) I know that he was born in Gaza Province and died in October 19, 1986 in Mbuzini, South Africa.

2.

- a) In September 29, 1933, in Chilembene, Gaza province, in the South of Mozambique.
- b) Grade four.
- c) Because catholic missionaries who refused to grant him a scholarship.
- d) He was a shepherd and attended Mission Elementary School.
- e) Samora Machel died in October 19, 1986, in Mbuzini, South Africa.

3.

A. 2. d) 3. e) 4. f) 5. a) 6. c)

B.

1. hadn't phoned 2. hadn't finished 3. had studied 4. had...arrived

C. Possible answers.

- a) Before I took bath, I had had diner.
- b) Before I had my breakfast, I had had brushed my teeth.
- c) Before I arrived at school, I had done my homework.
- d) Before I went home, I had I had finished my research project.

LESSON 24: The voice of Africa

Introduction

Dear student, in this lesson you will get to know about the life of an iconic African leader as well as his inspiring thoughts and report them using Indirect Speech.



Learning Objectives:

By the end of this lesson, you will be able to:

- Describe an African leader who has contributed for the liberation of some African countries;
- Write sentences using the reported speech.



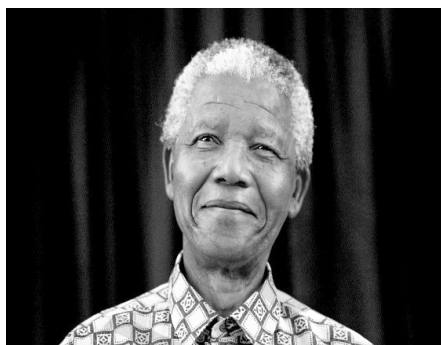
For a better understanding of this lesson, you will need 2 hours of study.



Mandela's life

I. Reading

Read the following information about **Nelson Mandela**.



Picture. 29 - Nelson Mandela

Full name: Nelson Rolihlahla Mandela

Born: 18th July, 1918

Hometown: Mvezo, South Africa

Time in prison: 27 years

Occupation: President of South Africa and civil rights activist

Died: 5th December, 2013

Best known for: Becoming the first black President of South Africa and a civil rights hero. Also known as: Madiba

Nelson Mandela said:

“Education is the most powerful weapon which you can use to change the world.”

“Resentment is like drinking poison and then hoping it will kill your enemies.”

“I am not a saint, unless you think of a saint as a sinner who keeps on trying.”

“I am the captain of my soul.”

“A winner is a dreamer who never gives up”

The quotes (sentences that are in inverted commas) above are all in the direct speech. In the direct speech, a speaker reports what someone else said exactly as the original speaker said it.

Example:

"I am the captain of my soul." – said Mandela

- In indirect speech a speaker reports what someone else said in their own words without changing the original speaker's meaning.

Example: Mandela said (that) *He was the captain of his soul.*



Other changes:

Direct speech	Indirect speech
This	That
These	Those
I/You	He/She
We	They
They	They
Tomorrow	The following day
Now	At that moment
Yesterday	The day before
Today	That day



Exercise

1. Put the following sentences into the reported speech. Write the sentences in your exercise book.

Example: "I love you." → He told her *that he loved her.*

- a) "I'm hungry." → He told her he
- b) "I don't like sad films." → He told her he
- c) "I will call the doctor." → He said he
- d) "I bought a new phone." → Paul told us that he
- e) "I live in the city centre." → She said that she
- f) "We can't do it." → They said that they
- g) "I saw Eclipse at the cinema." → Julie said that she

2. Rewrite, in your exercise book, the following quotes from Nelson Mandela into Reported Speech.

- a) "Education is the most powerful weapon which you can use to change the world."
- b) "Resentment is like drinking poison and then hoping it will kill your enemies."
- c) "I am not a saint, unless you think of a saint as a sinner who keeps on trying."
- d) "I am the captain of my soul."
- e) "A winner is a dreamer who never gives up."



Lesson Summary

Dear student, in this lesson you read the information about Nelson Mandela, an iconic African leader and his inspiring thoughts. You also did some exercises using the direct and indirect speeches. Did you succeed in this lesson about the life of Nelson Mandela? Well done. Now, you can continue with the next lesson. If not, we advise you to repeat it again.

Now, compare your answers with the ones provided in the key below.



Key

1.

- a) She said that she was hungry.
- b) He told her he didn't like sad films.
- c) He said he would call the doctor.
- d) Paul told us that he had bought a new phone.
- e) She said that she lived in the city centre.
- f) They said that they couldn't do it.
- g) Julie said that she had seen Eclipse at the cinema.

2.

- a) He said education was the most powerful weapon, which you could use to change the world.
- b) He said resentment was like drinking poison and then hoping it would kill the enemies.
- c) He said he was not a saint, unless they thought of a saint as a sinner who kept on trying.
- d) He said he was the captain of his soul.
- e) He said a winner was a dreamer who never gave up.

Unit 14: Doing business

Introduction

Dear student, in the previous unit you read biographies of famous people in the country and in the world as well as the impact of their contribution for the liberation of countries around the world.

In this unit, you will get to know different ways in which people do business, the expressions they use as well as ways of writing formal, informal and complaint letters.

This unit has 4 lessons, namely:

- **Lesson 25:** Doing business
- **Lesson 26:** Cross border business
- **Lesson 27:** At the bank
- **Lesson 28:** Complaint letter



Learning objectives

By the end of this unit, you will be able to:

- Define business;
- Identify different ways people do business;
- Use appropriate expressions used in business;
- Write formal, informal and complaint letters.



For a better understanding of this unit, you will need 8 hours of study.

Learning Resources

There will be sample texts, extracts of texts and pictures describing different kinds and ways people use to do business that will help you to better understand the contents of this unit.

Lesson 25: Doing business

Introduction

Dear student, in this lesson you will get to know different ways in which people do business as well as the expressions they use when doing business.



Learning Objectives:

By the end of this lesson, you will be able to:

- Define what business is;
- Use business expressions correctly;
- Name places that do business.



For a better understanding of this lesson, you will need 2 hours of study.



Doing business



Vocabulary

Market = mercado	Buy = comprar	Change = trocar	Currency = moeda
Shop = loja	Sell = vende	Money = dinheiro	

Look at the pictures!



Picture. 30

What is being portrayed in them?

Hum Surely you noticed that they are pictures that have something to do with business, that is, the sale and purchase of something, business.

What is business then?

Business – the activity of buying or selling goods or services that is done by individuals or companies. As you can see from the definition, whatever you are buying or selling, you involve yourself in the process of business.

Reading

Read the text and answer the questions that follow. Write the answers in your exercise book.

I am João Francisco and I live in Namaacha. I speak Changana, Portuguese and Siswati. I am a businessman. I buy goods from Eswatini and I come to sell them in Namaacha and Maputo. I sell food, clothes, wine, beer, cigarette and bread. I face problems when I am in Eswatini because I do not speak English and most of the shops where I buy my goods from belong to Indians who do not speak Siswati. I usually have to take someone who speaks



Picture. 31

English to help me to communicate when I go shopping in Eswatini. I envy my two sons who are learning English at school. I wish I had learnt English when I was at school. Today I would not be facing all these problems. Some of my friends advised me to attend night classes, but I do not have time as I have to deliver the goods to my customers. I wish that one day one of my children will teach me English.

Source: Module 4 of English for 1st cycle



Exercise

- Write the synonyms of these words. Write the answers in your exercise book.
 - Envy
 - Goods
 - Attend
 - Customer
- Answer the questions using the information from the text above. Write the answers in your exercise book.
 - How many languages does Joao speak?
 - What is his profession?
 - What problems does he face when he's in Eswatini?
 - How does he solve the problem?
 - What was he advised to do by many of his friends?

Now pay attention to the information that follows.

When we are involved in activities that have to do with business, we use expressions like...

- *I am going to the market to buy some tomatoes;*
- *Rosalina is planning to start a hotel business;*
- *Maputo shops sell all sorts of products;*
- *Matola companies sell cement, biscuits and butter.*



Places where we can do business are called *companies, markets, shops, supermarkets, industries or factories, banks, exchange houses, hotels, airline companies, private institutions, guest houses, lodges, travel agencies, transport enterprises, etc.*

Depending on what you look for, run, buy or sell, you choose the right place to do it.

Example:

- *I am going to the market to buy some carrots and 5 kg of rice;*
- *There are fashion clothes on sale;*
- *Computers are very useful in business;*
- *I want to run personal business;*
- *Their hotel provides services of very good quality;*
- *The Mozambican airline's tickets are on sale;*
- *I am looking for an exchange house that offers a better exchange rate;*
- *I don't think he is running a good business;*
- *They don't mind standing in the sun looking for bargainers.*



Lesson Summary

Dear student, in this lesson you learnt different types of expressions used in the business world. You also found synonyms of words used in the passages and answered questions using the information from the text. Did you manage to answer all the questions correctly? If yes, go to the next lesson. If not, please repeat the lesson again.

Now, compare your answers with the ones provided in the key below.



Key

1.

- a) Envy – jealousy
- b) Goods – belongings, merchandises
- c) Attend – join
- d) Customer – client

2.

- a) He speaks 3 languages.
- b) He is a businessman.
- c) He does not speak English and the owners of the shops where he buys his goods only speak English.
- d) He usually takes someone who speaks English to help him to communicate.
- e) He was advised to take night classes.

LESSON 26: Cross border business

Introduction

Dear students, in this lesson you will discuss issues related to cross border business and get to know the steps that one has to take if he or she wants to do this kind of business.



Learning Objectives:

By the end of this lesson, you will be able to:

- Identify some of the countries Mozambique does business with;
- Indicate steps used when doing cross border business.



For a better understanding of this lesson, you will need 2 hours of study.



Cross border business



Vocabulary

Cross border = negócio fronteiriço	Taxes = taxas	Strategy = estratégia
Manufacturing = fabricar	Restrictions = restrições	Transfers = ligações
Financial = financeiro	Free flow = livre fluxo	Available = disponível

Look at these pictures!



Picture. 32

What is cross border business?

Going cross border opens up opportunities to gain new customers. People are buying more products outside their home country. From clothing and jewellery to travel packages, customers see more value in buying products around the world.

The act of selling a product from one country to the buyer of another via B2C (business to customer) is cross-border trade. This means that buyers who want transactions and offers that are available across the border, buy products from sellers of that country, and this is cross-border trade.

If for instance someone wants to start this kind of business, here are some steps for success in Cross-Border business:

- Identify and sort potential markets for your products.
- Check for product restrictions in the foreign markets you're interested in.
- Determine a pricing and tax strategy that fits the market you want to reach.
- Consider partnering with a third-party logistics service.

Why is cross border e-business important?

Cross-border information transfers allow businesses and consumers access to the best available technology and services, wherever those resources may be located around the world. The free-flow of data across borders benefits all industry sectors, from manufacturing to financial services, education, health care and beyond.



Exercise

1. Answer the questions using the information from the text above. Write the answers in your exercise book.
 - a) According to the pictures, what countries do cross border business with Mozambique?
 - b) Define cross border business.
 - c) How many steps should be followed when someone wants to succeed in business?
2. Find antonyms of the following words used in the text and write them in your exercise book.

a) Opens	b) Buy	c) Start	d) Important
----------	--------	----------	--------------



Lesson Summary

Dear student, in this lesson about cross border business, you looked at the pictures that represent cross border business, read a passage describing the kind of activities that can be developed using cross border business, did some exercises and found antonyms of the words that were used in the passage. We hope that you are now able to explain what cross border is and how it is done. Did you feel comfortable when studying this lesson? If yes, go ahead. If not, repeat this lesson again.

Now, compare your answers with the ones provided in the key below.



Key

1.

- a) They can be Eswatini, South Africa and Zimbabwe.
- b) It is the act of selling a product from one country to the buyer of another country.
- c) There are 4 steps.

2.

- a) Opens – closes;
- b) Buy – sell;
- c) Start – finish;
- d) Important – unimportant/ not valuable.

Venda proibida

LESSON 27: At the bank

Introduction

Dear student, in this lesson, you will get to know different expressions used when using an ATM in a bank. You will also get information on how you can open a saving bank account as well as the requirements for opening it.



Learning Objectives:

By the end of this lesson, you will be able to:

- Follow instructions for using an ATM;
- Name documents used for opening a bank account.



For a better understanding of this lesson, you will need 2 hours of study.



At the bank



Vocabulary

ATM = caixa automática

Bank account = conta bancária

Insert a card = inserir cartão

Debit = debito

Savings = poupança

Loans = empréstimos

Bank manager = gerente do banco

PIN = número de identificação pessoal

Saving account = conta poupança

Request = pedido

Reputed = de reputação / credível



ATM



POS

Picture. 33

How is the ATM used?

Good practices for safe ATM transactions

1. Use your hand to cover the keypad while using an ATM card at the ATM or POS machine.
2. Never share your PIN/Card details.
3. Never write the PIN on your card.

4. Do not respond to text messages, emails or calls asking for your card details or PIN.

What are safety guidelines for ATMs?

Always protect your ATM card and keep it in a safe place, just like you would do with cash, credit cards or checks. Do not leave your ATM card lying around the house or on your desk at work. No one should have access to the card but you. Immediately notify your bank if it is lost or stolen.



Exercise

1. Read the instructions in the passage and complete the sentences. Write the completed sentences in your exercise book.
 - a. You have to cover the keypad whenever you use an _____
 - b. You cannot share the _____ of your ATM card.
 - c. You have to check everything before you _____ the ATM.
 - d. Your _____ must be kept in a safe place.
2. Say whether the sentences are true (T) or false (F). Write the answers in your exercise book.
 - a. It is possible to have an ATM card without opening a bank account. _____
 - b. The PIN number can be shared with the bank manager. _____
 - c. Messages, emails and calls asking for PIN numbers must not be answered. _____
 - d. ATM means Automated Transfer Mechanism. _____

A letter for opening a bank account

Date: 6th September 2022

To
The Branch Bank Manager
Nicoadala,

Subject: Request to open a new saving account

Accept this letter as my formal request to open an account in your bank. My name is Joana de Sousa, a permanent resident of Pemba and I am interested in opening a new saving account with your reputed bank. I am enclosing the required filled application form, my ID and two photographs.

Thank you

Regards,

Joana de Sousa

3. Answer these questions about the letter. Write the answers in your exercise book.
- a) Why is Joana writing the letter?
 - b) Who does she write the letter to?
 - c) Where does Joana live?
 - d) What documents does she enclose?
4. Find, in the letter, words that mean the same as the following. Write them in your exercise book.
- a) Communication
 - b) Official
 - c) Eternal
 - d) Original
 - e) Completed



Lesson Summary

Dear student, in this lesson about “At the Bank” you read passages which were giving you instructions and guidelines on how to use the ATM card. You also read a letter requesting to open a new saving account. Finally, you did some exercises. Were the exercises difficult? If yes, repeat the lesson so that you can deepen your understanding. If not, please go to the next lesson.

Now, compare your answers with the ones provided in key below.



Key

- 1.
- a) You have to cover the keypad whenever you use an **ATM**
 - b) You can not share the **PIN** of your ATM card.
 - c) You have to check everything before you **use** the ATM.
 - d) Your **ATM Card** must be kept in a safe place.
- 2.
- a) F
 - b) F
 - c) T
 - d) F
- 3.
- a) Because she wants to open a new saving account.
 - b) She is writing the letter to the Branch Bank Manager.
 - c) She lives in Pemba
 - d) She enclosed the application form, her BI and two photographs.

4.

- a) Communication = letter
- b) Official = formal
- c) Eternal = permanent
- d) Original = new
- e) Completed = filled

Venda proibida

Lesson 28: Complaint letter

Introduction

Dear student, in this lesson you will get to know different expressions used when writing a complaint letter to the bank. You will also get information on how you can open a bank account as well as the requirements for using it.



Learning Objectives:

By the end of this lesson, you will be able to:

- Write a complaint letter for not good services offered in a bank;
- Use bank expressions correctly.



For a better understanding of this lesson, you will need 2 hours of study.



Complaint letter



Vocabulary

Letter = carta	Higher authority = instância superior
Incident = incidente	Bank statements = extracto bancário
Disappointed = desmoralizado	Branch = sucursal
Due time = tempo útil	

Look at this complaint letter

To Bank Manager

Dear Bank Manager

I'm writing this letter because of an alarming incident that my mother experienced with your bank. She is trying to find a solution but there isn't any. The option now is to raise the problem to the Bank Manager.

Some months ago, she opened an account with your bank. While opening the account, she mentioned that she wanted bank statements every month in due time. But she has never received the statements in time till today.

She went to the concerned branch, where the bank official asked her to write an application requesting the issue of statements in time.

She completed the process. But, one month has passed, and she is yet to receive the statements. And the problem is not getting solved.

She is very disappointed with what happened and she is strongly considering to take her business to another bank. She hopes you can change her mind by providing an adequate and satisfying solution to her problem as well as taking the necessary precautions to prevent such incidents in the future.

Thank you for your understanding.

Regards,

Roberto Salazar Saulino

Adapted from:

https://www.google.com/search?q=sample+of+a+complaint+letter+from+a+person+to+the+bank&rlz=1C1CHBD_enMZ877MZ87

[9&oq](#)



Exercise

1. Answer the questions using the information from the letter above. Write the answers in your exercise book.

- Why is Roberto writing a letter to the manager?
- When did Roberto's mother open the bank account?
- What did the bank official ask her to do?
- What is she planning to do if the bank does not solve her problem?



Activity

2. Write a complaint letter of your own complaining about services that were provided to you and you were not satisfied with the quality you were expecting to have. Write the letter in your exercise book. Use the following expressions:

- I am writing this letter...
- Last month or two years ago or in February...
- Best regards or kind regards or best wishes...



Lesson Summary

Dear student, in this lesson you read a letter of complaint, answered some questions using the information from it and finally, you wrote your own letter complaining about some of the services

which were offered to you and you were not happy. Did you succeed in writing the complaint letter? Well done. Now, you can continue with the next lesson. If not, we advise you to try it again.

Now, compare your answers with the ones provided in the key below.



Key

1.

- a) He is writing the letter to alert the bank manager about an alarming incident that his mother experienced.
- b) She opened it some months before.
- c) He asked her to write an application requesting the issue of statements in time.
- d) She is planning to take her business to another bank.

2.

Possible letter

Example:

Complaint Letter for poor service

Date 20th June 2022

Customer Service Manager

Subject: complaint letter for Poor Service

Mr/ Mrs (Name)

My name is (.....) I'm writing this letter to complain to you about the poor services provided by your company. The network you have provided me is not working properly and it is always fluctuating, which resulted in dropping the line.

I am a worker in a company and most of my work is done from home. So, I am not able to finish my work because of this network issue. I have raised the complaint many times by calling your customer representative, but up to now there was no solution to the problem.

I hereby request you to resolve the problem as soon as possible or else I will stop using your service. I would like to inform you that this month I am not going to pay for your service unless the problem is resolved.

Yours faithfully.

(Name)

Signature

Unit 15: Shopping

Introduction

Dear student, in the previous unit you learned different ways in which people do business, read texts describing cross border business, got to know expressions used at the bank and wrote formal and informal letters.

In this unit you will learn different types of shops and shopping places, items sold in them, how to make a shopping list and write letters ordering goods.

There are 3 lessons in this unit, namely:

Lesson 29: Shopping places

Lesson 30: Going shopping

Lesson 31: Shopping expressions



Learning objectives

By the end of this unit, you will be able to:

- Describe different types of shops and shopping places;
- Discuss the importance of bargaining when shopping;
- Compare points of views; prices, culture, norms / ways of dressing;
- Name items sold in different types of shops and shopping places;
- Describe different items (clothes, food, tools...) colour, size, shape;
- Write simple letters ordering goods.



For a better understanding of this unit, you will need 6 hours of study.

Learning resources

There will be short texts and pictures that will help you to better understand the contents of the unit.

LESSON 29: Shopping places

Introduction

Dear student, in this lesson, you will learn different types of shops, identify shopping places, and name the items sold in them.



Learning Objectives:

By the end of this lesson, you will be able to:

- Identify different types of shops and shopping places;
- Describe items sold in different types of shops and shopping places.



For a better understanding of this lesson, you will need 2 hours of study.



Shopping places



Vocabulary

Bakery = pastelaria/ padaria	Pharmacy / Chemist's = farmácia
Baker's = padeiro/ pasteleiro	Restaurant = restaurante
Bookshop = livraria	Clothes shop = loja de roupas
Liquor store = loja de bebidas	optician = óptica
Butchery = talho	Jewellery = joalheria
Cell shop = loja de telemóveis	Shoes Shop = sapataria
Grocery = casa de verduras /	Flower shop = florista
Hardware store = loja de ferragem	Furniture shop = loja de mobílias
Petrol station = bombas de combustível	

Types of shops: *Where do you buy bread? Where do you buy books? Where do you buy clothes? Where do you buy meat? If you want to eat, where do you go?* Every item has its own shop.

Now look at the following shops.



Picture. 34

Read and learn this vocabulary:

Place	Things sold
Bakery / Baker's	The place where we buy bread and cakes
Bar	The place where you go to drink alcohol
Bookshop	The place where you buy books
Liquor store	The place where you buy alcohol
Butcher's	The place where you buy meat
Cell shop	The place where you buy cell phones
Grocery / Grocer's	The place where you buy vegetables
Hardware store	The place where you buy building materials
Market	The place where you buy food stuff
Newsagent's	The place where you buy newspapers
Petrol station	The place where you buy petrol, paraffin
Pharmacy / Chemist's	The place where you buy medicine
Restaurant	The place where you go to eat





Place	Things sold
Clothes shop	The place where you buy clothes
Take-away restaurant	The place where you buy food or take away
Optician	The place where you buy sunglasses
Jewellery	The place where you buy earrings or necklaces
Shoes Shop	The place where you buy boots or shoes
Flower shop	The place where you buy flowers
Furniture shop	The place where you buy furniture



Exercise

1. Choose the right alternative on what you can buy in these shopping places. Write the answers in your exercise book.

A  1 - Kettle 2 - Plant 3 - Bread	B  1 - Coffee 2 - book 3 - Chair	C  1 - Chicken 2 - Dress 3 - Toothpaste	D  1 - Hammer 2 - Cheese 3 - Van
E  1 - Aspirin 2 - Necklace 3 - Stamps	F  1 - Dress 2 - Toaster 3 - Bread	G  1 - Doll 2 - Cough mixture 3 - Flowers	H  1 - Settee 2 - Book 3 - Cheese
I  1 - Plant 2 - Melom 3 - Cooker	J  1 - Tea 2 - Camera 3 - Medicine	K  1 - Table 2 - Earrings 3 - Banana	L  1 - Buns 2 - Pencil 3 - Guitar

<p>M</p>  <p>1 - Newspaper 2 - Wine 3 - Oranges</p>	<p>N</p>  <p>1 - Hairdryer 2 - Sunglasses 3 - Flour</p>	<p>O</p>  <p>1 - Bracelet 2 - Paint 3 - Cat</p>	<p>P</p>  <p>1 - Boots 2 - Sugar 3 - Fridge</p>
--	--	---	--

Picture.35

2. Where can you buy a book?
3. Where can you buy a car?
4. Where can you buy an aspirin?
5. Where can you buy meat, clothes, sugar, vegetables and fish in your community?

Follow this example and write the answers in your exercise book.

Example: Where can you buy vegetables?

I can buy vegetables at the grocer's.



Lesson Summary

Dear student, in this lesson you have learnt different types of shops and shopping places and the products you can buy in them. You have also done some exercises that helped you to deepen your understanding of the lesson. Were you able to do them correctly? If yes, well done. If not, repeat the lesson again and again until you get the exercises correct.

Now, compare your answers with the ones provided in the key below.



Key

1

- | | | | |
|------------|-------------|-------------|---------------|
| a) bread | e) aspirins | i) melon | m) newspaper |
| b) book | f) dress | j) tea | n) sunglasses |
| c) chicken | g) flowers | k) earrings | o) paint |
| d) van | h) settee | l) guitar | p) boots |

2. bookshop

3. car dealer

4. pharmacy/ chemist's

5. Possible answer

Example: I can buy meat at the butcher's.

Other answers can also be accepted.

LESSON 30: Going shopping

Introduction

Dear student, in this lesson you will learn how you can interact with a shop assistant when you want to buy something.



Learning Objectives:

By the end of this lesson, you will be able to:

- Ask for the price of the products;
- Discuss the price of items.



For a better understanding of this lesson, you will need 2 hours of study.



Going shopping



Vocabulary

Look for = procurar	It costs =isto custa	Size = tamanho
changing/ fitting room = vestiário	Cash =dinheiro vivo	Change = troco
How much? = Quanto custa?	Try on = experimentar	Expensive = caro

Read this dialogue.

Dialogue:

Shop Assistant: Hello, can I help you?

Customer: Hello, yes please! I am looking for a dress.

Shop Assistant: Which colour do you prefer?

Customer: I like red.

Shop Assistant: And what size do you need?

Customer: I wear a medium size.

Shop Assistant: Ok in your size we have these two models. Do you want to try them on?

Customer: Oh, they are very beautiful! Yes, please. Where is the changing room?

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

Customer: Ok, thanks.

(a few minutes later)

Shop Assistant: Do they suit you?

Customer: Yes, I like the black one. How much is it?

Shop Assistant: It is 350mts.

Customer: It is very expensive. Have you got anything cheaper?

Shop Assistant: Yes, of course. This blue dress is very similar and it costs only 250mts.

Customer: Ok, it's perfect. I'll take it and I'll pay you in cash. Here you are.

Shop Assistant: Thank you. Here is your change.

Customer: Thank you. Good bye.

Shop Assistant: Good bye. Have a nice day!



Exercise

1. What is this dialogue about?
2. Say whether the following sentences are **true (T)** or **false (F)**. Write the answers in your exercise book.
 - a) The customer wants to buy a suit.
 - b) The customer prefers a black dress.
 - c) The customer bought a blue dress.
3. Answer the following questions. Write the answers in your exercise book.
 - a) Where is the costumer?
 - b) What is the customers' favorite colour?
 - c) How much is the black dress?
 - d) Where is the changing/fitting room?



Vocabulary review

Colours

						
Blue	Green	Orange	Yellow	Purple	Brown	Red
						
Black	Gold	Pink	Gray	White	Silver	

Picture. 36

Clothes





Lesson Summary

Dear student, in this lesson you read a dialogue between a shop assistant and a customer and learnt how to ask for an item and its size and price. After that you were exposed to the vocabulary related to colours and clothes. Finally, you did some exercises which have helped you to deepen your understanding of the lesson. Did you manage to do the activities and exercises correctly? If yes, go to the next lesson. If not, please repeat the lesson again.

Now, compare your answers with the ones provided in the key below.



Key

Possible answer

1. It is about buying clothes

2. a) F b) F c) T

3.

a) in the dressing shop

b) red

c) 350mts

d) at the end of the corridor

LESSON 31: Shopping expressions

Introduction

Dear student, in this lesson, you will get to know some expressions used when shopping and how to make payments.



Learning Objectives:

By the end of this lesson, you will be able to:

- Use shopping expressions;
- Discuss different types of payments.



For a better understanding of this lesson, you will need 2 hours of study.



Shopping expressions



Vocabulary

credit card = cartão de crédito

VAT = IVA

home delivery = entrega ao domicílio

monthly installments = prestações mensais

1. Reading

Read the dialogue between Sandra and the Shopkeeper

Shopkeeper: Can I help you?

Sandra: Yes, I'm looking for a computer and I would like to see that one. How much is it?

Shopkeeper: It's 12,500Mts. Are you paying in cash or with a credit card?

Sandra: I haven't brought any credit cards with me. Do you accept cheques?

Shopkeeper: Yes, and you can also pay by bank transfer or monthly instalments.

Sandra: I will pay by cheque. Any discount on the price?

Shopkeeper: Well, it will be 12,000Mts.

Sandra: Sorry, is VAT included?

Shopkeeper: Yes, madam. We can also deliver the computer at your address.

Sandra: Here is the cheque.

Shopkeeper: Thank you. What is your address?

Sandra: No thanks, I don't need you to deliver it. I have my car outside.

Shopkeeper: Have a nice day.

Sandra: Bye!

Look at this sentence:

Sandra asked for a price reduction, because she wants to use her money wisely.



Exercise

1. The above sentence gives a reason why Sandra went to the shop. Using this and other information from the dialogue, answer the questions that follow. Write the answers in your exercise book.

- a. What does Sandra want to buy?
- b. How much does the computer cost?
- c. How is she going to pay for it?
- d. How much did she pay for the computer?
- e. What forms of payment are mentioned in the dialogue
- f. Was VAT included in the price?
- g. How did she take the computer home?
- h. Why was the shopkeeper asking for Sandra's home address?

Did you answer the questions correctly? Well done. Now, look at the expressions commonly used in shopping environments.

Useful shopping expressions

Shop Assistant

- . Can I help you?
- . What can I do for?
- . Are you being served?
- . Sorry, we don't sell stamps.
- . Anything else?
- . It's on offer.
- . Buy two for the price of one.
- . How much/many would you like?
- . What size do you take?
- . Sorry, we are out of bread.
- . Would another colour do?
- . Would you like to try it on?
- . The fitting room is over there.
- . The dress suits you very well.
- . Pay at the cash desk/till, please.
- . I'll take this to the cash desk /till for you.
- . Here you are. /Here you go.
- . You're welcome.
- . That's 20 euros/euro altogether
- . You don't happen to have any change, do you?
- . We only accept Visa cards.
- . How would you like to pay?
- . Here's your change.

Customer

- . I need....
- . I'd like a bottle of milk, please.
- . Have you got souvenirs?
- . Do you sell stamps?
- . Where can I buy post cards?
- . Where can I get a film for my camera?
- . Where can I find newspapers?
- . I'm looking for a jumper.
- . It doesn't fit me.
- . It doesn't suit me.
- . I don't like it.
- . It's too small / big/wide/loose/tight/expensive.
- . I'm size...
- . Have you got this in another size/colour?
- . May I try this on, please?
- . Where can I try this on, please?
- . How much is it?
- . That's all.
- . Where is the cash desk /till?
- . Could I get a receipt, please?
- . Could I get a (plastic) bag, please?
- . (I'm afraid/ sorry) i don't have any change.
- . Do you accept credit cards?

Let's look at some grammar aspects related to the functioning of the language. This time you will get to know how to ask questions in a simplified way.

Question tags

Question tag is a small question at the end of a statement. It is formed with the auxiliary or modal verb from the statement and the appropriate subject. Question tags are generally used when asking for agreement or confirmation.

A. A positive statement is followed by a negative question tag.

Example:

- a) Jaime is from Gaza, *isn't he?* (Jaime= he, is turns to isn't).
- b) You are a teacher, *aren't you?* (you= you, are turns to aren't).

B. A negative statement is followed by a positive question tag.

Example:

- a) Maria can't speak English, can she? (Maria= she, can't turns to can).
- b) He shouldn't say things like that, *should he?* (He=he, shouldn't turns to should).

2. Underline the correct question tag.

- a) He is your friend, aren't /isn't he?
- b) His mother drives a car, don't/ doesn't she?
- c) Lurdes won't come to the party, does/ will she?
- d) She mustn't go alone, must/ mustn't she?
- e) Mike can't drive a car, can/ can't he?
- f) The cakes are tasty, isn't/ aren't they?
- g) It is Monday, isn't/ aren't it?
- h) We like coffee, doesn't/ don't we?

3. Write, in your exercise book, the correct tag.

- a) You must come to the party, _____?
- b) Sandra doesn't like cooking, _____?
- c) You are on duty, _____?
- d) Julio hasn't got a dog, _____?
- e) They didn't bring books, _____?
- f) He is a Doctor, _____?
- g) You don't watch TV, _____?
- h) Your car isn't expensive, _____?



Lesson Summary

Dear student, in this lesson you got to know the shopping expressions from the list presented. In the grammar section, you learnt the use of question tags also known as tag questions for both affirmative and negative sentences. Finally, you did some exercises for a better understanding of the contents of

the lesson. Were the exercises difficult? If yes, repeat the lesson so that you can deepen your understanding.

Now, compare your answers with the ones provided in the key below.



Key

1.

- a) She wants to buy a computer.
- b) It costs 12.500Mts.
- c) By cheque.
- d) She paid 12.000Mts.
- e) In cash, with a credit card, by bank transfer or monthly installments.
- f) Yes, it was.
- g) She took it in her car.
- h) Because he wanted to deliver the computer there.

2.

- | | |
|-----------------|-----------------|
| a) Isn't he? | e) can he? |
| b) doesn't she? | f) aren't they? |
| c) will she? | g) isn't it? |
| d) must she? | h) don't we? |

3.

- | | |
|-----------------|--------------|
| a) mustn't you? | e) did they? |
| b) does she? | f) isn't he? |
| c) aren't you? | g) do you? |
| d) has he? | h) is it? |



PREPARATION TEST - MODULE 2

SECTION I: READING

Read the following passage then, choose the correct alternative (A, B or C).

A more modern way to preserve food was discovered in 1809 by inventor called Nicollas Appert. He found that if food is heated at high temperatures and then sealed in a container, the food lasts for months. This is because the bacteria are killed when they are heated and cannot grow again without air. Vegetables and fizzy drinks in cans, and jam and juice in bottles are preserved using these methods. There are many other methods like salting, freezing and smoking beside this method of food preservation.

dapted from internet

Choose the correct answer according to the above text.

1. This text talks about the way ...
A. to cook B. to preserve food C. to drink
2. The method for food preservation referred to is...
A. canning B. freezing C. salting
3. This method was discovered by ...
A. Napoleon B. Rush C. Nicollas Appert
4. Beside this method of canning, there are smoking, salting, and ...
A. spoiling B. preserving C. freezing
5. The advantage of sealed food in a container, the food ...
A. last few days B. last for months C. last years

SECTION II: Grammar

6. The shop is _____ the bank and supermarket.
A. on B. behind C. between
7. The clock is _____ the wall.
A. on B. behind C. in

8. _____ many pencils are there?
A. how B. who C. what
9. _____ are you so happy?
A. how B. why C. what
10. _____ do you visit your friends? On Sundays.
A. how B. why C. when
11. We _____ eat more vegetables.
A. shouldn't B. should C. can
12. She _____ smoke so much.
A. shouldn't B. should C. can
13. Thomas needs _____ box of coloured pencils to finish his picture.
A. an B. the C. a
14. There _____ (to be) apples
A. are B. is C. am
15. There _____ (to be) milk in the fridge.
A. are B. is C. am
16. I _____ (to be) fine, thank you.
A. are B. is C. am
17. The boxes _____ (to be) loaded by the workers.
A. is B. are C. be
18. The test _____ (to be) prepared by the teacher.
A. is B. are C. be
19. He _____ (run) now.
A. run B. runs C. is running

20. The teacher _____ (teach) at this moment.
A. teaches B. teach C. is teaching

SECTION III: Vocabulary

Read the text and answer the questions below:

My friends are important to me. They are always there when I need them. I like to spend time with my friends. My friends keep me happy.

21. This text is talking about my _____.
A. friends B. teachers C. Parents
22. She has a pair of new _____.
A. hair B. shoes C. sleepy
23. The teacher is reading a _____.
A. exercise book B. book C. an letter
24. I have an _____ for lunch.
A. apple B. rice C. porridge
25. She drives a red _____.
A. plane B. bicycle C. car
26. Which word does not belong to types of houses?
A. brick house B. balcony house C. mud house
27. Which from the following is not a type of farming?
A. subsistence farming B. fishing farming C. commercial farming
28. Choose the one which is not a public place:
A. hospital B. market C. water
29. To report a crime I go to _____.
A. police station B. market C. school

30. I go to _____ when I am sick.
A. hospital B. police station C. market
31. Which part of a house do you sleep in?
A. sitting room B. kitchen C. bedroom
32. The following are the methods for preserving food, except:
A. canning B. salting C. cooking
33. The Mozambican flag has black, green, yellow, white and ...
A. red B. pink C. grey
34. Which one is not a preposition?
A. cat B. under C. Between
35. Which from the following is not a clothe item?
A. scarf B. bag C. trousers
36. Maria _____ (cook) mucapata, now.
A. is cooking B. cooks C. cooking
37. _____ train over there is too big.
A. this B. that C. those
38. My raincoat is right here. _____ is my raincoat.
A. that B. these C. this
39. Please, come here and read _____ passage.
A. that B. this C. those
40. I _____ (write) a test right now.
A. am write B. am writing C. write

The end!



KEY TO PREPARATION TEST - MODULE 2

1	B. to preserve food	21	A. Friends
2	A. canning	22	B. shoes
3	C. Nicollas Appert	23	B. book
4	C. freezing	24	A. apple
5	B. last for months	25	C. car
6	C. between	26	B. balcony house
7	A. on	27	B. fishing farming
8	A. how	28	C. water
9	B. why	29	A. police station
10	C. when	30	A. hospital
11	B. should	31	C. bedroom
12	A. shouldn't	32	C. cooking
13	C. a	33	A. red
14	A. are	34	A. cat
15	B. is	35	B. bag
16	C. am	36	A. is cooking
17	B. are	37	B. that
18	A. is	38	C. this
19	C. is running	39	B. this
20	C. is teaching	40	B. am writing

MODULE 2 BIBLIOGRAPHY

- Celestino, I. (2013) Inglês 8ª Classe Livro do Aluno, Plural Editores, Moçambique,
- IEDA, (2017) Módulo 2 Inglês: Programa do Ensino Secundário à Distância (PESD) 1º Ciclo, Moçambique,
- IEDA. (2017) Módulo 3 Inglês: Programa do Ensino Secundário à Distância (PESD) 1º Ciclo, Moçambique.
- IEDA. (2017) Módulo 4 Inglês: Programa do Ensino Secundário à Distância (PESD) 1º Ciclo, Moçambique.
- https://www.google.com/search?rlz=1C1CHBD_enMZ877MZ879&sxsrf=ALiCzsYq9pO0HQunmo0rUIHILeZms-hb3w:1662101468932&so disponível no dia 10 de Outubro de 2022.
- <https://www.google.com/search?q=pictures+of+people+who+do+cross+border+busines+in+moz+with+south>, disponível no dia 12 de Outubro de 2022.
- https://www.google.com/search?q=sample+of+a+complaint+letter+from+a+person+to+the+bank&rlz=1C1CHBD_enMZ877MZ879&oq... disponível no dia 12 de Outubro de 2022.
- Koenig, C.L. et al (2012) English File, Elementary – Students book, Oxford University Press, UK.
- Mabasso, and. Rafael, J. (2013) Inglês 10ª Classe Livro do Aluno, Plural Editores, Moçambique
- Murphy, R. (2019) English Grammar in Use, Cambridge University Press, UK. Oxford English Dictionary, Oxford University Press, UK.
- Smith, A. and Piernaar, J. (2013) Learning English- Students book-6 th class, Person Moçambique, Lda, Moçambique.

