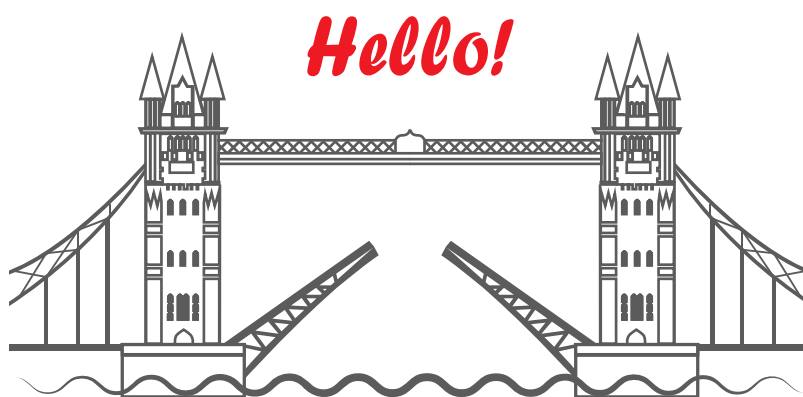




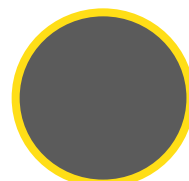
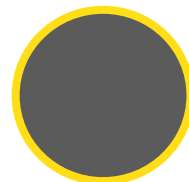
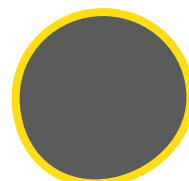
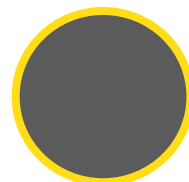
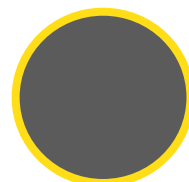
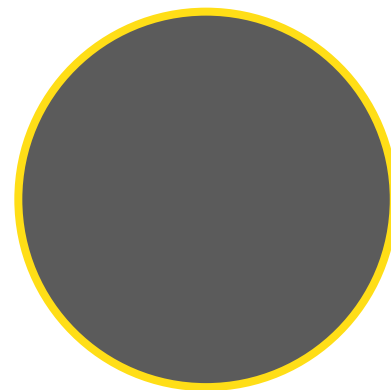
República de Moçambique
Ministério da Educação e Desenvolvimento Humano
Instituto de Educação Aberta e à Distância

INGLÊS



Do you speak English?

MÓDULO 3



Venda proibida

PESD I

Programa do Ensino Secundário à Distância - 1º Ciclo



Programa do Ensino Secundário à Distância - 1º Ciclo

PESD I

Módulo 3 de Inglês

Ficha Técnica

© Ministério da Educação e Desenvolvimento Humano

Título:

Módulo 3 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 Chaúque |

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

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Venda proibida

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 (7ª, 8ª ou 9ª 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 9ª 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 3 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 16: *Health and Fitness*, composta por 5 lições.

Unidade 17: *Modern and Traditional Medicine*, composta por 3 lições.

Unidade 18: *Customs and Traditions*, composta por 3 lições.

Unidade 19: *Importance of Education*, composta por 4 lições.

Unidade 20: *Human Rights and Gender*, composta por 4 lições.

Unidade 21: *School Subjects and Future Professions*, composta por 3 lições.

Unidade 22: *Science and Technology in 21st Century*, composta por 4 lições.

Unidade 23: *Life After School*, composta por 5 lições.

Unit 16: Health and fitness

Introduction

Dear student, in this unit about Health and Fitness you will learn different types of food and their nutritional value. In addition, you will get to know healthy and unhealthy foods and the consequences of consuming unhealthy foods. You will also learn different types of diseases that require a person to have a good diet to control them.

This unit has 5 lessons, namely:

Lesson 1: What's malnutrition?

Lesson 2: We are healthy!

Lesson 3: My daily routine!

Lesson 4: Be positive, get tested!

Lesson 5: How can you prevent Covid-19?



Learning objectives

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

- Ask and answer questions about health and nutrition;
- Give advice and reasons for people to go to hospital to get voluntary tests;
- Improve personal and collective hygiene practices;
- Describe the most common diseases and prevention measures;
- Conduct a debate on health and nutrition;
- Name different groups of nutrients.



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

Learning resources

There will be texts, passages and pictures describing malnutrition, different kinds of diseases including COVID-19 and tables showing nutritional foods that will help you to better understand the lessons of the unit.

LESSON 1: What's malnutrition?

Introduction

Dear student, the following lesson talks about malnutrition, its causes, prevention and possible solutions for its eradication. Furthermore, you will be able to review conditional sentences (0 and 1st).



Learning objectives

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

- Describe the causes and prevention of malnutrition.



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



Malnutrition, causes and prevention



Vocabulary

Patient = paciente	Weakness = fraqueza	Pale = pálido	Swelling = inchaço
---------------------------	----------------------------	----------------------	---------------------------



Activity

I. Before reading

- a) What do you know about malnutrition?

II. Reading

What do you know about malnutrition?



Picture 1

Malnutrition is a health condition in which the patient doesn't have enough of the four groups of nutrients— proteins, carbohydrates, lipids (fat) and vitamins. A person with malnutrition can develop some related diseases.

What are the symptoms of malnutrition?

The most common are: pale skin, weakness and swelling of the body.

Can malnutrition be cured?

Yes, it can be but it depends on the stage of the disease. It can be treated if patients change their eating habits—for example, eating a lot of fresh fruit and having a balanced diet. We find vitamins in fruits, vegetables, oil, eggs and milk.



Exercise

1. Which word doesn't belong to the group? Write in your exercise book the answer.

- | | | | |
|--------------|------------|------------|-----------------|
| a) A nurse | B doctor | C hospital | D pharmacist |
| b) A chicken | B minerals | C proteins | D carbohydrates |
| c) An orange | B fish | C mango | D banana |

III. Reading comprehension

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

- According to the text, malnutrition results from having so few nutrients that the body begins to fail in its basic workings.
- A person suffering from malnutrition looks strong and has a soft skin.
- If you do not change your eating habits, like eating food with vitamins, you cannot cure malnutrition.
- We can find nutrients in the following groups of food: cereals, fruits and vegetables, meat, eggs, and milk.
- If you eat too much, you will get healthy.

Conditional sentences – Review Type 0 affirmative and negative is used to make statements about facts.	
If + present simple.	Present simple
If you lie in the sun too long,	you get sun burnt.
If you don't eat fruits and vegetables,	you don't get vitamins.
Type 1 affirmative and negative is used when we think it is possible that something will or won't happen in the future.	
If + present simple.	Future
If he has a balanced diet,	he'll be healthy.
If he doesn't eat well,	he won't get enough energy.

The rule for the **zero conditional** sentences is:

If + present simple + Present simple.

Example:

- If you lie in the sun too long, you get sun burnt.
- If you don't eat fruits and vegetables, you don't get vitamins.



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

The rule for **First conditional** sentences is:

If+ Present simple+ Will/ won't + base verb

Example:

- If it doesn't rain tomorrow, we'll go to the beach.
- If I miss the train, I'll take the next one.
- When I finish work, I'll call you.
- Arsenal will be top of the league if they win.

3. Write, in your exercise book, sentences in conditional type 1, using if clauses:

Example:

If you drink Ratex, (die) → If you drink Ratex, you die.

- a) If you eat well, (be intelligent in future)
- b) If you study, (pass the examination)
- c) If you put water in a higher temperature, (boil)
- d) If she doesn't work, (not/save enough money for food)

3. Match the halves to complete the conditional sentences type 0 and 1:

Helve A	Helve B
1. If you don't eat enough fruits.	a) if they want to buy some sweets.
2. I will phone you back.	b) if I get home early today.
3. My parents will be very pleased.	c) you will be ill.
4. Children ask their parents.	d) my bike goes faster.
5. You visit a Dentist.	e) if I get good grades.
6. If I don't put any bags on the back.	f) if you have a toothache.



Lesson summary

Dear student, in this lesson you got to know what malnutrition is, its causes, prevention measures and possible solutions for its eradication. Finally, you did some exercises using 0 and 1st conditional.

Were you able to do the activity and the exercises? Well done. You can now go ahead with the next lesson. If not, you better repeat the lesson again and again until you get them right.

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

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



Key

I. a) Possible answer.

Malnutrition takes place when a person lacks enough nutrients in his or her body or when there is no right balance for optimal health.

II.

1. a) hospital

2. a) chicken

3. b) fish

III

2. a) T

b) F

c) T

d) T

e) F

3.

1. If you eat well, you will be intelligent in future.

2. If you study seriously, you will pass the examination.

3. If you put water in a higher temperature, it will boil.

4. If she doesn't work, she won't save enough money for food.

4.

1. c)

3. e)

5. f)

2. b)

4. a)

6. d)

LESSON 2: We are healthy!

Introduction

Dear student, in this lesson you will get to know healthy and unhealthy food as well as types of group food and their function.



Learning objectives

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

- Identify healthy and unhealthy food;
- Describe the importance of healthy food;
- Write about your favourite food.



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



Do we eat healthy or unhealthy foods?



Vocabulary

Healthy food = comida saudável

Unhealthy food = comida não saudável

Meal = refeição



Reflection

A.

- a) How many meals do you have a day?
- b) What do you regularly have for breakfast?

Now, look at the foods in the list below. They can be classified as **Healthy** and **Unhealthy** below each.

Healthy foods are:

- ✓ Fruit ✓ Grilled chicken ✓ Cereals ✓ Fish and lettuce

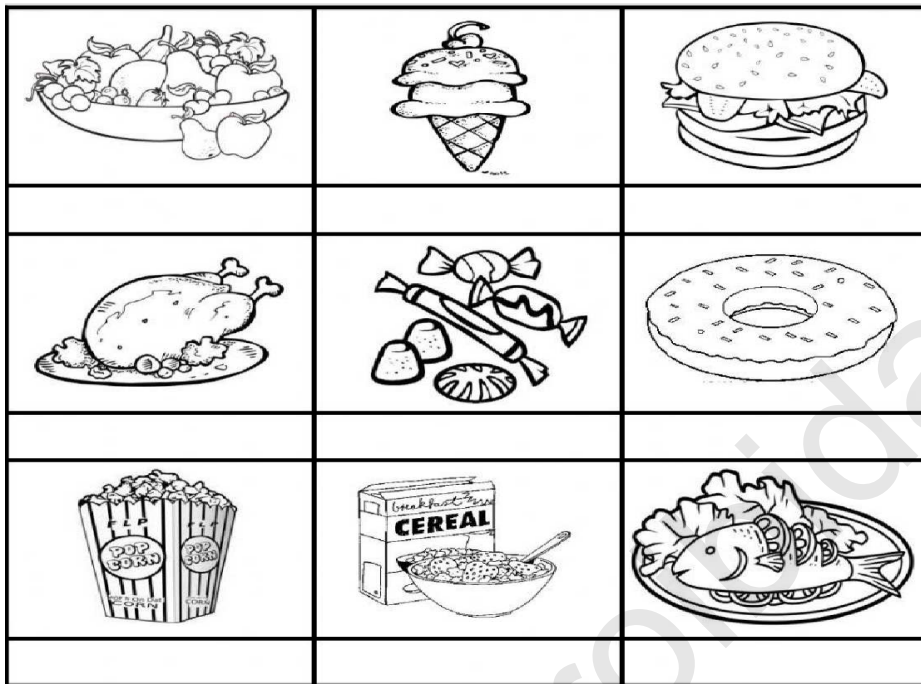
Unhealthy foods are:

- ✓ Ice-cream ✓ Hamburger ✓ Sweets ✓ Cakes ✓ Pop corn



Activity

1. Look at the picture below and say what food do you like eating.



Picture 2



Now, look at food groups that follow

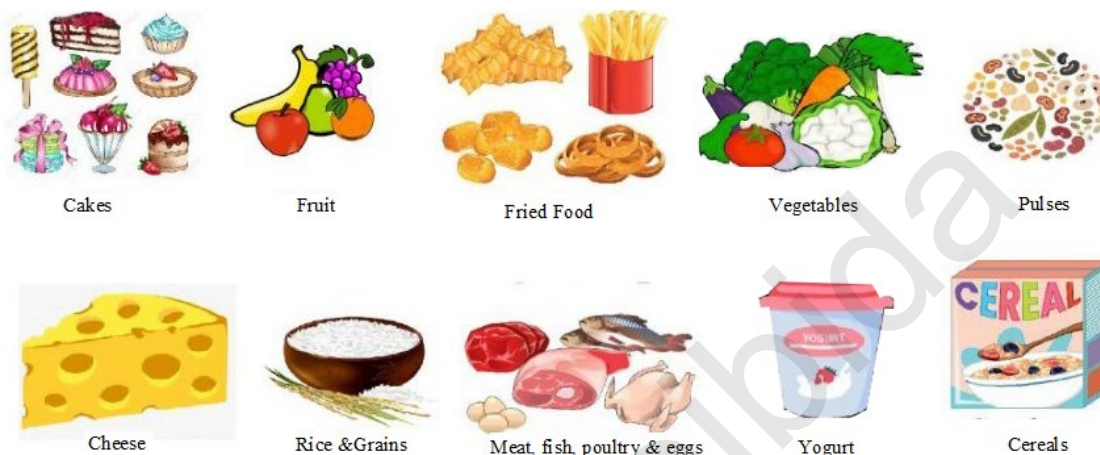
Type of Food Group	Funcion	Examples
Carbohydrates	Helps your body work properly	
Protein	Needed for chemical reactions in our body	
Vitamins & Minerals	Helps your body grow and repair itself	
Fats and Oils	Acts as an energy store	
Fibre	Gives you energy	
Water	Clears our digestive system	

Picture 3

B.

- 1) What other examples of food can you suggest to each type of food group?
- 2) Why is it important for us to eat healthy food?
- 3) What will happen if you eat too much unhealthy food?

C. Put the pictures below into the correct group. Write the answers in your exercise book



Picture 3



Lesson summary

Dear student, the above lesson was about types of healthy and unhealthy food. During the lesson, you read short passages about healthy and unhealthy food as well as types of food group and their function. Was this lesson very difficult for you? We guess not. If so, go ahead and study the next one. If yes, we advise you to repeat it again.

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



Key

A.

1. Possible answer. a) On average two to three meals a day.
2. Possible answer. b) Tea, bread, butter, cassava, sweet potatoes...

B.

- 1) Open answer (this depends on the personal will).
- 2) Because it is good to keep us healthy and for our body to function well.

3) My body will become weak and this can lead to many undesired diseases.

C.

Carbohydrate	Food and vegetables	Proteins	Dairy product	Fat & sugar food
✓ Fruits and vegetables ✓ Rice and grains ✓ Cereals	✓ Fruits and vegetables	✓ Meat, fish, poultry and eggs	✓ Yogurt	✓ Cakes

LESSON 3: My daily routine!

Introduction

Dear student, in this lesson you will get to know how to identify and organize your daily activities.



Learning objectives

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

- Identify activities which you do every day;
- Organise activities which you do every day;
- Explain your daily routine.



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



My daily routine!



Vocabulary

wash dishes = lavar a loiça go running = correr have lunch = almoçar
go to gym = ir ao ginásio check social media = verificar as redes sociais fetch water = cartar água
look for firewood = procurar lenha work on the farm = trabalhar na machamba



Exercise

I.

- a) Look at the following pictures.
- b) Write the names of each activity below under the correct picture.



Ride a bicycle



Play tennis



Take a bath

Read a Book

Watch TV



Swim



Picture 4

Did you succeed in naming the activities? Well done. If not, check the answers in the key at the end of this lesson.

a) How many sport activities can you identify in the pictures above?

Now, look at the table below that gives examples of some of the daily routine activities.

Daily Routine Activities

go to school, watch TV, brush your teeth, get dressed, play football, wash the dishes, go running, have lunch, get up, take a bath/shower, read a book, cook dinner, go to gym, do homework, have lessons, go to bed, check social media, have breakfast, ride a bike, eat/have breakfast.

b) Divide the above activities into the three (3) periods of the day using the table below: write the answers in your exercise book

Morning	Afternoon	Evening
• get up	• Go running	• Read a book

2. Read the text below which shows the use of the time expressions.

First Ana gets up at 7:30 a.m and she brushes her teeth. **After that**, she has a shower and gets dressed.

Then, she has breakfast and she prepares her lunch. **Next**, she drives to work.

When she gets to work at 8:30 a.m, she **usually** checks her emails and works on the computer. **At** 1:00, she has lunch with her colleagues. **After that**, they work until 5:30 p.m. and **then** she goes home. She gets home at around 6 p.m.

After work, she usually goes running or she reads books or newspapers. **Then** she prepares her lunch. She usually has a salad and some fruit, but on Fridays, she **often** eats pizza. **Finally**, she watches TV and goes to bed.

Now, read the text aloud again



Activity

3. Write a short paragraph describing your daily routine including morning, afternoon and evening activities.



Lesson summary

Dear students, in this lesson, you learned the vocabulary used to describe daily routine activities as well as the time expressions. In the end, you did some exercises, activities and wrote a short paragraph describing your own daily routine.

Did you succeed in this lesson? If yes, well done. If not, we recommend you to go back to the lesson and repeat it again and again until you have deepened your understanding of it.

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



Key

1. a) Any of the names in the list has to be accepted.
- b) Possible answer: play tennis, ride a bicycle and swim.
- c)

Morning	Afternoon	Evening
<ul style="list-style-type: none"> wake up brush your teeth take bath get dressed have breakfast have lessons go running go to school 	<ul style="list-style-type: none"> play football have lunch ride a bike cook dinner do homework 	<ul style="list-style-type: none"> read a book have dinner wash dishes check social media watch TV go to bed
Student own answer	Student own answer	Student's own answer

3. Possible answer

I get up at 5.20, make my bed and brush my teeth. After that, I feed my dog and the cat. Then, I take a cup of tea ...next I.....after that....then..... I and finally, I got to bed.

LESSON 4: Be positive, get tested!

Introduction

Dear student, in this lesson you will read a dialogue about Sexually Transmitted Diseases, their symptoms, causes and preventions. You will also review countable and uncountable nouns and write sentences using some and any.



Learning objectives

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

- Name different Sexually Transmitted Diseases;
- Describe ways of preventing STDs;
- Identify countable and uncountable nouns.



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



Be positive, get tested!

Sexually Transmitted Diseases (STDs)



Exercise

I. Reading

Read what teacher Aurelio has for his students and answer the questions.

Hello Mates, let's talk about STD!



Picture 5



A)

Hello dearest! Here is your teacher Aurélio, I'm here to talk about a very important topic.

B)

What's it all about?

Right, don't be so eager.

Our topic for today is about STDs.

No dears, STDs stands for *Sexually Transmitted Diseases*. These diseases are passed from one person to another through sexual contact.

Ohhh, poor students!

STDs include chlamydia, gonorrhoea, genital herpes, human papillomavirus (HPV), syphilis, and HIV.

By having sexual contact, either vaginal, anal or oral, with someone who has STD. Whoever is sexually active can get an STD.

Many of them do not cause **any** symptoms can be noticed. All you have to do to ensure your health state is to get tested.

There are places that offer teen-friendly, confidential, and free STD tests. Some are near your school or right at your community. Be sure that no one will know you've been tested. Visit one CCS to find STD testing location near you.

There at the healthcare center, you can be prescribed medicine to cure **some** STDs, like chlamydia and gonorrhea. Other STDs, like herpes and HIV, aren't curable, but you can take **some** medicine to help with the symptoms.

Does "STDs" mean something that can be eaten?

Hummm, like pregnancy?

How are they spread?

If I get STD, how will I know?

Where can I get tested?

Can STDs be treated?

That's fine teacher. I will invite all my friends and colleagues from other CAA to get tested for STDs.

1.

- a) What is the dialogue about?
- b) How is STD Transmitted?
- c) Name three sexual transmitted diseases?
- d) Can all symptoms of the diseases be noticed?
- e) Where can people get tested?
- f) Are STDs curable? How?

We believe that the dialogue itself has helped you to answer many or if not all the questions. If yes, go ahead with your study and this time you will be dealing with countable and uncountable adjectives **some** and **any**.



Some and Any

We use **some** and **any** with **plural nouns** and **uncountable nouns**.

- Some** is generally used in **positive** sentences.

Example

I ate **some** biscuits yesterday.

- Any** is generally used in **negative** sentences and **questions**.

Example

I don't have **any** oranges to eat.

Do you have **any** children?

2. Complete the sentences with **Some** and **Any**. Write your answers in your exercise book.

a) Please, give me _____ cheese.	f) Put _____ juice on the table.
b) I am sorry but there isn't _____ cheese.	g) I can't eat _____ cakes!
c) Has she got _____ children?	h) Go and ask him for _____ news.
d) I have _____ from Peter.	i) I can't answer _____ questions.
e) There isn't _____ bread left.	

3. Now, look at the words (nouns) below. Are they countable or uncountable nouns? Write the answers in your exercise book.

Banana:	Sand:
Meat:	Love:
Milk:	Toy:
Potato:	Air:
Rice:	Traffic:
Soup:	Oranges:
Vegetable:	Butter:
Dogs:	Baby:
Tree:	Cotton:
Ink:	Honey:



Lesson summary

Dear student, in this you read a dialogue about Sexually Transmitted Diseases, their symptoms, causes and preventions. You also got to know the difference between countable and uncountable nouns some and any as well as how to write sentences using some and any. Were you successful in doing the activities and the exercises? If yes, we congratulate you for that. If not, please do not get bored. We recommend you to repeat the lesson again and again until you get them right.

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



Key

I. Self-reflection exercise that requires no key

1.

- The dialogue is about different sexually transmitted diseases.
- STD = Sexually Transmitted Diseases.
- Gonorrhoea, syphilis and HIV.
- No, not all STD symptoms can be noticed.
- At any health-care center.
- Yes. Go to your local health-care and get prescription from a Doctor.

2.

some	any
any	some
any	any
some	any
any	

3.

Countable	Uncountable
Banana	Honey
Potato	Cotton
Dogs	Butter
Tree	Traffic
Toys	Air
Oranges	Love
Baby	Sand
Meat	Milk

	Rice Soup Vegetable Ink
--	----------------------------------

Venda proibida

LESSON 5: How can you prevent Covid-19?

Introduction

Dear student, in this lesson you will learn about a very contagious disease called Covid-19, its causes, preventive measures and possible cure.



Learning Objectives

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

- Describe the symptoms, cause, prevention and possible cure of Covid-19.



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



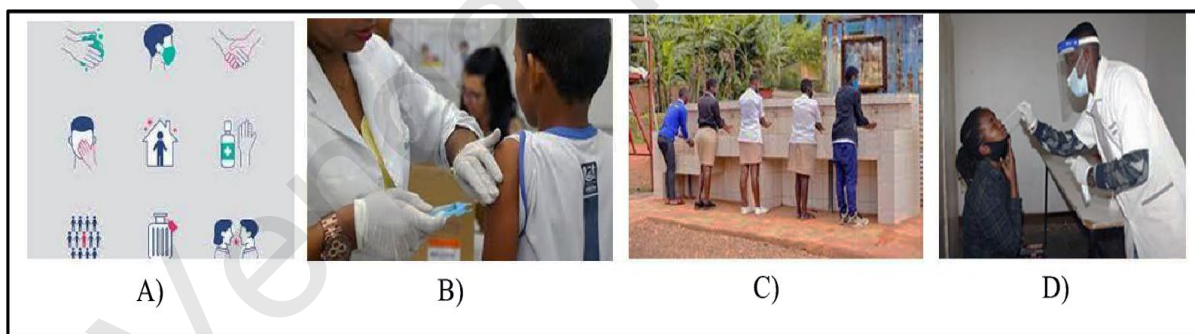
How can you prevent Covid-19?



Activity

I. Before reading

1. What do the pictures below represent to you?



Picture 6

- a) Were you able to say what the picture represents? If yes, well done. If not, do not worry. You will know everything which is happening throughout the lesson.



Exercise

2. Now, say what is happening in:

a) Picture B)  b) Picture C)  c) Picture D) 

3. Why are people in picture C washing their hands?

II. Reading

Read the following information and do the activities:

COVID-19

- Coronavirus disease or simply COVID-19 is an infectious disease caused by the SARS-CoV-2 virus.

- fever
- cough
- tiredness
- loss of taste
- loss of smell
- difficulty breathing
- muscle aches
- runny nose
- headache
- chest pain
- nausea

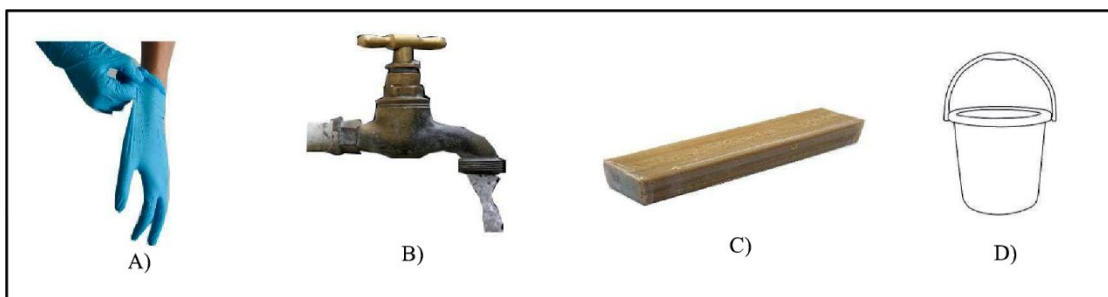
- don't touch your face
- wash your hands
- don't shake hands
- don't hugg anybody
- don't share personal items
- cover your mouth and nose when you cough and sneeze
- clean and disinfect surfaces
- take physical (social) distancing seriously
- self-quarantine if sick

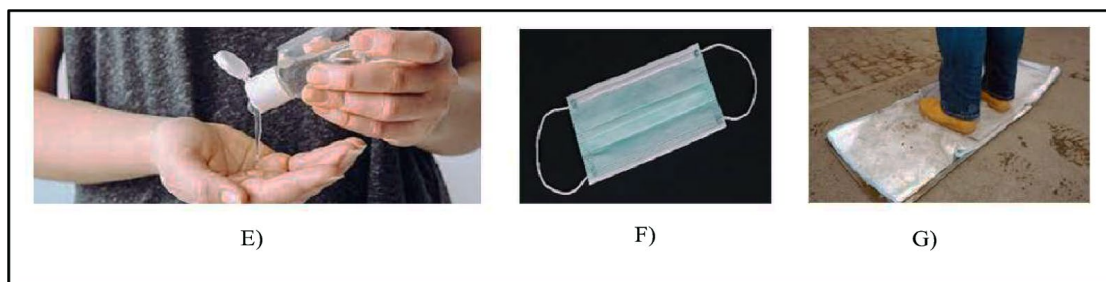
4. What causes Covid-19?

5. From the information in the balloons, identify the following. Write the answers in your exercise book.

At least five (5) for each.	
Symptoms	
Preventions	

6. Now, name the pictures matching them to the phrases. Write your answers in your exercise book.





Picture 7

- I. Gloves
- II. Hygienic carpet
- III. Bucket
- IV. Face mask
- V. Hand sanitizer
- VI. Tap
- VII. Soap

III. Writing

7. Write a composition describing what was your daily routine during Covid-19 period. Don't forget to mention the contributions you gave to prevent this disease.



Lesson summary.

Dear student, in this lesson you learnt about a very contagious disease called Covid-19. You also got to know its causes, preventive measures and possible cure and did some exercises. Did you manage to do the activities and exercises well? Very good. You can now proceed to the next lesson. If not, please repeat the lesson again and do the exercises and the activities as well. Now compare your answers with the ones provided in the key below.



Key

1. Possible answers: the pictures represent different ways of preventing COVID-19 and testing it.
2.
 - a) Picture B) → A boy getting a vaccine against COVID-19.
 - b) Picture C) → People washing their hands.
 - c) Picture D) → A girl being tested for COVID-19.

3. Possible answer: they are washing their hands to prevent themselves against COVID-19.

II

4. COVID-19 is an infectious disease caused by the SARS-CoV-2 virus.

Symptoms	<ul style="list-style-type: none">• Fever/tiredness/difficulty breathing/ headache/ chest pain.
Preventions	<ul style="list-style-type: none">• Wash our hands/ don't shake hands/ don't hug anybody/ don't share personal items/ take physical (social) distancing seriously.

5.

- | | | | |
|------|-----------------|---|----|
| I. | Gloves | → | A) |
| I. | Hygienic carpet | → | G) |
| II. | Bucket | → | D) |
| III. | Face mask | → | F) |
| IV. | Handsanitizer | → | E) |
| V. | Tap | → | B) |
| VI. | Soap | → | C) |

III. Any answers can be accepted provided that they tell exactly what he/she had as a daily routine.
For example: I used to stay at home, wash hands all the time, wear mask...

Unit 17: Modern and traditional medicine

Introduction

Dear student, in the previous unit you learned different types of food, their nutritional value and read texts or passages that described different kinds of diseases.

In this unit you will discuss traditional and modern medicine, the importance of hospitals to society and the need to ensure that although it is important to maintain tradition, it is also crucial to have the assistance of a health professional.

This unit has 3 lessons, namely:

Lesson 6: Traditional medicine

Lesson 7: Hospitals play important role

Lesson 8: Hospitals and Health-workers



Learning Objectives

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

- Distinguish modern to traditional medicine;
- Explain pros and cons of modern and traditional medicine;
- Discuss the impact of the mind in curing your body;
- Explain the risk of self-medication;
- Express views on different ways of preventing and curing diseases through modern and traditional medicine;
- Explain the impact in life of modern developments in medicine (heart transplant, plastic surgery, artificial limbs).



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

Learning resources

There will be books, handouts, dictionary and other materials to help you better understand the contents of the lessons of this unit.

LESSON 6: Traditional medicine

Introduction

Dear student, in this lesson you will get to know the story of someone who has scientifically studied plants and roots as health supplements. You will also learn how to express an opinion and show agreement and disagreement.



Learning Objective

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

- Explain forms of preventing and curing diseases through traditional medicine.



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



Traditional medicine



Vocabulary

Herbalist = ervanário

Evidence = provas

Obesity = obesidade

Side effects = efeitos secundários



Activity

I. Before reading

1. Did you know that many people believe that traditional medicine still plays an important role in some countries around the world? If your answer is yes, can you briefly give your opinion about that belief?

II. Reading

Traditional medicine



Picture 8

Many people claim that traditional medicine is bad for us. They say that because they don't know what traditional medicine can give them. I used to say this before I visited China where I was trained as an herbalist. There I saw the real effect of traditional medicine.

Traditional medicine plays a very important role when it comes to natural health. With traditional medicine, say using roots, herbs, leaves and water, you can get cured without a side effect. Water is a good natural remedy. It can cure more than fifty diseases. These diseases include the most feared ones such as diabetes, obesity, heart diseases, headaches, TB, etc.

For instance, if you drink 1.5 liters of water, which correspond to 3 glasses in the morning for about a week, you will have some nausea, diarrhea, and will urinate a lot in the first days, but after some days these symptoms disappear and you will see some changes in your health. Many people have found this treatment effective and helpful. If you use traditional medicine, you will save money because you don't need to see a doctor or to pay for some tablets. And the treatment does not have side effects. So, since traditional medicine uses natural products, you get better through the use of these products. For example, if you have high blood pressure, traditional medicine recommends people to stop eating meat and avoid drinking cold water. Instead, you are recommended to eat fruit and vegetables since these contain a lot of vitamins and proteins that your body needs. Remember to do exercise, because many diseases are due to lack of activities.

One interesting thing I would like to mention is that many people spend more money buying medicines than preventing diseases and consuming natural products. Please consume as many natural products as you can.



Exercise

2. Say whether the following sentences are (T) true or false (F):
 - a) The author has visited an Asian country.
 - b) The author did the course in traditional medicine.
 - c) Traditional medicine helps you, because there are no side effects after treatment.
 - d) The author thinks that we get ill when we do not have enough nutrients.
 - e) Water can prevent some diseases.
 - f) Traditional medicine forbids people to drink cold water.
 - g) According to the text, People spend a lot of money buying healthy food.
 - h) People should not use natural products.
3. What is the author's opinion about someone who would like to prevent himself or herself from getting diseases?

Dear student, before you go any further with your answers to the questions, pay attention to what we are going to introduce to you: expressing an opinion

How you can express an opinion?

Read the following ways of expressing an opinion.

I think.../ I believe.../ I feel.../ In my point of view.../ I would say.../ In my honest opinion...

Examples:

- a) *I think* that people should drink more water to avoid many diseases.
- b) *I believe* that traditional medicine is the future.
- c) *In my point of view*, we also have to look for Doctors at the hospitals.
- d) *I would say* that nowadays people do not trust modern medicine.

4. Look at the following sentences and identify the ones expressing an opinion. Write the answers in your exercise book.

- | | |
|----------------------------|------------------------------------------------|
| a) I don't think so. | e) You are absolutely right. |
| b) No doubt about that. | f) From my point of view, it will not work. |
| c) I think it's possible. | g) I am afraid I disagree. |
| d) I am not sure about it. | h) My personal view is that people must study. |

III. Writing

5. Now, write (in your exercise book) some sentences expressing your opinion about the following passages from the text.
- a) "Many people claim that traditional medicine is bad for us."
 - b) "With traditional medicine ...you can get cured without a side effect."
 - c) "Treatment based on traditional medicine is more effective than modern one."



Lesson summary

Dear student, in this lesson you got to know the story of someone who has scientifically studied plants and roots as health supplements. You also learnt how to express an opinion and did some exercises.

Were you successful in the lesson you have just finished? If yes, go ahead to the next lesson. If not, you are advised to repeat the lesson again until you are sure you have got all the answers to exercises and activities correct.

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



Key

I.

1. Possible answer: any answers you can work out can be correct provided that they talk about the topic.

II.

2.

- | | |
|------|------|
| a) T | e) T |
| b) T | f) F |
| c) T | g) F |
| d) T | h) F |

3. Consume many natural products or food which contains a lot of vitamins.

4.

a) ; c); f); h)

III.

5. Any answers you will give will be correct as long as you discuss the suggested sentences and you cover all of them.

LESSON 7: The importance of hospitals in the community

Introduction

Dear student, in this lesson you will get to know the importance of hospitals in the society, different medical materials and their utility.



Learning Objectives

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

- Explain the importance of hospitals, and health centres in your community.



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



The importance of hospitals in the community

I. Before reading



Activity

1. Reflection: Look at the picture below and say what you can see in it.



Picture 9

2. Look at the picture above again. There is a face mask in it, now can you say why do people use the face mask?

- Begin your answer like this: *A face mask is used to protect someone against...*

Reading

Read the following passage

Modern medicine

According to the history of medicine, 100 years ago, if one was to go for a surgery operation, this person had to be beaten with a hammer to faint. It was painful and risky since in some occasions

patients never recovered from the fainting! Nowadays, before any surgery you get an injection of anesthetic.

Modern medicine has also invented incubators. Incubators are small containers used for keeping premature babies alive. Many years ago, if children were born prematurely, they died, because of lack of medical aid. Nowadays, they are put in an incubator, an environment close to its mother's womb. Another important development in medicine was the invention of vaccination. Modern medicine can prevent diseases through vaccination.



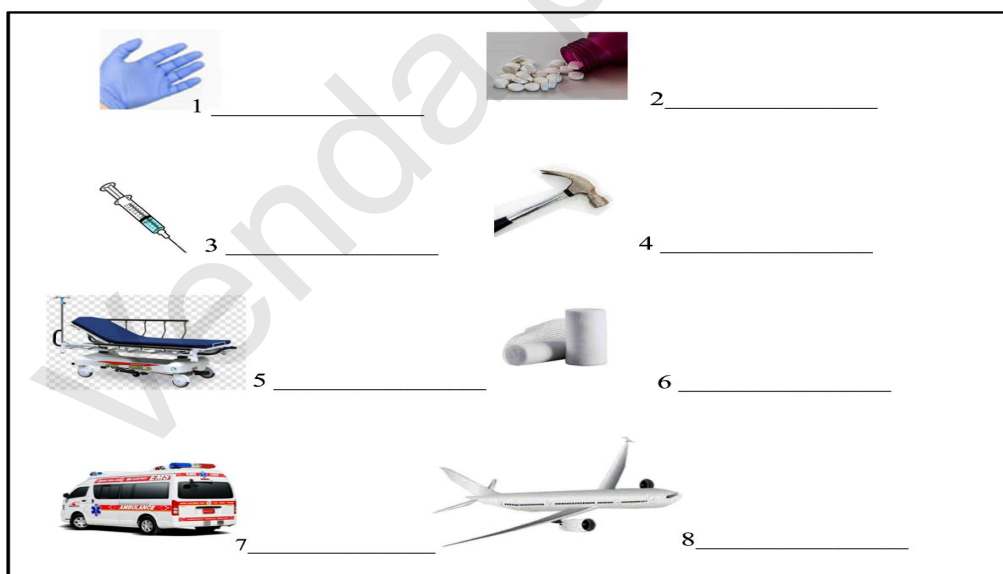
Exercise

2. Now, say whether the statements below are true (T) or false (F). Write in your exercise book.

- a) The development of science and technology affected medicine negatively.
- b) With modern medicine you still need a hammer to operate on someone.
- c) Incubators are used to keep babies warm.
- d) Vaccines have eradicated some diseases.

3. Now, look at the following pictures and use the given words to identify them.

airplane/ bandage/ medical stretcher / ambulance/ hammer/ pills/ glove/ syringe



Picture 10

4. Look at the pictures again and identify things that can be found at the hospital.

5. Fill in the gaps using the following words. Write the answers in your exercise book.

if unfortunately nurses many would as well very

Hello, my name is Sara Mabui. I visited Brazil last year. There are (1) _____ people living in poverty but they have a (2) _____ good health system. There are poor hospitals (3) _____. I visited many health centres and met many doctors and (4) _____ who are working there, but I did not take my camera with me. (5) _____ I had my camera, I (6) _____ have taken some photos. (7) _____, I did not meet the Minister of Health because he had gone to USA.

II. Writing

6. Write a composition describing the services offered by the hospitals or health centres in your community.



Lesson summary

Dear student, in this lesson you read a text about the importance that the hospitals have in the society, the different medical materials that can be found there as well as their utility. Finally, you did some exercises to deepen your understanding.

Did you do the exercises well? If yes, go to the next lesson. If not, repeat the lesson again so that you can understand it well and be able to do the activities as well as the exercises.

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



Key

1. No key to reflection. It is an oral activity.
2. Begin your answer like this: *Face mask is used to protect someone against...*
- 3.

a) F

b) F

c) T

d) T

4.

1 – glove

3 – syringe

5 – medical stretcher

7 – ambulance

2 – pills

4 - hammer

6 – bandage

8 - airplane

5. Gloves, pills, syringe, medical stretcher, bandage and ambulance

6. (1) many (2) very (3) as well (4) nurses (5) if (6) would (7) unfortunately

7. You have to mention some of the instruments used in a common hospital (vaccine, pills, ambulance, syringe...)

LESSON 8: What can we find at the hospital?

Introduction

Dear student, in this lesson you will learn about the importance of hospitals for your community, the types of hospitals as well as health workers and their duties. You will also do some exercises.



Learning Objectives

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

- Describe the characteristics and functions of a hospital;
- Explain the health-care workers' importance in the society;
- Identify issues related to working in a hospital.



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



What can we find at the hospital?



Vocabulary

Diagnostic testing = teste diagnóstico

Obstetrics/Gynaecology = obstetrícia e ginecologia

Surgery = cirurgia

Paediatrics = pediatria

Chemiotherapy = quimioterapia

Team oriented approach = abordagem orientada ao trabalho em equipa

Research = pesquisa

Work force shortage = escassez de mão de obra

Blood donation = doação de sangue



Activity

Look at this picture. It is The Maputo Central Hospital.



Picture 11

1. Using the vocabulary above, name 5 services offered by this hospital. Write your answers in your exercise book.

- | | |
|----------------|-----------------------|
| a) farming | f) diagnostic testing |
| b) surgery | g) fishing |
| c) fixing cars | h) chemotherapy |
| d) research | i) playing games |
| e) swimming | j) blood donation |

2. What is the name of your local hospital or health centre?

Reading

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

Hospitals are the focus of Mozambican healthcare systems. They have as their primary function the provision of different medical services such as: testing, diagnosis and treatment to patients who have various medical conditions. Patient care, education, research are the hospital's missions.

Hospitals are classified in terms of:

- **Size:** measured by the number of beds regularly maintained.
- **Ownership:** Can be either Public (National, Provincial, District and local) or Private.

The medical staff at the hospital is organized into departments like Medicine, Surgery, Paediatrics, Obstetrics/ Gynaecology or into services.

Things you may like if you work at a hospital: work with and be around people, some positions have direct patient contact, technological advances, team oriented approach, help people. However, the need to perform multiple tasks, adapt to changing technology, changing economy, community and workforce shortages are some of the main challenges faced by many hospitals in our country.



Exercise

- According to the passage, what services are offered at the hospital?
- How many types of hospital are there in Mozambique? What are they?
- Name the main Medical divisions from the hospitals.
- What does an obstetrician do?

4. What do the following health-care workers do at the hospital? Match the words in lines to their definitions in numbers:

a) Paediatrician		1. A person at the hospital who cares for the sick people.
b) Pharmacist		2. A person with a medical degree whose job is to treat people who are ill or hurt.
c) Nurse		3. Someone who treats people using physiotherapy
d) Doctor		4. A Person who diagnoses and treats health conditions that affect babies, children and young people.
e) Physiotherapist		5. Health professional who controls, formulates, preserves and dispenses medications and provides advice and counselling on how to administrate.



Lesson summary

Dear student, in this lesson you read a text about the importance of the hospitals in the communities as well as the types of hospitals. Finally, you did some exercises focussing on the specific hospital professions.

Did you do the activities and the exercises correctly? Congratulations. If not, we advise you to go back to the lesson and do everything again and again.

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



Key

I.

1. Surgery, Testing, vaccination, blood donation, research...
2. The name of my local health Centre is...

II.

- 3.a) Testing, diagnosis and treatment to patients who have various medical conditions.

- b) There are 2 types: Public (National, Provincial, District and local) and Private.
- c) Medicine, Surgery, Paediatrics, Obstetrics/ Gynaecology or into services.
- d) An obstetrician provides care during pregnancy and delivers babies.

III.

4.

a) - 4

b) - 5

c) - 1

d) - 2

e) - 3

Venda proibida

Unit 18: Customs and traditions

Introduction

Dear student, in the previous unit you discussed traditional and modern medicine as well as the importance of hospital in the society.

In this unit you will learn about customs and traditions and do exercises related to texts and the passages you will be reading.

This unit has 3 lessons, namely:

Lesson 9 : Initiation Rites

Lesson 10 : Kulanga Initiation Rite

Lesson 11: Birth Ceremony



Learning Objectives

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

- Describe traditions and customs in the community and in the country;
- Compare the social norms and their importance;
- Describe customs, habits and values of your community;
- Compare rites and ceremonies of: birth, funeral, and initiation rites.



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

Learning resources

There will be books, handouts and dictionaries to help you to better understand the context of the lessons of this unit.

LESSON 9: Initiation rites

Introduction

Dear student, in this lesson you will learn about various initiation rites practised in a Mozambican province called Tete.



Learning objectives

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

- Describe a ceremony practised in Tete Province.



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



Customs and traditions

I. Before reading

Definition

Initiation rites are ceremonies that mark the passage of teenagers (boys and girls) to adult life in a certain community or society.



Reflection:

- a) Are there any ceremonies of initiation rites in your community?

I. Reading

Initiation rites

All over the country, different types of initiation rites are performed. Normally, there are initiation rites for girls and for boys separately. These ceremonies have different names and they are carried out in different ways according to each community.

In Tete, for example, the ceremony is called Kulanga, which means to give advice in a local language. Normally, girls undergo this rite after the first menstruation at the age of 10 to 13. On the other hand, circumcision is the central part of boys' initiation rites at puberty.

Source: adapted from Learning English grade 11 Longman



Exercise

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

- a) Initiation rites ceremonies are the same in all the communities in Mozambique.

- b) Initiation rites ceremonies are held in some parts of the country.
- c) Kulanga is only for girls.
- d) The same initiation rites ceremony may have different names according to each community.
- e) Circumcision can only occur in adulthood.

After having discussed the concept of initiation rites and done some activities and exercises, time has come for you to learn more about adverbs.



Adverbs

Are words which are used to describe verbs when we want to tell people more about how something is done.

Adverbs of manner tell us how something happens. These adverbs include words like *well, slowly, quickly, fast...*

Examples:

- a) Sara always eats her food **quickly**.
- b) Paulo is **well** behaved.
- c) She did the test **easily**.
- d) We managed to finish the job by doing it **slowly**.

Adverbs of time tell us when something happens. These adverbs include: *today, early, now, late, yesterday, this / next / last / week, on Monday, at 5 o'clock...*

When	For how long	How often
Today	All day	Sometimes
Yesterday	Not long	Frequently
Later	For a while	Never
Now	Since last year	Often
Last year		Yearly

Examples:

- a) I'm seeing him on Monday.
- b) She is at school now.
- c) We'll do a test tomorrow.
- d) I was at home yesterday.

2. Write the right adverb. Your answers must be written in your exercise book.

Example: He's a bad driver. He drives badly.

- a) I'm *good* at playing football. I play _____
- b) He made a *sudden* move. He moved _____
- c) Make your *best* effort. Do your _____
- d) He is a *quick* thinker. He thinks _____
- e) Be *careful*. Act _____
- f) She was *brave*. She acted _____



Lesson summary

Dear student, in this lesson you got to know the kulanga initiation rite ceremonies as well as the target groups. You also learnt that initiation rites vary from place to place and finally, you did some exercises and activities.

Was the lesson difficult for you? If not, go to the next lesson. If yes, we recommend you to go back and repeat the lesson again until you are sure that all the exercises and activities you have done are right.

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



Key

I.

- a) It is a simple reflection to check your understanding.

II

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

2.

- a) I play *well*. d) He thinks *quickly*.
- b) He moved *suddenly*. e) Act *carefully*.
- c) Do your *best*. f) She acted *bravely*.

LESSON 10: Kulanga - The initiation rite for girls

Introduction

Dear student, in this lesson you will learn about kulanga, a ceremony for girls initiation rites and learn how to use sequence markers.



Learning objectives

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

- Describe kulanga ceremony for girls.



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



The initiation rites for girls

I. Before reading



In your opinion, at what age should girls undergo the initiation rites ceremony? Write the answers in your exercise book.

II. Reading

Kulanga - Initiation rites for girls

When young girls reach the age of 10 – 13, it is time for their initiation rite. In the province of Tete, this rite is called kulanga, which means ‘to give advice’. Girls usually undergo this rite after their first menstruation. This is when they need advice about how to behave as an adult. The older women in the community take the young girls to a secluded place. Sometimes these places are far away in the bush. The older women first prepare the girls emotionally and spiritually for the ritual which can last for a few days or a few weeks. Then they give them advice on how to behave before and after marriage. The girls learn about sex, pregnancy and sexually-transmitted diseases. They also learn about marriage, and caring for a husband and children. They get advice on how to behave in an appropriate way in the community in which they live. They are taught how to behave with dignity and how to respect other people. Sometimes it is quite hard. The girls are not allowed to cry, even when they are scolded and smacked. After some time, the girls are allowed to go to the river and wash themselves before they return to their families. They are now prepared for their lives as women. They are not girls anymore.

Source: taken from Learning English grade 11 Longman



Exercise

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

- a) When do girls undergo initiation rites ceremony?
- b) Where does Kulanga take place?
- c) What do girls learn at Kulanga ceremony?
- d) How long does Kulanga last?



After having answered the questions related to the text, pay attention to:

Sequence markers

- We use **sequence markers** to show the order in which things happened, happen or are happening.

Example:

- a) **When** I was out, my mother phoned.
- b) I listen to music **while** I clean my room.

- If things are happening one after the other we use **before, after, when** and **as soon as**.

Example:

- a) **Before** I go, I will feed the cat.
- b) **As soon as** I get there I will phone you.

- When talking about the order in which things happened, we use **first, then, after that** and **finally**.

Example:

First the older women in the community take the young girls to a secluded place, **then** they prepare the girls emotionally and spiritually for the ritual, **after that** they give them advice on how to behave before and after marriage. **Finally**, the girls are allowed to go to the river and wash themselves before they return to their families.

2. Complete the sentences using the sequence markers that you have just learnt.

- a) _____ you phoned, I was having my lunch. (while/when/first)
- b) If you want to drive this car, _____ you have to start the engine. (then/ first/ while)
- c) I will phone you _____ I get home from work. (then/ while/ as soon as)

- d) _____ I leave home, I usually clean my bedroom and then have tea. (after that/ before/ while)
- e) First, I got a job, then I saved some money, after that I looked for a car to buy. _____, I bought one from Toyota. (first/ when/ finally).



Lesson summary

Dear student, in this lesson you read a text that described kulanga ceremony for girls and learnt how to organise events using sequence markers.

Did you manage to do everything well? If you did, congratulations and now you can go to next lesson.

If not, please repeat the lesson again and get all the answers correct.

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



Key

- I. Here there is not specific answer. You just need to say what comes to your mind in terms of the right age.
- II.
- 1.
- a) After their first menstruation.
 - b) It takes far away in the bush.
 - c) The girls learn about sex, pregnancy and sexually transmitted diseases...
 - d) It lasts for a few days or a few weeks.
- 2.
- a) When
 - b) First
 - c) As soon as
 - d) Before
 - e) Finally.

LESSON 11: Birth ceremony

Introduction

Dear student, in this lesson you will learn about a birth ceremony and do some exercises related to the information from the text.



Learning Objectives

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

- Describe a traditional ceremony held in the community.



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



Birth ceremony

I. Before reading

- Think of a ritual that is done when a baby is born in your community.

II. Reading

Birth ceremony

Each culture has its own way of conducting a birth ceremony. Let me tell you how birth ceremonies are conducted where I come from. When a mother gives birth, in a maternity hospital or at home, some ceremonies must be performed. In the first two weeks, the child and the mother are isolated so that single mothers or unmarried people can't touch the baby. Only adults aged 45 or more can touch the child. During these fourteen days, the mother breastfeeds, and the child receives some traditional treatments. The child is washed with some roots, which are mixed with eggs. After completing fifteen days, there is a big ceremony to show the child to everybody in the community. The child is wrapped in a white bed sheet. If you want to see the child, you leave a coin in a plate near the child and then you open the sheet, kiss the child and people around clap their hands.



Exercise

1. Say whether the following sentences are true (T) or false (F). Write the answers in your exercise book
 - a) Birth ceremonies are the same in all the communities in Mozambique. _____
 - b) Adults aged 45 are allowed to touch the new born. _____

- c) The mother and the baby are isolated for a period which lasts a month. _____
- d) The big ceremony is held after two weeks. _____
- e) If you want to see the baby, you have to leave some money. _____

2. Look at this passage from the text:

"If you want to see the child, you leave a coin on a plate near the child"

- a) Why do you think people have to leave a coin? Begin your answer this way:
 - People have to leave a coin on a plate near the child **because**

Connectors: because, so, but, although

- We use **because** to express a reason.
- We use **so** to express a result.

Examples:

- a) People put a coin in a plate because they wanted to see the baby. (reason)
- b) People wanted to see the baby, so they put a coin in a plate. (result)

- We use **but** and **although** to show a contrast.
- We use **Although** at the beginning or in the middle of a sentence.

Examples:

- a) Uncle Sebastião wanted to touch the baby but he didn't have money. (contrast)
- b) Although uncle Sebastião wanted to touch the baby, he didn't have money. (contrast)
- c) Uncle Sebastião didn't have money, although he wanted to touch the baby.

3. Complete the sentences with so, because, but or although. Write the answers in your exercise book.

Example: We didn't have money, so we didn't see the child.

- a) It was very hot _____ she was wearing a coat.
- b) _____ she was born in Tete, she didn't undergo Kulanga initiation rite.
- c) The baby was crying _____ they couldn't help.
- d) There was a pregnant woman on the bus, _____ we offered her a sit.
- e) Ana wants to get married in Tete, _____ she didn't have initiation rites.
- f) All the girls went to the ceremony _____ they were already 13 years old.
- g) I saved some money, _____ I bought a new car.
- h) _____ John studied hard, he didn't pass the exam.



Activity

III. Writing

4. Write two paragraphs describing a common baby ritual in your community. Remember to mention the name, the place, etc.



Lesson summary

Dear student, in this lesson you got to know a ritual which is held in many communities whenever there is a new born. You also got to know how to link your ideas in a sentence using connectors.

Did you manage to do the activities and the exercises correctly? Perfect! You can now proceed to the next lesson. If not, we recommend you to repeat this lesson until you have improved your understanding of the lesson.

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



Key

I.

- Any answer has to be accepted as long as it describes a ritual held in a community.

II.

1.

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

III

2.

- | | | | |
|-------------|--------|-------------|-------------|
| 1. but | 3. but | 5. although | 7. so |
| 2. Although | 4. so | 6. because | 8. Although |

- III.** No specific answer but you have to make sure you follow all the steps and the correct connectors.

Unit 19: Importance of education

Introduction

Dear student, in the previous unit you read passages and texts that described customs and traditions, birth and kulanga ceremonies.

In this unit you will get to know the Importance of Education and how it is structured, you will look at different levels of education, describe some careers and different ways of educating girls, and state the differences between home education and that given at school.

This unit has 4 lessons, namely:

Lesson 12: Importance of Education

Lesson 13: Dream Careers

Lesson 14: The Importance of Educating Girls

Lesson 15: School vs Home Education



Learning Objectives

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

- Read passages describing the importance of education;
- Read passages describing the importance of educating girls;
- State the difference between home and school education.



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 the Importance of Education and other resources that will help you to better understand the topics of the unit.

LESSON 12: Importance of education

Introduction

Dear student, in this lesson you will learn about education in different levels or perspectives and get to know what the Mozambican Government is doing in order to reduce illiteracy in the country.



Learning Objectives

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

- Explain the importance of education;
- Describe education related issues.



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



Importance of education

I. Reading

Read the following text:

In many developing countries, going to school is still a very big challenge, despite the effort carried out by the governments of those countries to minimize the rate of illiteracy. Mozambique for example, has taken steps toward the eradication of illiteracy. But still 65 percent of its population cannot read or write. In recent years, many schools have been built throughout the country and consequently the number of children



Picture 12

attending lower primary education has increased considerably due to government policies, whereby primary school is compulsory and free for all children.



Exercise

1. Find synonyms of the following words:

- | | | |
|--------------|-------------|---------------|
| a) Country | c) Literacy | e) Compulsory |
| b) Challenge | d) Lower | |

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

- a) What is the Mozambican government doing to reduce illiteracy?
- b) What is the percentage of people that cannot read and write?

After you have answered all the questions related to the text read, go on with the lesson but this time, you will look at the grammar issues that follow.

Connectors

As we mentioned in the previous lesson, **connectors** are words used to connect two sentences or ideas together.

You have already learnt the use of **but**, **because**, **so** and **although**. Now you will learn the use of **and**, **or**, and **when**.

- **And** – is used to join two or more similar ideas.

Example:

She attends night classes and loves the work she does.

My brother and I love travelling.

- **Or** – is used to express two ideas or alternatives ideas.

Example:

I can't sing or dance.

He does not have a television or a video.

- **When** – is used to express time.

Example:

I started school when I was 7 years old.

Our dog always barks when someone comes in.



Activity

3. Now write your own sentences using and, or, when. Write the answers in your exercise book.

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



Lesson summary

Dear student, in this lesson, you read a short passage which was describing what the Mozambican Government is doing to reduce illiteracy in the country, learnt some connectors and did some exercises.

Were you successful in the lesson? If yes, congratulations. If not, we advise you to repeat this lesson so that you understand it well and are able to do the activities and exercises that you are recommended to do.

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



Key

1.

- | | | |
|----------------------|-------------------------|----------------------------|
| a) Country = nation | c) Literacy = knowledge | e) Compulsory = obligatory |
| b) Challenge = trial | d) Lower = junior | |

2

- a) It is building more schools, increasing the access to education and making it free and compulsory for every child.
- b) It is 65%.

3. Your answers will be correct if you use and, or and when in the sentences you will write.

LESSON 13: Dream careers

Introduction

Dear student, in this lesson you will learn job related vocabulary, be provided with a table brainstorming a young person's dreams for a future profession. You will also read a text which will be describing different ways youth pursue their careers.



Learning Objectives

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

- Generate ideas about their future profession;
- Identify what exactly they want to do after they leave school;
- Specify anything they know about a career.



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



Dream careers



Vocabulary

Dreams = sonhos

Career = carreira

Brainstorm = chuva de ideias

Pursue = perseguir

Look at the table below which shows a young person's dreams for a job.



Picture 13

Now, look at this picture of different age groups looking for jobs.



<https://www.sdgfund.org/more-and-better-jobs-cabo-delgado-province-and-nampula-province-harnessing-opportunities-new-economy>

Picture 14



Activity

I. Before- reading

1. Answer these questions orally before you read the passage.
 - a) What would you like to be when you leave school?
 - b) Do you think your career dream will easily come true?
 - c) What are the youth in the picture doing or pursuing?
 - d) Is it easy for the young people to take the career they have been pursuing?

II. Read the passage carefully.

Dreams that never come true

Many young people dream of being someone in the future. Many of them spend their school days pursuing their dream life. However, only few manage to see their dreams come true. These dreams fail because of a number of reasons.



Exercise

2. Say whether the following sentences are true (T) or false (F). Write the answers in your exercise book.
 - a) Many students spent their time dreaming.
 - b) All students' dreams come true.
 - c) Only the lucky ones manage to make their dream come true.

After having answered all the questions, you are now going to deal with definite and indefinite articles and know what they are.

Definite and indefinite articles

There are two types of articles in English:

The definite article: used to refer to specific or particular nouns.

Example: **The** USA, **The** pope, **The** sun,...

A/an- indefinite article: used to refer to non- particular nouns.

Example: we will go to **a** beach to have our sunbath. (It's referring to any beach).

3. Fill in the gaps with a /an or the. Write the answers in your exercise book.

- a) Lurdes Mutola is _____ World Champion.
- b) I met _____ man yesterday evening and _____ man was smiling.
- c) I went to _____ bank and I witnessed _____ accident.
- d) James is _____ old friend of mine.



Lesson summary

Dear student, in this lesson you learnt job related vocabulary. You also reviewed definite and indefinite articles and did some exercises.

Was this lesson difficult for you? We hope not. If so, go to the next lesson. If yes, please repeat this lesson again so that you understand all the contents of it and you are able to do the activities and the exercises correctly.

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



Key

1. Possible answers

- a) I would like to be a lawyer, a farmer, a peasant, a teacher....
- b) Well, that will depend on what I will come across...
- c) They might be blacksmiths filing or discussing about future careers...
- d) No, it is not...

2.

1. T

2. F

3. T

Venda proibida

3.

1. Lurdes Mutola is **a** World Champion.
2. I met **a** man yesterday evening and **the** man was smiling.
3. I went to **a** bank and I witnessed **an** accident.
4. James is **an** old friend of mine.

Venda proibida

LESSON 14: The importance of educating girls

Introduction

Dear student, in this lesson you will discuss the importance of educating girls, read passages that give an overview of what is happening in the educational sector and do some exercises.



Learning Objectives

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

- Explain the importance of educating girls in our country;
- Identify reasons why the government is increasing access to girls' education.



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



The importance of educating girls



Vocabulary

Education = educação	Lower/upper primary = primeiro ciclo/ Segundo ciclo do ensino primário
Access = admissão	Completion rate = taxa de conclusão



Activity

Look at this picture of girls at school

1. What are they doing?



Picture 15

Read this paragraph carefully.

Girls who receive an education are less likely to marry young and more likely to lead healthy, productive lives. They earn higher incomes, participate in the decisions that most affect them, and build better futures for themselves and their families. Girls' education strengthens economies and reduces inequality.

In Mozambique, despite the large increases in enrollment rates in lower primary school grades, most children are still not completing primary education. In 2016, only 45% of girls and 51% of boys completed primary school. Only about 10% of rural children and 20% of urban children who start school finish lower primary school at the intended age of ten years old. For upper primary schooling, the official completion rate is abysmal. In rural areas, by the age of 19 only about 14% of males and 8% of females have completed upper primary schooling.



Exercise

2. Complete the sentences below using the information from the text you have just read. Write the answers in your exercise book.

- a) Educated girls earn _____, participate in the _____ that affect them and build better future for _____.
- b) Although the government is increasing the enrollment rates in the upper primary grades, _____ children are not able to complete _____.
- c) The text says that only _____ of girls and _____ of boys completed primary education in 2016.
- d) In rural areas, about 14% of _____ and 8% of _____ complete higher primary schooling.

2. Find 10 words that have been used in the text in the crosswords below.

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



Lesson summary

Dear student, in this lesson about the importance of educating girls, you looked at a primary school where girls were doing some Physical Education activities, did some exercises and found ten words in the crosswords that have been used in the text you have just read.

Did you understand the importance of educating girls? We think yes. If so, go to the next lesson. If not, repeat the lesson again until you make sure you have understood it well and are now able to do the exercises and the activities.

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



Key

1

- a) Higher income/decisions/themselves
- b) most/ primary education
- c) 45% / 51%
- d) girls / boys

2.

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

LESSON 15: School vs home education

Introduction

Dear student, in this lesson you will learn about home and school education, you will be able to compare and contrast the two kinds of education and draw your own conclusions.



Learning Objectives

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

- Discuss the concept of home and school education;
- Establish the difference between the two kinds of education.



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



School vs home education



Vocabulary

Home schooling = educação caseira/explicação	Curriculum = currículo
Conducted = orientada	Provide = providenciar
Personalized = personalizada	Environment = ambiente
Structured = estruturada	Teenagers = adolescents

Look at these pictures about home education



Picture 17



Picture 16

Read these texts about **home** and school **education**.

Home schooling also known as **home education** is the education of school-aged children at home or a variety of places other than a school. Usually conducted by a parent, tutor, or an online teacher, many home school families use less formal, more personalized and individualized methods of

learning that are not always found in schools. The actual practice of home schooling can look very different. The variety ranges from highly structured forms based on traditional school lessons to more open and free forms such as unschooling, which is a lesson- and curriculum-free implementation of home schooling.

Whereas



Picture 18

A school is an educational institution designed to provide learning spaces and learning environments for the teaching of for students under the management of teachers. Most countries have systems of formal education, which is sometimes compulsory. In these systems, students' progress through a series of schools. The names for these schools vary from one country to another, but generally include primary schools for young children and secondary schools for teenagers who have completed primary education. An institution where higher education is provided, it is commonly called a university college or university.



Exercise

1. Complete the table with similar or different aspects of the two kinds of education. Write the answers in your exercise book.

Home and school education	
Similarities	
Differences	

2. Read the passage again and underline all the adverbs used in it.

3. Say whether the following sentences are correct (T) or not correct (F). Write the answers in your exercise book.
- a) Home education takes place in an institution and does not need to follow specific curriculum and has no educator.
 - b) They are named depending on the kind of school one wants to run and vary from country to country.
 - c) They can also be known as primary and secondary schools.
 - d) Formal education does not take place in a formal institution.
 - e) The text says that teenagers attend secondary education.



Lesson summary

Dear student, in this lesson you read passages that established the differences (taking place in different institutions, conducted by different educators...) and similarities (both being conducted by a structured curriculum and by someone, having the same target...) between home and school education. You have also done some activities and exercises that were aimed to deepening your understanding of the lesson.

We believe you did not have any problems to understand this lesson. If yes, please go to the next lesson. If not, please repeat this lesson again for you to understand it well.

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



Key

1.

Home and school education	
Similarities	<ul style="list-style-type: none">- Both conducted by a structured curriculum- Conducted by someone be it a teacher or tutor-Both have same target
Differences	<ul style="list-style-type: none">- One takes place at home and the other one in an institution- One is conducted by a trained teacher and the other one by a parent, a tutor or an online teacher- One is more personalized and the other one generalized- One is formal and the other less formal

2.

- Usually
- Always
- Highly
- Generally
- Commonly

3.

- (F)
- (T)
- (T)
- (F)
- (T)

Unit 20: Human rights and gender

Introduction

Dear student, in the previous unit you read passages and texts which described the importance of education and of educating girls, described dream careers and established the differences.

In this unit you will deal with Human Rights and Duties, and Human Rights and Gender..

This unit has 4 lessons, namely:

Lesson 16: Human rights

Lesson 17: Gender

Lesson 18: Equal rights between man and woman

Lesson 19: Children rights



Learning Objectives

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

- Name the Human Rights, Duties and Gender;
- Describe Human Rights and Gender;
- Identify situations of violation or protection of the Human Rights;
- Name the Children Rights.



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

Learning Resources

There will be passages, extracts of texts and pictures describing what the Human Rights are and other resources that will help you to better understand the topics of the unit.

LESSON 16: Human rights

Introduction

Dear student, in this lesson, you will be introduced to the concept of Human Rights and Gender. You will also be exposed to situations or passages that will enable you identify respect or violation of Human Rights and Gender.



Learning Objectives

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

- Define the Human Rights;
- Discuss Human Rights related issues.



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



Human rights



Vocabulary

Human rights = Direitos Humanos

Regardless = independentemente de

Freedom = liberdade

Slavery = escravatura

Entitled = intitulado/conferir o direito



Activity



Picture 19

Look at the picture

What Are Human Rights?

Definition

Human rights are rights inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other status.

Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more. Everyone is entitled to these rights, without discrimination.



Exercise

1. Read the text and answer the questions that follow. Write the answers in your exercise book.
 - a) What do different hands in the picture represent?
 - b) Define Human Rights and gender using your own words.
2. Say whether the following sentences are true (T) or false (F). Write the answers in your exercise book.
 - a) The passage says that all people have equal rights.
 - b) The passage states that women should have more rights than men.
 - c) The passage says there should not be discrimination in the world.
3. Complete the table with the human rights named in the passage you have just read. Write your answers in your exercise book.

	Example: freedom of speech
Human Rights	



Lesson summary

Dear student, in this lesson you learnt what Human Rights are, which are right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more. You have also done some activities and exercises.

Were you successful in this lesson? We guess yes. If so, go ahead. If not, we recommend you to repeat this lesson again and again until you understand it well and able to do the activities and exercises.

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



Key

1.

- a) They represent people of different races, sex, nationalities, ethnicities, etc.
- b) (you define it the way you think it suits).

2.

1T

2. F

3. T

3.

	Example: freedom of speech
	Right to liberty
	Right to freedom of opinion
Human Rights	Right to freedom from slavery
	Right to life
	Right to education
	Right to work

LESSON 17: Gender

Introduction

Dear student, in this lesson, you will deal with different representations of gender issues and show your understanding by doing the exercises correctly and by responding positively to the activities.



Learning objectives

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

- Describe gender issues;
- Identify right to wrong sentences about gender issues.



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



Gender



Vocabulary

Gender = género

Role = papeis/responsabilidades

Right = correcto

Equity = equidade

Characters = personagens

Wrong = errado

Look at these pictures representing gender

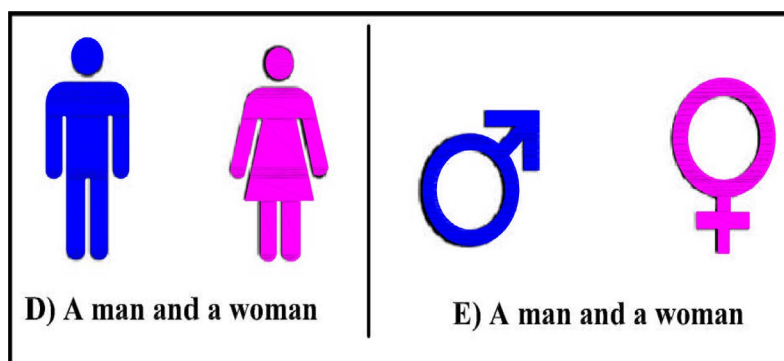


A) 4 men and 2 women

B) 4 women and 3 men

C) 7 women and 3 babies

Picture 20



Picture 21





Exercise

1. Now, answer the questions below based on the pictures you have just looked at.

Right **(R)** or wrong **(W)**? Write the answers in your exercise book.

- a) There is a gender balance in pictures a. and b.
- b) Picture b. represents equal rights and opportunities.
- c) In picture a. there are more men than women.
- d) There are more women than men in picture b.
- e) There is no gender balance in picture c.
- f) Picture d. represents equal rights, equal opportunities and gender balance.
- g) In picture e. blue scientifically means woman and pink man.

2. Read this short text and answer the questions that follow.

FEMININE REPRESENTATIONS		
	<ul style="list-style-type: none">● Women are often represented as being part of a context (family, friends and colleagues) and working/thinking as part of a team.● They tend to take the role of helper (propp) or object. Passive rather than active.● They are often victims.● Men are still represented on TV drama characters up to 3 times more frequently than women.	

- a) According to the text, how are women represented?
- b) What roles do they normally play?
- c) How often are men represented on TV drama characters?
- d) Do you agree with this idea of having more men than women? Why or why not.



Activity

3. Write a short paragraph about gender situations in your town, village, city or township.



Lesson summary

Dear students, in this lesson about gender, you described different gender situations, like of more men than women or more women than men, their role and how communities assign roles to women. You have also been able to do the activities and exercises. Were you successful? We hope yes. If so, go to the next lesson. If not, we advise you to repeat the lesson.

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



Key

1.
 - a) Wrong
 - b) Right
 - c) Right
 - d) Right
 - e) Right
 - f) Right
 - g) Wrong
2.
 - a) They are represented as being part of context.
 - b) They play roles of a helper, an object or a passive.
 - c) Three times more than women.
 - d) No, I don't because men and women should have equal rights, same opportunities and play the same roles.
3. Here we will not provide you with an answer because that will depend on what you think should be right for men and women.

LESSON 18: Equal rights between man and woman

Introduction

Dear student, in this lesson you will learn about different ways men and women can be regarded as having equal rights or not in the country or on the continent.



Learning objectives

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

- Describe situations that show equal rights between men and women;
- Identify conditional clauses in a sentence.



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



Equal rights between man and woman



Vocabulary

Equal rights = direitos iguais

Equality in rights = igualdade de direitos

Customs and traditions = costumes e tradições

Look at this picture.

What does it represent?



Picture 22

Read the text that follows

Mozambique is one of the countries where Gender Inequality, extreme poverty and the HIV/AIDS epidemic have contributed to the precarious status of women and girls in the country. In addition to this, low levels of education, high maternal health risks, pressure to marry at a young age, limited economic prospects, gender-based violence, and accepted cultural norms place women at a high disadvantage.

Very few girls who finish primary school finish secondary school and many of women who live in rural areas are illiterate.

Most women in Mozambique face many obstacles and discrimination because of strongly held beliefs about gender roles.

The media on the other hand, contributes negatively to stereotypes by showing women as the ones that deserve violence. High HIV infection in young women and adolescent girls are higher compared to boys. The same applies when it comes to opportunities for schooling and jobs.

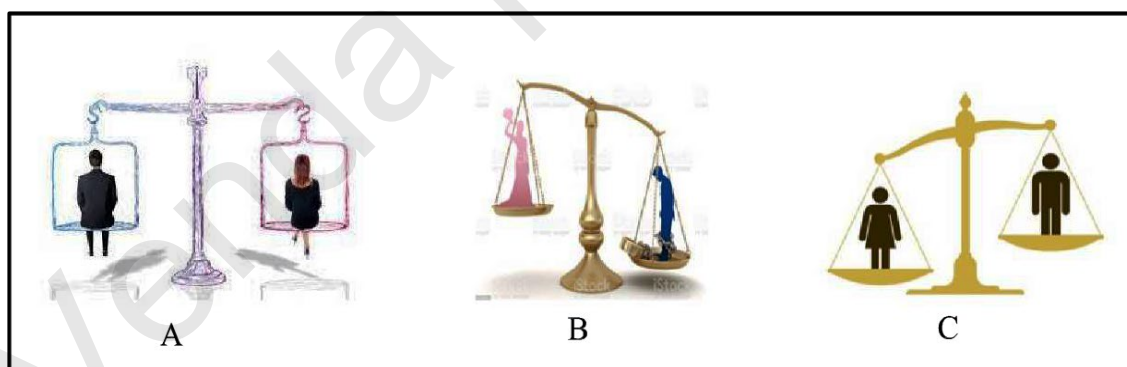


Exercise

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

- Name the 5 factors that contribute to gender inequality in Mozambique.
- How many girls are able to finish primary education?
- How do media contribute negatively to gender inequality and discrimination?

2. Say what each picture (A, B and C) represents. Write the answers in your exercise book.



Picture 23



Activity

3. Write a short paragraph describing how men and women are given roles in your community.

Write the answers in your exercise book

After having answered the questions, you are now going to review the “third conditional”. We recommend you to pay attention to the following.

Third conditional

The **third conditional** is used to express the past consequence of an unrealistic action or situation in the past.

For example,

- *If he had studied harder, he would have passed the exam.*
- *If she had given John some money, he would have bought her nice shoes.*
- *If men and women had been given the same rights, the world would have been better.*

The first action (studying hard or giving John some money) did not happen. But in the case that it happened, the consequence was passing the exam and buying nice shoes. The third conditional refers to something unrealistic in the past.

We often use the third conditional to express regrets – describing things we are sorry happened or didn't happen.

For example,

- *If my alarm had gone off, I wouldn't have been late to work.*
- *If there hadn't been so much traffic we wouldn't have missed our flight.*
- *If all men and women had been given the same opportunities, the world wouldn't have been the way it is today.*



Exercise

4. Which sentence below is an example of third conditional? Write your answers in your exercise book.

- I would have gone if you had told me.
- If I had more time, I would have finished it.
- I would have been so angry if he had said that to me.

5. Answer these questions using the Third Conditional. Write the answers in your exercise book.

- If you had won the lottery, what would you have bought?
- If you had more time this week, what would you have done?
- If you hadn't started learning English, which language would you have chosen?
- If you had been born 100 years ago, how would your life have been different?



Lesson summary

Dear student, in this lesson, you learnt about equal rights between men and women and how they are assigned different roles in their communities or society. You have also described some pictures and done an activity and exercises. Did you manage to do the exercises and the activity well? We hope yes. If so, we recommend you to proceed to the next lesson. If not, you are kindly advised to repeat this lesson again until you are able to do everything correctly.

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



Key

1.
 - a) Extreme poverty, HIV & AIDS, low levels of education, high maternal health risks, pressure to marry at a young age... or any other.
 - b) Very few.
 - c) By showing women as the ones that deserve violence and discrimination.
2.
 - A. Represents equal rights and opportunities.
 - B. Represents more rights and opportunities for women than men.
 - C. Represents more rights and opportunities for men than women.
3. In my community, men are given the role of..... and women
4. C
5. Possible answers.
 - a) I would have bought a beautiful house.
 - b) I would have gone to my aunt's house.
 - c) I would have chosen the Italian Language.

LESSON 19: Children rights

Introduction

Dear student, in this lesson, you will name, discuss and define children's rights and duties. You will also describe adverbs of manner and use them in practical exercises.



Learning objectives

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

- Name the Children's Rights;
- Discuss Children Rights related issues.



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



Children rights



Vocabulary

Children rights = direitos da criança	Equal rights = direitos iguais
----------------------------------------------	---------------------------------------

Look at the picture below which represents the Children's Rights



File:Children at Save a Child's Heart in Israel, stand together for the Right to Health (15423360367).jpg

Picture 24

What are children rights?

The United Nations Convention on the rights of the child is an important agreement by countries who have promised to protect children's rights. So, children's rights are the human rights of the children. The convention explains who children are, all their rights, and the responsibilities of the governments. All the rights are connected, they are all equally important and they cannot be taken away from children. Some of the children's rights include:

- Right to health;
- Right to education;
- Right to family life;
- Right to play and recreation;
- Right to an adequate standard of living and to be protected from abuse and harm.



Exercise

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

- a) What kind of a thing is the United Nations Convention?
- b) Define the children's rights.
- c) What does the convention do?
- d) Name 4 children's rights.

Discussion.



- a) What children's rights mean to you?
- b) Do you think the children's rights are respected in Mozambique?

2. What common children's rights are there in Mozambique?

After having answered the questions, let us now deal with some grammar issues.

Adverbs of manner

An **adverb of manner** describes how you do an action. Adverbs of manner are usually placed after the main verb.

Examples:

- a) A tortoise walks very slowly.
- b) This door opens frequently.
- c) Please drive carefully.



Exercise

3. Identify the adverb of manner (adv) in the sentences that follow. Write your answers in your exercise book.

- a) A terrible fire spread rapidly in the village.
- b) My mother waited impatiently for the theatre to start.
- c) Fridays are really busy days.
- d) I am terribly sorry for what has happened.



Lesson summary

Dear student, in this lesson you learnt what the Children's Rights are. You also dealt with adverbs of manner and identified them in written sentences.

Did you understand this lesson well?

If so, we recommend you to proceed to the next lesson. If not, please repeat the lesson again until you make sure that you have understood it and have done the exercises and activities correctly.

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



Key

1.

- a) It is an important agreement by countries who have promised to protect children's rights.
- b) They are the human rights of the children.
- c) It explains who children are, their rights and the responsibilities of the governments.
- d) Right to education, life, protection against violence, health, recreation.

2. Possible answer

Common children's rights in Mozambique are:

- Right to health
- Right to education
- Right to play and recreation
- Right to life
- Right to have a family

Other answers should also be accepted

3.

- 1. rapidly
- 2. impatiently
- 3. really
- 4. terribly

Unit 21: School subjects and future professions

Introduction

Dear student, in the previous unit you dealt with the concepts of the Human and Children's Rights, Duties and Responsibilities, Gender and finally, you read texts and extracts describing equal rights between men and women.

In this unit about school subjects and future professions, you will be able to know the names of the subjects that you take at school, say which ones are easy or difficult, say what are your favourite subjects and which ones do you think will be useful for your future career or profession.

This unit has 3 lessons, namely:

Lesson 20: School subjects

Lesson 21: Professional orientation

Lesson 22: Professional preferences



Learning objectives.

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

- Discuss what school subjects are;
- Name school subjects;
- Describe the school subjects that are taken at school;
- Identify subject preferences among students;
- Get to know subjects that help for career orientation.



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

Learning Resources

There will be passages, extracts of texts and pictures describing the school subjects and future professions as well as other resources that will help you to better understand the topic of the unit.

LESSON 20: School subjects

Introduction

Dear student, in this lesson you will describe school subjects that are taken in our Mozambican schools.



Learning objectives

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

- Name the school subjects;
- Describe each of the subjects one takes at school.



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



School subjects



Vocabulary

Favourite subject = disciplina preferida

Be good at = ser bom/boa a

Not be good at = não ser bom / boa a



Exercise

I. Reading

Read the descriptions of the school subjects and write the names of each subject. Write the answers in your exercise book.

1. The study of numbers, shapes and space using reason and usually a special system of symbols and rules for organizing them. It is _____
2. Classes in which children do exercises and learn to play sports. It is _____
3. The study of past events considered together, especially events of a particular, period, nation or subject. It is _____
4. The theory and practice of using computers to store and analyse information. It is _____
5. The language which is spoken in Angola, Brazil, Cape Verde, Guinee Bissau,

- Mozambique, São Tomé, Timor Lese. It is _____
6. The study of the countries of the world and of such things as the land, seas, climate, towns and population. It is _____
 7. The study of living organisms including their structure, functioning, evolution, distribution and interrelationships. It is _____
 8. The language which is spoken in Botswana, Eswatini, Lesotho, Malawi, Namibia, South Africa, Zambia and Zimbabwe. It is _____
 9. The study of the structure of substances and of the way they react with other substances. It is _____
 10. The study of forces such as heat, light, sound, pressure, gravity, and electricity and the way that they affect objects. It is _____

II. Now answer these questions

- a) What is your favourite school subject? Why?
- b) Do you want to follow your parents' career? Why?
- c) Is there any subject you would like to be taught at school? Why?
- d) What do you think is the most difficult school subject?
- e) What is the easiest school subject for you?



Lesson summary

Dear student, in this lesson you learnt about school subjects that you might be taking at school and did some exercises identifying which school subject is being described and the other one telling what your favourite school subject is, which is the most difficult, which shouldn't be taught, etc.

We believe you have done the activities and the exercises correctly. If yes, congratulations. You can now go to the next lesson. If not, we advise you to repeat the lesson again until you are able to do everything correctly.

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



Key

- | | | |
|-----------------------------|---------------------|--------------------|
| 1. It is Mathematics | 5. It is Portuguese | 9. It is Chemistry |
| 2. It is Physical Education | 6. It is Portuguese | 10. It is Physics |
| 3. It is History | 7. It is Biology | |
| 4. It is ICT | 8. It is English | |

2.

- a) It can be any of the subjects we have mentioned.
- b) Yes, I do or no, I do not
- c) You can select any that you think should be taught.
- d) You can identify it according to your area if difficult.
- e) It can be any that you take at school.

Venda proibida

LESSON 21: Professional orientation

Introduction

Dear student, in this lesson you will discuss professional orientation that may help you in the choice of your future profession or career. After the lesson you might also be able to help a friend to do the same.



Learning objectives

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

- Choose the right course you will take after you finish high school;
- Advise your friends when they are doubtful about future professions.



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



Professional orientation



Vocabulary

Professional Orientation = orientação profissional

Career orientation = orientação de carreira

Guidance = orientação/ aconselhamento

Prepare students = preparar os estudantes



Carrer Orientation

Career Orientation is career development instructional guidance program designed to prepare students to have a greater understanding of educational and career opportunities and options and to assist them in making meaningful and informed career choices.

Picture 25

Objectives of career Orientation

- . To become acquainted with various forms of employment and to develop job acquisition and job retention skills.
- . To experience hands-on activities for self appraisal purposes and for exploratory career experiences.
- . To develop a tentative career and educational plan relevant to their individual interests, abilities, aptitudes, and goals.



Exercise

I. Reading

1. Look at the two extracts and answer the questions. Write the answers in your exercise book.

- Define career or professional orientation.
- Why is career or professional orientation important?
- In what way can career orientation be important for the school leavers?



Activity

II. Writing

Write a short paragraph describing the importance of career orientation or professional orientation for the students especially those finishing grades 9 and 12.



Lesson summary

Dear student, in this lesson you discussed the issue of career and professional orientation. You were also asked to write a short paragraph describing the importance of career or professional orientation in order to help students finishing grades 9 and 12.

Did you manage to do the exercises well? Congratulations. You are now ready to go to the next lesson. If not, please go back and review the whole lesson for a deeper understanding.

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



Key

I.

- Career or professional orientation is an institutional guidance program that prepares students to have an understanding of educational and career opportunities and options and to assist them in making meaningful career choices.
- Because it helps students to be aware of various forms of employment, to develop tentative careers or education plans relevant to their individual interest, abilities, aptitudes and goals.
- It will help them make the right career choices or select the suitable courses they will take or pursue.

II. Here you are free to write and describe the kind of career or professional orientation you think will be beneficial to you.

Venda proibida

LESSON 22: Professional preferences

Introduction

Dear student, in this lesson you will learn the descriptions of the subjects and express your professional preferences.



Learning objectives

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

- Express your subject of career preferences;
- Choose the right subjects for your future jobs or professions or course you will take after you finish high school.



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



Professional preferences



Vocabulary

Career preference = preferência de carreira

Right subject/job = disciplina certa/ emprego certo

I. Expressing preferences

Look at these sentences expressing preferences.

- I prefer studying Mathematics to writing poetry.
- She prefers a computer to a typewriter.
- They prefer Arts to Science subjects.



Exercise

1. Complete these sentences using the **ing** of the verb in brackets () +...**to**...write the answers in your exercise book.

- a) He prefers _____ (work) alone _____ (work) in a team.
- b) She prefers _____ (have) holidays in summer _____ holidays in winter.
- c) You prefer _____ (invest) in Portugal _____ Brazil.

What is the importance of career guidance for students?

Students need career guidance to explore and plan for future career opportunities based on their individual interests, preferences, skills and values. Participation in career guidance enhances linkage of academic and career experiences and thus, improves career preparation and management.

2. Comprehension

Answer the questions using the information from the text you have just read. Write the answers in your exercise book.

- a) Why is career guidance crucial for the students?
- b) What benefits can students have after participating in career guidance?

What is career exploration activities?

The career exploration process involves learning more about yourself, researching your options, trying new experiences, and creating a strategic plan to reach your professional goals.

- 2. What are the advantages of career exploration activities?



Lesson summary

Dear student, in this lesson you learned how to express career preferences (I prefer English to Mathematics), completed texts describing the importance of career guidance and a short passage describing what exploration activities are as well as their importance in the students' future professions and preferences.

Was this lesson difficult for you? We hope not. If so, proceed to the next lesson. If not, we advise you to repeat it again and do the exercises as well as the activities.

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



Key

- 1.
 - a) He prefers working alone to working in a team.
 - b) She prefers having holidays in summer to holidays in winter.
 - c) You prefer investing in Portugal to Brazil.

2.

- a) Because it helps them to explore and plan for future career opportunities based on their individual interests, preferences, skills and values.
- b) Participation in career guidance enhances linkage of academic and career experiences and thus, improves career preparation and management.

3. Learning more about oneself, researching ones options, trying new experiences, and creating a strategic plan to reach ones professional goals.

Venda proibida

Unit 22: Science and technology in the 21st century

Introduction

Dear student, in the previous unit you named school subjects and identified favourite subjects and career orientation that led to future careers or professions.

In this unit about science and technology in the 21st century, you will be able to know how science and technology have evolved, the kinds of devices used in the past and to date, how communication has been evolving and in what way science and technology have helped people's lives and medicine.

This unit has 4 lessons, namely:

Lesson 23: Scientific and technological devices

Lesson 24: Importance of ICT in people's education

Lesson 25: The role of technology in agriculture and manufacture

Lesson 26: Advantages and disadvantages of ICT



Learning objectives

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

- Describe different periods of evolution in science and technology;
- Name devices used in science, technology and communications.



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

Learning Resources

There will be passages, extracts of texts and pictures describing science and technology in the 21st century and other resources that will help you to better understand the topic of the unit.

LESSON 23: Scientific and technological devices

Introduction

Dear student, in this lesson you will read some passages that define technology, internet and devices such as computer and TV.



Learning objectives

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

- Identify names of the devices used in technology;
- Define technology, computer, satellite, internet and TV.



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



Scientific and technological devices



Vocabulary

Technology = tecnologia

Ancestors = antepassados

Scientific devices = equipamento científico

Discoveries = descobertas

Read this extract carefully.

From many social scientists and technologists, we live in a world that is somehow different from that lived by our ancestors. This 'new world' is due in part to the rapid growth of communication technologies such as cable and satellite television, fax machines and multimedia computers, and the growing data networks sometimes called the 'information superhighway'. This is to say that communication between different parts of the world and different parts of society is made possible by such technologies.

From the passage above, it is possible to define technology as the study and knowledge of the practical use of scientific discoveries.



Picture 26

Computer



Picture 27

Computer it can be defined as an electronic machine which is used for storing, organising and finding words, numbers and pictures.

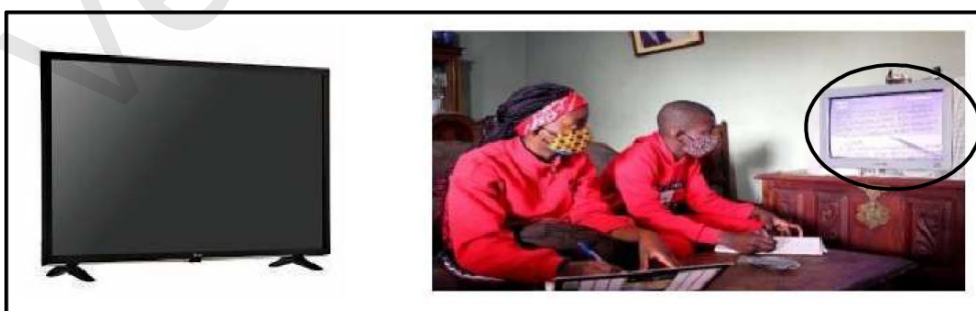
Internet



Picture 28

Internet is defined as the largest and the most expansive systems of data links.

Television



Picture 29

Television it is a box-like device with a screen which receives electrical signals and changes them into moving images and sounds.

As you can see, technology involves many things and the greater merit is given to the richest people like Bill Gates, who is best known for his contribution to technology especially for his software and hardware.

Technology does not only mean the use of the devices mentioned previously. Technology includes also all electronic equipment that you use at home namely the radio, cellphone, home telephone, calculator, etc.



Exercise

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

- a) The world we live in today is the same as the one our ancestors lived.
- b) Communication is easier today than it was in the past.
- c) Technology can also be in the planes, trains, road transport, etc.
- d) Bill Gates is best known for his software and hardware on the computer.
- e) People in rural areas have no problems in using technology.
- f) Any person in the rural area can easily buy a computer and use it without electricity.

2. Choose one of the described technology devices and say in what way it is important in your daily life.



Lesson summary

Dear student, in this lesson you got to know the names of different technology devices as well as their definition. For a better understanding, you were exposed to different kinds of exercises including those where you had to identify a device and say its importance in your own life.

We believe that this lesson was not difficult for you and we hope you have been able to do the activity and the exercise. If that is the case, we recommend you to go to the next lesson. If not, you better repeat this lesson again and do the exercises correctly.

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



Key

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

2. You can choose any of the devices described below (computer, cellphone, radio, home telephone...)

LESSON 24: Importance of ICT in people's education

Introduction

Dear student, in this lesson you will read two texts that describe the importance of using ICT in people's lives and in education. You will also have to do some comprehension exercises and respond to multiple choice sentences.



Learning objectives

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

- Define ICT;
- Explain the importance of ICT in people's lives.



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



Importance of ICT in people's education



Vocabulary

Management = gestão	Straightforward = directamente	Advanced = avançada
----------------------------	---------------------------------------	----------------------------

Read this text

Information and Communication Technology (ICT) is an unlimited term covering all the technologies and services involved in computing, data management, telecommunications provision, and the internet. These technologies all deal with the transmission and reception of information of some kind.

The objective of ICT is to connect the gap between the parents, educators, and students by prompting practical, cooperative, and straightforward modes of communication. It equally gives advanced information exchanging ways for educational institutions such as schools, colleges, and universities to pass on or exchange information. Consequently, it plays a very crucial role in education, especially in the administration and management of institutions.



Exercise

I. Reading comprehension

- a) Define ICT
- b) What do technologies deal with?
- c) What is the purpose of ICT?
- d) Why is ICT important?

Read the text about a **techno – geek student**.



Picture 30

Angelica Manjate is 20, a grade 10 student at Josina Machel secondary school in Maputo, has astonished many youngsters in her community. She has gone to different well-known doctors and witchcrafts seeking advice and help on how she can become 'normal' again. Angelica is well-known and respected by many technocrats.

She has been to different national and international technological competitions. She boasts of her techno appliances and success. She was nicknamed a techno - geek by her mother and science teacher and nobody

objected as the name fitted her.

Source: Module 4 1st Cycle

II. Answer these questions. Choose the best answer from the multiple choice. Write your answers in your exercise book.

1. Angelica is a student at...

- a) Samora Machel Secondary School.
- b) Sansão Mutemba Secondary School.
- c) Josina Machel Secondary School.
- d) Graça Machel Secondary School.

2. She went to different doctors and witchcrafts to look for...

- a) support and advice.
- b) food and advice.
- c) certificate or diploma.
- d) help and advice to travel.

3. Her nickname is...

- a) an expert
- b) a student
- c) success
- d) techno – geek

4. The expression techno – geek means....

- a) someone who invented computers and internet.
- b) someone whose main interest is electronic equipment.
- c) a person who repairs fridges, cookers, telephones and radios.

- d) an individual who does not understand technology.

III. Apart from the importance of ICT which was described in the two texts, in what way has ICT changed your life as a person?



Lesson summary

Dear student, in this lesson, you read two texts one describing in what way ICT has made communication possible among educators, students... and the other one that described the importance of ICT for Angélica, a well-known girl whose life relies on the electronic equipment. Were you able to study the lesson and be able to do the activities and the exercises? We hope yes. If so, well done. Go ahead with the next lesson. If not, please repeat this lesson and do the activities and exercises that you are assigned to do.

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



Key

- I. a) It is an unlimited term covering all the technologies and services involved in computing, data management, telecommunications provision, and the internet.
- b) They deal with the transmission and reception of information.
- c) The purpose of ICT is to connect the gap between the parents, educators, and students by prompting practical, cooperative, and straightforward modes of communication.
- d) ICT is important for the transmission and reception of information.

II. 1. c

2. a

3. d

4. b

III. ICT has helped me in establishing communication with other people who are far from me, allowed me to take online courses, take photos and write reports...

LESSON 25: The role of technology in agriculture and manufacture

Introduction

Dear student, in this lesson you will discuss the importance of using technology for the improvement of agriculture and manufacture of agricultural products that contribute for the development of the country.



Learning objectives

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

- Explain the role of ICT in agriculture and manufacture;
- Use direct and indirect speech when speaking.



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



The role of technology in agriculture and manufacture



Vocabulary

Growth = crescimento	livestock = gado	manure = estrume
income = rendimento	scientific methods = métodos científicos	lightning = iluminação
increase = aumento	Boost = incrementar/ aumentar	pasture = pasto
Crops = cereais	feed = alimentar	

Integrated crop-livestock

Population growth, urbanization and income growth in developing countries are driving to a significant global increase in the demand for food of animal origin, while also provoking the competition between crops and livestock (increasing crop areas and decreasing rangelands). This means that something has to be done so as to minimize the situation. One of the ways is what has come to be called 'integrated crop-livestock farming'.

Integrated crop-livestock farming is the farming that involves looking for scientific methods that aim at producing enough quality food and preserve pasture for animals to feed on.

A common crop-livestock farming is the growing of lettuce and keeping of ducks on the same piece of land. The waste from ducks will be used as manure in the field of lettuce and this manure will boost the harvest lettuce which in turn will provide food for the ducks. An advantage of integrated crop-

livestock farming is that the waste products of one component serve as a resource for the other. In this situation, a farmer is able to have both crops and livestock on the same piece of land. Above all, the faeces of livestock can be used for the production of bio-energy that is may be used in household lightning.



Exercise

I. Reading comprehension

- Complete the sentences that follow using the information from the text. Write the answers in your exercise book.
 - Increase in population, urbanization and income growth contribute...
 - Integrated crop-livestock farming means ...
 - The text says that crop-livestock farming ...
 - One of the advantages of integrated crop livestock farming is that ...
- Find in the crosswords, 7 words that have been used in the text about integrated crop-livestock.

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

After having had the reflection and done the exercises you were assigned to do, let us look at the grammar issues that follow.

Reported speech



What is direct and reported speech?

Direct speech is used when we want to repeat something the way the person has said it.

Reported speech is used when we want to repeat what someone has said and it is usually used in the past tense. Look at the examples in the table that follows.

Direct speech	Reported speech
She said, “we live in Cabo Delgado”	She said (that) they lived in Cabo Delgado.
The text says, “there is a demand for food from animal origin”	The text said (that) there was a demand for food from animal origin.
The passage said “a farmer is able to have both crops and livestock on the same piece of land”.	The passage said (that) a farmer was able to have both crops and livestock on the same piece of land.



Exercise

3. Change these sentences into the reported speech.

- We need to produce enough food for the people.
- The farmers need scientific methods to promote agriculture.
- Bio-energy maybe used in household lightning.



Lesson summary

Dear student, in this lesson you read a text which was describing the importance of ICT in agriculture and manufacture and showing different ways people can use to increase their production, crops and income. You also read a second text where a girl who is very good at using technology was giving testimony of how ICT has changed her life style.

Did you succeed in doing everything that the lesson required? If yes, congratulations. You can now go to the next lesson. If not, we recommend you to repeat the lesson again and do all the activities and exercises.

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



Key

1.

- Increase in population, urbanization and income growth contribute for global increase in the demand for food of animal origin and competition between crops and livestock.
- Integrated crop-livestock farming means finding methods for producing enough food and preserving pasture for animals to feed on.

- c) The text says that crop-livestock farming is growing lettuce and keeping ducks on the same place.
- d) One of the advantages of integrated crop livestock farming is that a farmer is able to have both crops and livestock on the same piece of land.

2. Crosswords

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

3.

- a) He/she said (that) we needed to produce enough food for the people.
- b) The text said (that) the farmers needed scientific methods to promote agriculture.
- c) They told us (that) Bio-energy might be used in household lightning.

LESSON 26: Advantages and disadvantages of ICT

Introduction

Dear student, in this lesson you will discuss the advantages and disadvantages of using information communication technology (ICT).



Learning objectives

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

- Explain the advantages and disadvantages of using ICT.



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



Advantages and disadvantages of ICT

I. Reading

Read these Top Advantages of ICT in Education.

- Improve the means of communication.
- Cost-efficient.
- Paperless: Eliminate the usage of paper...
- Enables better teaching and learning methods.
- Greater data and information security.
- Minimize cost and save time.
- Easy student management.



Activity

1. Look at the list of the advantages of ICT and select 3 you think reflect what has happened in your life. Write the answers in your exercise book.



Exercise

2. Read the passage that follows and complete the table with the disadvantages of using ICT. Write the answers in your exercise book.

Just like any other technology, ICT comes with certain limitations. One of the drawbacks of ICT is that a large sum of money is required at the time of implementation if digital equipment is to be provided for all students and teachers. Technology also leads to risk of cyber-attacks and hacks, a risk to the traditional book and handwriting methods, difficulties in managing online courses, etc.

Advantages	Disadvantages
<ul style="list-style-type: none"> • Improvement in communications • very effective • saves paper • enables innovations in teaching methods • security in information • saves time • easy management 	

Review of present perfect continuous.

3. Complete the sentences that follow. Use the verb in brackets (). Write the answers in your exercise book.

Example:

- The children are at the park. They (play) have been playing the ball for the last two hours.
 - a) Jacinta (sleep) _____ for almost 11 hours.
 - b) I (fly, not) _____ on a plane since last year.
- What were the people behind that building doing?
 - c) They (harvest) _____ carrots and sweet potatoes.



Lesson summary

Dear student, in this lesson you discussed the advantages and disadvantages of using ICT in education. Minimize cost, easy student management cost-efficient and save time are some of the advantages of ICT in education whereas risk of cyber-attacks and hacks, a risk to the traditional book and handwriting methods, difficulties in managing online courses are some of the disadvantages if it. Were you successful in managing this lesson? If yes, congratulations. You can now go to the next lesson. If not, repeat this lesson again and do the activities and the exercises.

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



Key

1. You can select any of the advantages that were listed in the top advantages of ICT.

Advantages	Disadvantages
<ul style="list-style-type: none">• Improvement in communications• Very effective• Saves paper• Enables innovations in teaching methods• Security in information• Saves time• Easy management	<ul style="list-style-type: none">• Requires large sums of money• Not available to every student or teacher• Subject to cyber-attacks and hacks• Risk to the traditional book and handwriting methods• Difficulties in managing online courses or lessons

2.

- a. Jacinta (sleep) has been sleeping for almost 11 hours.
- b. I (fly, not) have not been flying on a plane since last year.
- c. A. What have the people behind that building been doing?
B. They have been harvesting carrots and sweet potatoes.

Unit 23: Life after school

Introduction

Dear student, in the previous unit you read passages which described the evolution in science and technology and named different devices used in technology from the past to date.

In this unit, you will read some passages that describe experiences of school leavers and problems they face after they finish High School as well as the opportunities that they have depending on the kind of courses they have chosen to pursue.

This unit has 5 lessons, namely:

Lesson 27: School Leavers

Lesson 28: Job Opportunities

Lesson 29: Self-Employment

Lesson 30: Tips for Success in Self-Employment

Lesson 31: Grammar Review



Learning objectives

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

- Describe experiences of life after students finish high school;
- Describe the problems school leavers face;
- Identify opportunities school leavers may have;
- Identify what career to pursue.



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

Learning Resources

There will be texts, letters and pictures describing what life after school is like and other resources that will help you to better understand the topics of the unit.

LESSON 27: School leavers

Introduction

Dear student, in this lesson, you will read a text where two students from a secondary school in Maputo share their experience as school leavers as well as the fear they foresee after they finish high school.



Learning objectives

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

- State the difficulties school leavers experience after school;
- Plan what to do after you leave school.



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



School leavers



Vocabulary

School leavers = finalistas	Scuttle = apressar-se	Failing = reprovar/fracassar
Worry = preocupação	Wrangle = discutir/brigar	Used to = costumava fazer/praticar

I. Reading

Read the following text and answer the questions.



Picture 31

Our names are Olinda and Paula, we have just finished twelfth grade at Comunhão na Colheita Community School, in Zimpeto. We are now school-leavers. We will not worry about getting up early in the morning and scuttle to school. We will not worry about doing our homework anymore; we are free, free like a bird in the sky. Above all, we won't wrangle with our mother over pocket money. Although we are excited about being school-leavers, we still don't know what we will do next.

Nora, my cousin, finished twelfth grade three years ago and she still stays at home with us. She is very good at mathematics, but she doesn't want to be in the mathematical field. She told me that she

wants to be a journalist. She has been failing to secure a place at any college, because she graduated from section B where only science subjects are taught.

We feel the same thing will happen to us. We chose section A where we study arts and humanities subjects. Surprisingly we want to be electrical engineers. We hope we will get a part-time job so that we can have some money of our own to pay for our studies, but where will we get a job? There is nothing we can do... How we wish our teachers and parents had helped us.

Source: Modulo 4 1st cycle IEDA



Exercise

1. Choose words that have the same meaning as the ones underlined in the text. Write the answers in your exercise book.
a) Weakening b) Shockingly c) Quarrel d) Happy e) Rush
2. Answer the questions using the information from the text.
a) Has Olinda finished high school?
b) Identify some of the things she won't be doing any more.
c) What did she use to do with her mother?

Did you do the exercise? Well done. Let us now look at grammar issues. This time it is:



Used to – for past actions

We use 'used to' to talk about past actions that we no longer do in the present.

Form: 'used to' + main verb (infinitive form).

Example:

- a) My mother used to be a teacher. Now, she is a manager in a big company.
- b) His brother used to run 5 km a day. Now, he can only walk 500 metres.

Now, you are going to put into practice what you have just learnt by doing the exercises that follow.

3. Complete these sentences with used to where appropriate.

- a) I (live) _____ in Manica, but now I live in Montepuez.
- b) Jane (work) _____ for the Vodacom company, but now she has a job at the post office.
- c) My husband (play) _____ the piano quite well, but now he does not play it anymore.
- d) Nilza (attend) _____ drama classes, but now she plays football.

- e) My teacher (miss) _____ class meetings, but now he comes to the meetings every week.



Lesson summary

Dear student, in this lesson you read a text that identified the difficulties school leavers face after they finish high school. For example, not being sure about what he/she is going to do after leaving school, what career to follow, what course to take, etc. You were also taught how to use “used to” when referring to action that took place in the past and no longer happen in present.

Did you understand the lesson well? We hope yes. If so, go to the next lesson. If not, we advise you to repeat this lesson again and do the exercises correctly.

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



Key

1.

- | | |
|-------------------------------------|---------------------------|
| 1. <u>Failing</u> = weakening | 4. <u>Excited</u> = happy |
| 2. <u>Surprisingly</u> = shockingly | 5. <u>Scuttle</u> = rush |
| 3. <u>Wrangle</u> = quarrel | |

2.

- a) Yes, she has.
- b) She will not get up early in the morning and scuttle to school, she will not do the homework, she will be free like a bird in the sky and will not wrangle with her mother over the pocket money.
- c) She used to wrangle with her.

3.

- 1. I used to live in Manica, but now I live in Montepuez.
- 2. Jane used to work for the Vodacom Company, but now she has a job at the post office.
- 3. My husband used to play the piano quite well, but now he does not play it anymore.
- 4. Nilza used to attend drama classes, but now she plays football.
- 5. My colleague used to miss class meetings, but now he comes to the meetings every week.

LESSON 28: Job opportunities

Introduction

Dear student, in this lesson, you will read a sample of a job application letter and answer the questions using the information from it.



Learning objectives

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

- Write a job application letter;
- Use appropriate vocabulary when writing a job application letter.



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



Job opportunities



Vocabulary

Application = candidatura	Advertise = anunciar	CV = Curriculum Vitae
Letter = carta	Reply = resposta	Enclose = anexar

I. Reading

Job application letter

Health District Services
Av. Karl Max 245
Maputo

Dear Sir/Madam,

I am writing this letter to apply for the post of a nurse which was advertised in the **Notícias Newspaper** on 27 October 2022. I am 24 years old and I finished my course as a nurse last year at the Instituto de Ciências de Saúde de Maputo.

I am a hard working girl and able to work under pressure. I also like team work and helping people I work with. Currently, I am doing my part time job at Hospital Provincial de Maputo. I have enclosed my CV as well as a copy of my course Certificate.

I look forward to hearing from you soon.

Kind regards,
Anabela Francisco Morais



Exercise

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

- | | |
|-------------------------------------------|-------------------------------------------|
| a) Why is Anabela writing the letter? | d) Where is she taking her part time job? |
| b) When did she see the advertisement? | e) What kind of documents did she |
| c) Where did she take the nurse's course? | enclose? |

2. Find antonyms of the following words used in the job application letter.

- | | | |
|-----------|-----------------|------------|
| a) Apply | c) Hard working | e) Forward |
| b) Finish | d) Team work | |



Activity

3. Write a job application letter wishing to work as an accountant in a well-known company in Cabo Delgado Province.



Lesson summary

Dear student, in this lesson you learnt how to write an application letter where the person who wrote the letter was applying for a position of a nurse and described the qualifications she has to enable them be clear about the fulfilment of requirement needed. You have also done an activity and exercises that were aimed at deepening your understanding of the lesson.

We believe the lesson was not that difficult for you. If so, congratulations. You can now go to the next lesson. If you did not understand it well, repeat this lesson again.

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



Key

1.

- a) She is writing the letter to apply for the post of a nurse.

- b) She saw it on the 22 October 2022.
- c) She took it at the Instituto de Ciências de Saúde de Maputo.
- d) She is taking it at the Hospital Provincial de Maputo.
- e) She enclosed the copy of her CV and the Course certificate.

2.

Apply – ignore/reject

Finish – start

Hardworking – lazy

Team work – non-cooperation

Forward – backwards

3. Your letter must have a similar or all the components of a formal letter namely; the address, the reason for writing, qualifications...

LESSON 29: Self-employment

Introduction

Dear student, in this lesson, you will read a passage that defines what self-employment is, do exercises using the information from the passage and be able to write a short paragraph describing some initiatives of self-employment in your community.



Learning objectives

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

- Describe self-employment;
- Name some self-employment jobs.



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



Self-employment



Vocabulary

Self employment = auto emprego Share = partilhar	Employer = empregador Requires = requer/exige
-------------------------------------------------------------------	----------------------------------------------------------------

I. Reading

Read the following text.

What is meant by self-employment?



Picture 32

Self-employment is the state of working for oneself and not for an employer. This means that if someone is self-employed, he or she does not work for a specific person who pays him or her a consistent salary.

To be self-employed or to aspire to become one requires special attitudes and talents such as entrepreneurial skills, innovation, discovery and desire to solve problems. Examples of self-employment include: writers, freelancers, artists, lawyers,

accountants, investors, interior designers, organize events, catering services, technology repair,

tutoring, etc.

Self-employment has greater importance in economy, people's lives and mostly, it has a social impact.



Exercise

1. Read the passage again and answer the questions using the information from it. Write the answers in your exercise book.
 - a) Define self-employment.
 - b) Name the requirements needed for self-employment mentioned in the passage.
 - c) Give 5 examples of self-employment referred to in the passage.
 - d) Why is self-employment important?
2. Read the passage again and say if the sentences are correct (C) or not correct (NC)? Write the answers in your exercise book.
 - a) Self-employment means to work for a specific person or company.
 - b) There are no requirements for self-employment.
 - c) If someone wants a self-employment, he or she must have certain skills and qualities.
 - d) Self-employment does not contribute for the development of the country.
 - e) Self-employment generates income not only for the self-employed person but also for the country.



Activity

3. Write a short paragraph describing a successful self-employment initiative you have seen in your community.



Lesson summary

Dear student, this lesson was describing what self-employment is, its importance as well as some of examples of self-employment jobs (writers, freelancers, artists, lawyers, accountants, investors, interior designers, organize events) related to the passage and did some exercises using a given information.

We believe that you had no problems in understanding the lesson and you have been able to do the tasks and exercises. If so, well done. You can now go to the next lesson. If not, repeat the lesson, the activities and the exercises again for a better understanding of it.

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



Key

1

- a) Self-employment is the state of working for oneself.
- b) The requirements needed for self-employment are entrepreneurial skills, innovation, discovery and the desire to solve problems.
- c) Examples of self-employment are as follow: artists, accountants, lawyers, investors, catering services or any other referred to in the passage.
- d) Self-employment is important for the economy, people's lives as well as for the social impact.

2.

- a. -employment means to work for a specific person or company. (NC)
- b. Self There are no requirements for self-employment. (NC)
- c. If someone wants a self-employment, he or she must have certain skills and qualities. (C)
- d. Self-employment does not contribute for the development of the country. (NC)
- e. Self-employment generates income not only for the self-employed person but also for the country. (C)

3. You have to describe this initiative using expressions you have just learnt from the text.

LESSON 30: Tips for success in self-employment

Introduction

Dear student, in this lesson, you will read some passages describing essential tips for success in self-employment and do some exercises using information from the passages.



Learning objectives

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

- Identify essential tips for successful self-employment;
- Give advice to someone who wants to self-employ.



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



Tips for success in self-employment



Vocabulary

Behave = comportar-se

Get paid = ser pago

Take a break = ter intervalo

Learn to say no = aprender a dizer não

Read the description of the tips on self-employment.

1. Behave as if you are at work.

Even if you work from home, it's just occasionally a good idea to pretend you are in an office. Get properly dressed, turn up on time, maintain an organised workspace and try to keep life and work separate.

2. Be a good boss

The most damaging trap that many self-employed people fall into is not treating themselves well. They starve, and deny themselves the basics that they need to do the job properly.

So be a good boss and treat yourself as you would expect an employer to treat you. If you travel for work, travel well. Don't rent a cold, damp room with no desk or proper lighting. Stay in a good hotel. Have a nice breakfast and sleep well.

3. Get paid

Although you are a self-employed person, you have to secure that the work is done and make sure

you get paid for it always.

You have to keep a note of every piece of work you do and tick it off only when you have been paid.

4. Avoid feeling guilty

When self-employed people are at work, they usually feel guilty about not being with their children or family. And when they are with their children, they feel guilty about not doing their work. Don't do it. This means that when you are at work, be at work. When you are not, be where you are.

5. Take a break

Being a self-employed person is like a weight around your neck. It is hard. So sometimes you need to take it off. Take a holiday. Allow yourself to leave your daily routine. Have at least one day per week off and enjoy yourself.

6. Get a raise

As your experience and skills in self-employment increase, they should be reflected in your pay. In an employee role you would have regular appraisal meetings with your boss asking for a pay rise. The self-employed can, and must, do the same. Inflation is real and your income needs to reflect this, so don't underestimate yourself.

7. Use 'work speak'

Draw a timetable for yourself of the things you have to do like:

"Picking a child from school at a specific time".

"Taking your wife or relative to the hospital after school".

"Not answering a phone call because you are in a meeting".

"Speak like a professional and you will be treated like one".

8. Learn to say no

Sometimes enthusiasm and efficiency are essential. But being occasionally unavailable often has the magical effect of making you instantly more desirable to potential employers and thus getting more work in the long run. Try it. Just say "no, use excuses like: I have deadlines to meet, so I can't do it today. But I can do it tomorrow."

9. Have a Christmas work do

Christmas can be a depressing time of year for the self-employed. Office Christmas parties take place everywhere.

So give yourself a party. Decorate your kitchen, give a drunken speech thanking yourself for your excellent work and commitment, award yourself the Employee of The Year Trophy, photocopy your bum and snog yourself in the under stairs cup board. You deserve it.



Exercise

1. Read the passages again and answer the questions that follow. Write the answers in your exercise book.

- a) Name the nine tips for self-employment.
- b) Say which ones you think are important for you and say why.
- c) Give an example of someone you know that has succeeded in self-employment?

2. Say whether the following sentences are right (**R**) or wrong (**W**). Write the answers in your exercise book.

- a) You do not have to show behavior like that of someone who is at work.
- b) The text says that self-employed people have to be good leaders.
- c) Salary must be paid regardless of working as a self-employed person.
- d) You do not have to increase your salary if you work for yourself.
- e) Self-employed people must celebrate their success at Christmas time.



Lesson summary

Dear student, in this lesson you read passages which were describing very important tips that have to be followed if someone wants to succeed in self-employment. The tips were as follows: Behave as if you are at work, be a good boss, get paid, avoid feeling guilty, etc. in the end, you did some activities and exercises.

Did you do them correctly? If yes, congratulations. You can now go to the next lesson. If not, repeat the lesson and do all the activities and exercises.

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



Key

1. The 9 tips are as follow:

- Behave as if you were at work
- Be a good boss
- Get paid
- Avoid feeling guilty
- Take a break
- Get a raise
- Use “word speak”
- Learn to say No
- Have a Christmas work do
- Open answer for the exercise
- Open answer for the exercise

2.

- a) (W)
- b) (R)
- c) (R)
- d) (W)
- e) (R)

LESSON 31: Grammar review

Introduction

Dear student, in this lesson, you will review some of the grammar issues you have dealt with in the unit about self-employment.



Learning objectives

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

- Use grammatical sentences correctly in your daily life situations;
- Use grammar to do the exercises and activities correctly.



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



Grammar review



Vocabulary

Strange = estranho/a

School council = Conselho de escola

Shoes = sapatos

Accommodation = alojamento

Demonstrative adjectives

When are they used?

We use demonstrative adjectives in the following situations:

- a) With a singular noun when we talk about something near us.

Examples:

- This coffee is not mine.
- This water tastes strange.
- This house is 100 years old.

- b) With a singular noun to talk about something that is far from us.

- That flower is very beautiful.
- That school was built by the school council.
- That cat is very friendly.

- c) With plural nouns like these or those to talk about things near us or far from us.

Examples:

- I want to buy some of these apples, please.
- They chose these shoes for the party on Saturday.
- These chocolates are very nice.
- Are those people over there looking for a place to stay?
- It was hard to find good accommodation in those days.
- Those gardeners were trained by a very skillful person.



Exercise

1. Read the sentences that follow and complete them using the correct demonstrative adjective (this, that, these or those). Write the answers in your exercise book.

- a) He is so busy that I don't see much of him _____ days.
- b) I haven't got enough money to go on holiday _____ year.
- c) What is the name of _____ girl we met the other day?
- d) The price of the sweet potatoes _____ days is incredible!
- e) Who are _____ leaders over there?
- f) _____ exercise is very easy!

2. Change the sentences following the model and making any necessary changes:

The first one has been given as an example. Write the answers in your exercise book

This is my favourite t-shirt. This t-shirt is my favourite.

- a) This is my mother's favourite song. _____
- b) That was a terrible joke! _____
- c) This is a delicious cake. _____
- d) Those are my best trousers. _____
- e) These are very popular books. _____
- f) That was a great party. _____



Lesson summary

Dear student, in this lesson you were exposed to situations and actions where you had to use demonstrative adjectives either to refer to them as singular (this, that) or plural (these, those). In the end you did some exercises and activities using the demonstrative pronouns.

We believe that this lesson was very well understood by you. If yes, congratulations. You can now proceed to the next lesson. If not, repeat this grammar review lesson again and again.

Now, compare your answers with the key provided below.



Key

1.

- a. He is so busy that I don't see much of him these days.
- b. I haven't got enough money to go on holiday this year.
- c. What is the name of that girl we met the other day?
- d. The price of the sweet potatoes these days is incredible!
- e. Who are those leaders over there?
- f. This/that exercise is very easy!

2.

- a) This is my mother's favourite song. This song is my mother's favourite.
- b) That was a terrible joke! That joke was terrible.
- c) This is a delicious cake. This cake is delicious.
- d) Those are my best trousers. Those trousers are my best ones.
- e) These are very popular books. These books are very popular.
- f) That party was great.

Reading

This test has got 20 questions with three/four multiple choice answers each. From the given answers, choose ONE you think best completes each sentence. Just cross it.

Questions 1 to 5 are based on the following document.

Read the text and choose the correct alternative (A, B, C or D)

It is believed that technology affects people all over the world. Advances in technology have made our countries safer and our lives easier. Technology has brought us online banking, smart cars, smart TVs, lightning fast computers, and the virtual reality. Also they include cyber warfare, hackers, identity theft, cyber stalking, and a host of other bad things.

The society has been changed with the evolution of **technology**. Life was heavy and everyday household tasks consumed too much of our time, before the advent of modern day technology. The access to education, medicine, industry, transportation etc. has been simplified due to development in modern day technology. Due to the convenience and efficiency provided by technology, our lives have improved. **Information technology** gives a new face to traditional libraries that include both digital collections and traditional, fixed media collections. We know that traditional libraries are limited by its storage space, but the digital information requires little space to contain information, so digital libraries have the potential to store more documents.

Source: <https://medium.com/@niyajohn9495/short-article-about-technology-bebdea8736e1>

1. According to the text you have just read, advances in technology...

- a) affected negatively to people's lives.
- b) have made nations safer and people's life easier.
- c) have contributed to the higher enrollment rates.
- d) made people lazy.

2. Online banking, smart cars, smart TVs, fast computer...

- a) are part of old fashioned spare parts.

- b) resulted from advances in technology.
- c) are included in the History evolution.
- d) have always been part of peoples' lives .

3. The passage states that life in the past was...

- a) difficult for the people
- b) joyful for everyone.
- c) brilliant
- d) marvellous.

4. Access to technological devices has given good contribution to...

- a) the quiet neighbourhood.
- b) people on a specific area of the globe.
- c) the navigation from one island to another.
- d) different fields of science.

5. The best summary of the text is:

- a) Bill Gate's life and invention in technology.
- b) The different stages of the conventional medicine.
- c) The latest development in technology and its contribution to people's lives.
- d) The discovery of COVID - 19 vaccine.

Questions 6 to 10 are about the passage that follows.

School leavers and their challenges

Graduating from high school has a major impact on a student's life, even if it doesn't seem like it at the time. Having a high school diploma has become essential for financial success with data from the Bureau of Labor Statistics reporting that high school graduates earn over \$670 more per week than dropouts.

On the other hand, graduating is a huge accomplishment—and post-graduation life brings additional responsibilities. It's completely normal to experience some level of stress as this realization hits you. Some would say this shows you're taking the transition and the next chapter of your life seriously or your expectations for the professional life go beyond what you can handle.

Source:

<https://www.google.com/search?q=problems+school+leavers+face+after+school+or+graduation&oq=problems+school+leavers+face+after+school+or+graduation>

6. This text says that school leavers face problems because...

- a) they have low marks.

- b) there are many subjects at school.
- c) experience life that is different from the one they used to have at school .
- d) they get no support from parents.

7. The purpose of the passage you have read is to....

- a) Prepare them psychologically.
- b) Make them feel afraid.
- c) Tell them that they should avoid finishing school.
- d) Describe their ambition for future professions.

8. Which of the four is not mentioned in the text you have just read?

- a) it is not common to be under stress.
- b) Graduation leads to challenges.
- c) graduation means more responsibilities.
- d) stress shows transition to a new life.

9. Which of the four sentences is correct?

- a) Graduating from High School makes parents relax.
- b) Graduation is somehow inevitable in primary education.
- c) Finishing high school or post-graduation generates additional roles.
- d) Graduating from upper primary school makes graduates feel guilty.

10. Information about the challenges graduates have can be found in paragraph...

- a) 0
- b) 2
- c) 1

In questions 11 to 20 choose the correct word or words to fill the gaps

11. Malnutrition is a health condition in which the patient does not have _____ nutrients.

- a) countable
- b) greater
- c) little
- d) enough

12. Malaria is a common disease _____ can be cured in any health centre.

- a) who
- b) whose
- c) that
- d) whom

13. Many people _____ that traditional medicine is not important.

- a) believing
- b) believes
- c) to believe
- d) believe

14. According to the text, roots, herbs, leaves and water are _____ natural remedies.

- a) worst b) good c) useless d) harmful

15. Kulanga in Nyungue language means...

- a) to punish someone c) to give advice
b) to quarrel d) to argue

16. There are initiation rites _____ both boys and girls.

- a) for b) at c) within d) between

17. Your handwriting is good _____ you do not respect punctuation when you write the tests.

- a) A. so...so b) even c) but d) rather

18. _____ would you like to be in future?

- a) Which b) That c) Whom d) What

19. Equal Rights means _____ opportunities and treatment.

- a) different b) same c) show separate d) no

20. School subjects are _____ in every level of education?

- a) important b) unnecessary c) useless d) ineffective

THE END

KEY TO PREPARATION TEST

1	c) have made nations safer and people's life easier.
2	b) resulted from advances in technology.
3	a) difficult for the people.
4	d) different fields of science.
5	c) the latest developments in technology and its contribution.
6	c) experience life that is different from the one they used to have at school.
7	a) Prepare them psychologically.
8	a) it is not common to be under pressure.
9	c) finishing high school or post graduation generates additional roles
10	b) 2
11	d) enough
12	c) that
13	d) believe
14	b) good
15	c) to give advice
16	a) for
17	c) but
18	d) what
19	b) same
20	a) important

THE END

Dear student, did you manage to do all the activities and exercises correctly? This means that you are now prepared to do the End of Module Test at CAA. Talk to your tutor to get to know when you will be doing your End of Module Test.

If you did not get all the answers correct, we recommend you to review all the contents that you found difficult and whenever possible, review the contents with your study colleagues and after that, try to do the preparation test again. If the difficulties prevail, go to CAA and get help from the tutor. Do not get disappointed!

Good work!

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