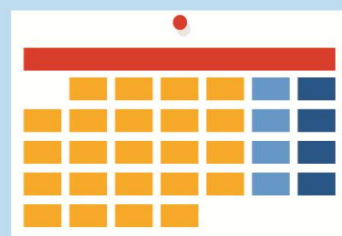




REPÚBLICA DE MOÇAMBIQUE

MINISTÉRIO DA EDUCAÇÃO E DESENVOLVIMENTO HUMANO  
INSTITUTO DE EDUCAÇÃO ABERTA E À DISTÂNCIA - IEDA



Módulo

4

# Inglês

PROGRAMA DO ENSINO SECUNDÁRIO  
À DISTÂNCIA (PESD) 1º CICLO



**PROGRAMA DO ENSINO SECUNDÁRIO À  
DISTÂNCIA (PESD) 1º CICLO**

**Modulo V:  
Inglês**

**Moçambique**

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# MENSAGEM DA SUA EXCELÊNCIA MINISTRA DA EDUCAÇÃO E DESENVOLVIMENTO HUMANO

## **CARO ALUNO!**

Bem-vindo ao Programa do Ensino Secundário à Distância (PESD).

É com grata satisfação que o Ministério da Educação e Desenvolvimento Humano coloca nas suas mãos os materiais de aprendizagem especialmente concebidos e preparados para que você e muitos outros jovens e adultos, com ou sem ocupação profissional, possam prosseguir com os estudos ao nível secundário do Sistema Nacional de Educação, seguindo uma metodologia denominada por "Ensino à Distância".

Com este e outros módulos, pretendemos que você seja capaz de adquirir conhecimentos e habilidades que lhe vão permitir concluir, com sucesso, o Ensino Secundário do 1º Ciclo, que compreende a 8ª, 9ª e 10ª classes, para que possa melhor contribuir para a melhoria da sua vida, da vida da sua família, da sua comunidade e do País. Tendo em conta a abordagem do nosso sistema educativo, orientado para o desenvolvimento de competências, estes módulos visam, no seu todo, o alcance das competências do 1º ciclo, sem distinção da classe.

Ao longo dos módulos, você irá encontrar a descrição do conteúdo de aprendizagem, algumas experiências a realizar tanto em casa como no Centro de Apoio e Aprendizagem (CAA), bem como actividades e exercícios com vista a poder medir o grau de assimilação dos mesmos.

## **ESTIMADO ALUNO!**

A aprendizagem no Ensino à Distância é realizada individualmente e a ritmo próprio. Pelo que os materiais foram concebidos de modo a que possa estudar e aprender sozinho. Entretanto, o Ministério da Educação e Desenvolvimento Humano criou Centros de Apoio e Aprendizagem (CAA) onde, juntamente com seus colegas se deverão encontrar com vários professores do ensino secundário (tutores), para o esclarecimento de dúvidas, discussões sobre a matéria aprendida, realização de trabalhos em grupo e de experiências laboratoriais, bem como da avaliação formal do teu desempenho, designada de Teste de Fim do Módulo (TFM). Portanto, não precisa de ir à escola todos dias, haverá dias e horário a serem indicados para a sua presença no CAA.

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, é nossa esperança de que se empenhe com responsabilidade para que possa efectivamente aprender e poder contribuir para um Moçambique Sempre Melhor!

## **BOM TRABALHO!**

Maputo, aos 13 de Dezembro de 2017



**CONCEITA ERNESTO XAVIER SORTANE**  
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DESENVOLVIMENTO HUMANO

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*mjm*



## MODULE INTRODUCTION:

Dear student,

Welcome to English language learning.  
This module has 8 units

In this module you will learn many expressions and vocabularies, which will help you to have a basic communication in English.

For your learning success work in group with other students from CAA (Centro de Apoio e Aprendizagem).

### MODULE ORGANIZATION

This fifth module is organized in 8 units.

UNIT 1: Growing up

UNIT 2: The importance of Education

UNIT 3: Successful and famous

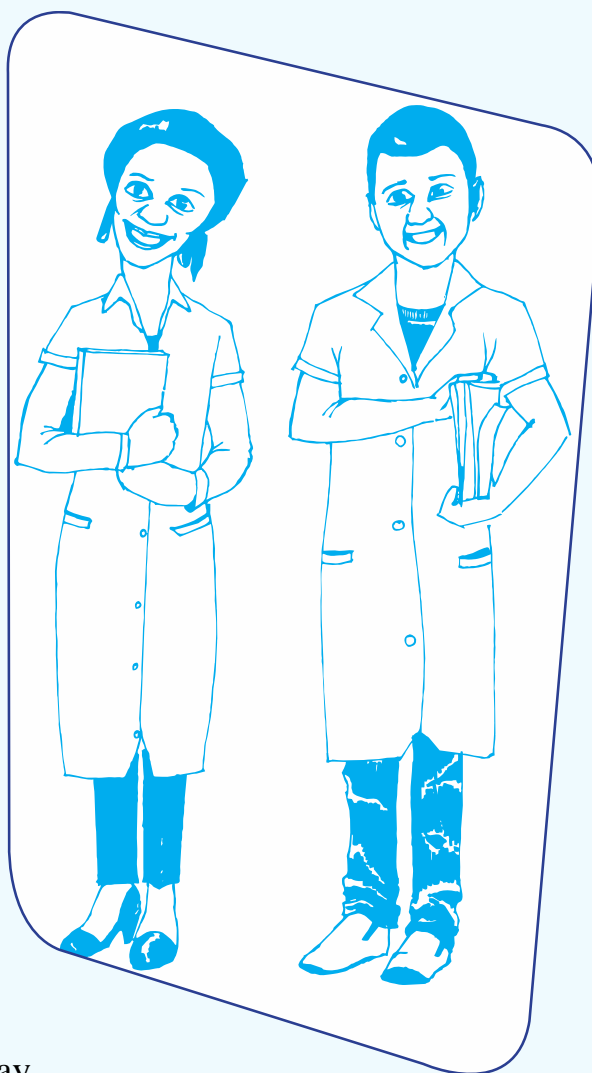
UNIT 4: English in the world of business today

UNIT 5: New technology- friend and enemy

UNIT 6: Discovering the world

UNIT 7: Media

UNIT 8: Life after school



## LEARNING OBJECTIVES

1. At the end of this module you should be able to talk using vocabulary related family members and relationships;
2. talk about famous people using an appropriate language;
3. talk about world discovering using an appropriate language;
4. talk about life after school.

## LEARNING RESULTS

5. At this stage, learners acquire a general basic ability to communicate in a wide range of the most familiar situations in which language is used in everyday life.
6. You should be able to understand the main points of complex texts, many of which are needed for survival when communicating with English speakers (national and foreign visitors) in the following settings;
7. Academic and general situations where you use language for survival and to gain basic points of information.


## LEARNING GUIDE

8. For the learning success of the present module you will need some advices that will help you understand this module clearly.

Here are some of the advices:

9. You need to spend 2 hours daily to study each lesson and do the given Activities;
10. your studies should take place in an appropriate place ( quiet place), it can be at home, or at CAA;
11. During your reading, you should take notes of the basic concepts, structures and other important aspects about the topic;



- 
12. Point out the possible doubts to your class mates, teacher or ask your tutor to help you;
  13. Sum up the learned lessons;
  14. At the end of each lesson, you must do the given Activities, and after that you can check your answers with the given correction guide;
  15. During your lessons you will find some pictures to help you in your learning.

## ASSESSMENT CRITERION

Dear student,

At the end of each lesson there are some Activities which will help you to check how good your learning is. At the end of each unit you will be submitted into an assessment. This assessment will be followed by a correction guide (**feedback**) that shows you how you should have answered the given questions. If you have 70% of the correct answers, then you are capable to sit for the test.

# 1

## UNIT 1: GROWING UP



### INTRODUCTION:

Dear student,

In this Unit, you will learn about Growing up, which contains 7 lessons: Lesson 1: home and family, lesson 2: problems teenagers have, lesson 3: drugs, lesson 4: teenagers, past and present simples, lesson 5: growing up, lesson 6: respect, lesson 7: health and hygiene.



### LEARNING OBJECTIVES

- ✓ At the end of this unit you should be able to talk about family and relationships using the basic language learnt in previous lessons.



### LEARNING RESULTS

- ✓ Talking about family members and relationships
- ✓ Discussing teen problems and possible solutions
- ✓ Talking about the problems of growing up

- ✓ Talking about hygiene practices
- ✓ Talking about teen generations



## TIME:

Dear student,

For this unit you will need 14 hours of study.

## AUXILIARY MATERIALS

Audio-visual aids, books, hand-outs, dictionaries, and so on...

## LESSON 1: HOME AND FAMILY



### INTRODUCTION:

**Dear student,** in this lesson home and family you will be presented: 1.1.1. Pre-reading; 1.1.2. Reading; 1.1.3, Vocabulary; 1.1.4. Comprehension; 1.1.5. Grammar.



### LEARNING OBJECTIVES

- ✓ At the end of this lesson you should be able to introduce yourself to other people in formal and informal situations.



### TIME:

Dear student,

In this lesson, you will spend 2 hours.

#### 1.1.1. PRE-READING

1. Do you think our relatives' behaviour can influence our relationship with others?
2. How should we treat elder people who live with us?



### 1.1.2. READING

Read the text and then do the vocabulary and comprehension Activities that follow.

Your friend and your home are your little world. Your -parents' attitudes towards you can influence on the way you feel about yourself. The atmosphere in your home, how people deal with the rest of the world. Therefore, family relationship is very important, as respect to one another. The manner in which you speak with your parents is important. Call them mom and dad or whatever derivate of mother and father you prefer. Astepparent or family friend may ask you to be called by his first name or social nickname.

You should avoid calling your parents or any adult at a name which could be considered disrespectful. You should let your parents know if you are offended by name that they call you. What do you say if you don't like the way your parents treat you? What can you do if your siblings act as they hate you? Look at your own behaviour. How do you treat the rest of the family? Is the way you would like them to treat you?

Building self-esteem is an important part of our growing up. When you care about yourself, you have a stronger foundation from which to explore your interests, goals, and dreams. You feel more secure about your choice and you accept your mistakes. Moreover, you learn to value your individual thoughts, ideas, and opinions instead of always trying to please other people or live up to their expectations. It is important to let people around you know something about your dreams, support and help you.

#### **Important Vocabulary**

Deal-lidar

Stepparent- padrastoooumadrasta

### 1.1.3. Vocabulary

Scan the text and find words that mean the same as:

a) brother or sister \_\_\_\_\_ b) confidence \_\_\_\_\_

c) unoriginal \_\_\_\_\_ d) succeed \_\_\_\_\_

### 1.1.4. Text Comprehension

Read the text again and say whether these statements are true (T) or false (F).

1. The way you call your parents depends on you. \_\_\_\_\_
2. According to the text the way your parents and other family members look at you may influence the way you see the world. \_\_\_\_\_
3. Building your self- esteem is an important part of growing up. \_\_\_\_\_
4. You can only succeed in life if you know your potential. \_\_\_\_\_
5. It is always bad to do things to please other people. \_\_\_\_\_
6. One of the good things mentioned in the text is work on your individual goals. \_\_\_\_\_

### 1.1.5. Grammar

#### Adjectives

Adjectives are words that describe nouns. Adjectives can be used before a noun or after certain verbs and you can use two or more in the same sentence.

Example:\* Angela is a beautiful girl.

\*English is not difficult.



## ACTIVITIES

**Complete the following sentences with the correct adjective from the box.**

nice   beautiful   hungry   famous   difficult

1. It's a \_\_\_\_\_ day, isn't it?
2. These flowers are very \_\_\_\_\_.
3. This exercise is not \_\_\_\_\_.
4. LurdesMutola was a \_\_\_\_\_ athlete.
5. When I arrived home from school I was very \_\_\_\_\_

### 1.1.6. Writing

Write a paragraph describing the relationship between your family and you.

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## FEEDBACK

### Activity 1.1.3. Vocabulary

a) siblings      b) self-esteem      c) disrespectful      d) growing up

### Activity 1.1.4. Reading and comprehension

1.F    2.T    3.T    4.F    5.T

### Activity 1.1.5. Grammar

1. nice      2. beautiful      3. difficult      4. famous

5. hungry

## LESSON 2: PROBLEMS TEENAGERS HAVE



### LEARNING OBJECTIVES

At the end of this lesson you should be able to discuss teenagers' problems and possible solutions.



### INTRODUCTION:

Dear student, in this lesson: you will be presented the following: 1.2.1. Reading; 1.2.2. Vocabulary; 1.2.3. Comprehension; 1.2.4. Grammar; 1.2.5. Writing.

#### 1.2.1. Reading

You are going to read two letters from teenagers in a problem page for young people.

Choose the right word from the ones in italics.

**Dear agony aunt,**

I am 18 years old girl at a secondary school in Chibabava. I am like all other girls in my class *except/ exceptional* for the fact that all my friends have boyfriends and I never had one. Sometimes my classmates make *tease/ fun* of me because they think that I've never kissed anybody before. They tease/ fun me and call me 'matreca', which means 'dull person'. It hurts me because at school we learn that we shouldn't have sex at an early age. I don't understand/ perceive why people are so *reluctant/ rude* to change their mind. For example, last week on our way home two boys from our village stopped me, started *making/doing* fun of me and one of them tried to force me to kiss him. I was really *upset/ confused* and when I got home I told my mum what had happened

and she *told/ said* me to be calm and concentrated to my *studies/ jobs*, and that one day I would find a *handsome husband/ beautiful man* to marry me. What hurts is I don't understand why people are doing it to me now. What shall I do?

*Sandra*

Dear agony aunt,

I am very *depressed/ depressing* about what has happened to me recently. I am a 17 year-old young boy and people from my *school/ job* make fun of me because I am short. They tease me because my *height/high* and they call me silly names. It really hurts me. I tried to talk to my *parents/fathers* about this, but they don't understand. They say it's part of *manhood/man* and that I must stand up for *myself/me* and fight back to whatever my schoolmates may say to me, but I don't think this is the right way to put *end/ finish* to this problem. Even my teachers are aware of this and I don't do *anything/nothing* to stop people from making fun of me. I used to love school and always did well but now I seem to hate it. Sometimes when I take my *snack/ dinner* to school they take it from me and say that if I don't give it to them they will beat me up. It really hurts me. What *must/ have* I do?

*Worried boy Tony*

Important Vocabulary
dull- estúpido
tease- provocar

### 1.2.2. Vocabulary

Read the texts and match the words on the left to their synonyms on the right.

- |              |              |
|--------------|--------------|
| 1. classmate | a) premature |
| 2. hurts     | b) lately    |
| 3. earlier   | c) mother    |

- |             |               |
|-------------|---------------|
| 4. mum      | d) colleague  |
| 5. recently | e) undersized |
| 6. short    | f) upsets     |

### 1.2.3. Comprehension

Answer the questions from the text.

1. What's Sandra's problem?
2. How do you feel about Sandra's problem?

## 2.4. Grammar

### Remember future simple: **will/shall**

We use the future simple to talk about upcoming events. Form: *will/shall* + *infinitive (of the main verb)*

Example: I **will** write to agony aunt.

Sandra **will** receive an answer.



## ACTIVITIES

Write these sentences using the future simple with will/shall.

e.g. I/ a teacher/ will/ be-----> I will be a teacher.

1. will/ tomorrow/ heavily/ rain/ it.

2. We/ never/ shall/ give up fight.

3. will/ my father/ on/ buy me/ next birthday/ a car

### 1.2.5. Writing

After reading the two letters, choose one you would like to answer. give advice and possible solutions to the problem.

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## FEEDBACK

### Activity 1.2.2. Vocabulary

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

### Activity 1.2.3. Reading and comprehension

1. She wanted a boyfriend.

2. A girl of 18 years should have a boyfriend.

### Activity 1.2.4. Grammar

1. It will rain heavily tomorrow.

2. We shall never give up fight.

3. My father will buy me a car on next birthday.

## LESSON 3: DRUGS



### LEARNING OBJECTIVES:

At the end of this lesson you should be able to talk about the consequences of taking drugs.



### INTRODUCTION:

Dear student, in this lesson you will be presented the following: 1.3.1. Pre-reading; 1.3.2. Reading; 1.3.3. Comprehension; 1.3.4. Grammar.

#### 1.3.1. Pre-reading

Answer the following questions and then read the text that follows.6

1. What do you think is the reason behind youth getting involved in drugs?
2. What are the dangers of using addictive drugs?

#### 1.3.2. Reading

Be a winner and say no to drugs



Young people need to know about drugs and drug abuse so that they can have a safety plan to protect themselves. Every



child has the right to say NO to drugs, and the responsibility of educating drugs.

This is said to be one of the main causes of juvenile delinquency in today's society and the reason why young people get involved in drugs may diverge. However, what is obvious is its results.

<b>Important Vocabulary</b>
safety- segurança

### 1.3.3. Comprehension

**Answer the questions about the text**

1. Why the young people need to know about drugs?
2. There are many reasons why young people get involved with drugs. Identify three of them.

### 1.3.4. Grammar



## ACTIVITIES

**Complete the sentences below. What will you do under these circumstances?**

1. If you borrow my pen, I \_\_\_\_\_
2. If my classmate laugh at me, I \_\_\_\_\_
3. If I miss my school bus, I \_\_\_\_\_

### **Remember:**

Use: to show a possible situation and its probable result.

Form: If+ present simple+ will+ infinitive

Example:

- a) If I study hard, I will pass the exams.
- b) If you offer your mother a present, she will be happy.

### **1.3.5. Writing**

Write a composition about the consequences of drugs at school

---

---

---



## FEEDBACK

Activity 1.3.3. Reading and comprehension

1. Young people need to know about drugs so that they can have a safety plan to protect themselves.

2. Bad friends, peer pressure and the need to fit in the group.

Activity 1.3.4. Grammar

1. will give it to you.

2. will ignore.

3. will arrive late at school.

## LESSON 4: TEENAGERS: PAST AND PRESENT



### LEARNING OBJECTIVES

At the end of this lesson you should be able to talk about different teenager's generations.



### INTRODUCTION:

Dear student, in this lesson you will be presented the following: 1.4.1. Pre-reading; 1.4.2. Reading; 1.4.3. Vocabulary; 1.4.4. Comprehension; 1.4.5. Grammar.

#### 1.4.1. Pre-reading

Before you start reading the text below discuss the following statements about teenagers.

1. Today's teenagers are care free.
2. Teenagers from the past were very intelligent.



#### 1.4.2. Reading

Read the text and then do the vocabulary and comprehension Activities that follow.

Teenagers are people whose age runs from thirteen to nineteen. This is an age in which the child tries it's better to be seen and fights for recognition from others. This in many cases leads to conflicts with parents and guardians as teenagers ends up doing what adults consider incorrect. As for teenagers, they view their parents as outdated and too strict. Some even think that their parents do not want them to have fun or enjoy themselves.

### 1.4.3. Vocabulary

Match the words from the first column with a similar meaning in the right.

- |                |                   |
|----------------|-------------------|
| a) strict      | 1. talking        |
| b) guardian    | 2. stern          |
| c) chatting    | 3. principal      |
| d) recognition | 4. protector      |
| e) dominant    | 5. Identification |

### 1.4.4. Comprehension

Read the text again and answer the questions.

1. who are teenagers?
2. Why don't many teenagers agree with their parents?

### 1.4.5. Grammar

#### **Remember:**

Second conditional

Use: to show an unreal situation and its probable result.

Form: If+ past simple, would/ wouldn't+ infinitive

Examples:

- a) If the Beatles were still together, I would go to their concert.
- b) If I saw the ghost, I would talk to it.



## ACTIVITIES

**Complete the sentences with the correct form of the verb.**

1. If he \_\_\_\_\_ (have) money, he \_\_\_\_\_  
(buy) a fast car.
2. If it \_\_\_\_\_ (rain), they \_\_\_\_\_ (stay) at home.
3. If he \_\_\_\_\_ (try) drugs, he \_\_\_\_\_ (be) sick.



## FEEDBACK

### Activity 1.4.3. Vocabulary

1. strict      stern

2. guardian      protector

3. chatting      talking

4. recognition      identification

5. dominant      principal

### Activity 1.4.4. Reading and comprehension

1. Teenagers are people whose age runs from thirteen to nineteen.

2. Because they view their parents as outdated and too strict.

### Activity 1.4.5. Grammar

1. had      would buy

2. rained      would stay

3. tried      would be



## LESSON 5: THE MEANING OF GROWING UP IN DIFFERENT PLACES



### LEARNING OBJECTIVES

At the end of this lesson you should be able to talk about problems of growing up.



### INTRODUCTION:

Dear student in this lesson you will be introduced the following: 1.5.1. Pre-reading; 1.5.2. Reading; 1.5.3. Vocabulary; 1.5.4. Comprehension; 1.5.5. Grammar.

#### 1.5.1. Pre- Reading

Discuss the question below:

At what age should children be considered grown up and live on their own?

#### 1.5.2. Reading

##### Reading



**Read the text and then do the vocabulary and comprehension activities that follow.**

### **Luo becomes a man**

Luo lives in Nicuadala. He is thirteen years old. He is in ninth grade at a local secondary school. Today is the happiest of his life because he is now a man. He attended a local traditional school called njando. This school is also known for its initiation rites and is often attended by young boys and girls. At this school Luo learned many things like: looking after his future wife, building and renovating houses, kraals and cages.

#### **1.5.3. Vocabulary**

Complete the following sentences using the words below.

renovate      court      neighbourhood      initiation rites

1. \_\_\_\_\_ are attended by both boys and girls.
2. The government asked for some money to \_\_\_\_\_ the N3 road.
3. The case of Anibalzinho has been in \_\_\_\_\_ for more than three times.
4. Many boys do not like to go out with girls who live in the same \_\_\_\_\_ as them.

#### **1.5.4. Comprehension**

Based on the text answer the questions below.

1. Where does Luo attend school?
2. How many schools did Luo attended?
3. Mention some of the things Luo learnt at the traditional school.

#### **1.5.5. Grammar**

Adverbs of frequency

Adverbs of frequency are words that tell us how often someone does something, or an action is done. They come before the main verb, except when the main verb is 'to be'.

Example:

> We always go to school.

> this school is often attended by young boys and girls.

> We sometimes go to the beach.



## ACTIVITIES

**Complete these sentences below with a correct adverb of frequency**

always      often      rarely

1. We \_\_\_\_\_ win international competitions.
2. Teenagers in Matola \_\_\_\_\_ play basketball.
3. My teacher of English \_\_\_\_\_ arrives late.



## FEEDBACK

### Activity 1.5.3. Vocabulary

1. initiation rites

2. renovate

3. court

4. neighbourhood

### Activity 1.5.4. Comprehension

1. local secondary school.

2. Luo attended 2 schools.

3. looking after his future wife, building and renovating houses, kraals, cages.

### Activity 1.5.5. Grammar

1. often

2. always

3. rarely

## LESSON 6: RESPECT



### LEARNING OBJECTIVES

At the end of this lesson you should be able to write a letter telling a story to a friend.



Dear student,

In this lesson you will be presented the following: 6.1. Vocabulary; 6.2. Grammar; 6.3. Writing

#### 1.6.1. Vocabulary

Find the antonyms of the following words in the text about Moises.

1. very big    2. unkind    3. lazy    4. disrespect    5. bad

#### 1.6.2. Grammar

##### Remember

Third conditional

Use: to refer to 'unreal/unlikely' situation and to describe its probable result.

Form: If+ past perfect, would have+ past participle (main verb)

Examples:

- a) If I had seen a crocodile, I would have run immediately.
- b) If Moises hadn't killed it, it would have killed him.



## ACTIVITIES

Complete the sentences with the correct form of the verbs.

- 1. If he \_\_\_\_\_ (have) money, he \_\_\_\_\_ (buy) a fast car.
- 2. If it \_\_\_\_\_ (rain) they \_\_\_\_\_ (stay) at home.
- 3. If they \_\_\_\_\_ (work), they \_\_\_\_\_ (build) their own houses.

### 1.6.3. Writing

Write a story describing a bravery person that you know and who deserves respect.

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## FEEDBACK

### Activity 1.6.1. Vocabulary

1. very small    2. kind    3. strong    4. respect    5. Good

### Activity 1.6.2. Grammar

1. had had                      would have bought

2. had rained                  would have stayed

3. had worked                would have built



## LESSON 7: HEALTH AND HYGIENE



### LEARNING OBJECTIVES

In this lesson you should be able to talk about hygiene practices.



### INTRODUCTION:

Dear student,

In this lesson you will be presented the following: 1.7.1. Pre-reading; 1.7.2. Reading; 1.7.3. Vocabulary; 1.7.4. Comprehension, 1.7.5. Grammar.

#### **1.7.1. Pre- Reading**

1. Before you read the text define the term 'hygiene'.
2. What kinds of hygiene do you know?

#### **1.7.2. Reading**

**Read the text**



Hygiene refers to a set of practices observed by a community to be associated with the preservation of health and health living. There are conventional standards of hygiene recommended for different situations. What is considered hygienic or not can vary between

different cultures and genders. However, regular hygienic practices are generally considered good practice by society, its neglects regarded as a horrible and sometimes even disrespectful thing. It is linked medicine, as well as to personal and professional care practices related to most aspects of living. It is often used interchangeable with cleanliness. In general, hygiene means practices that prevent the spread of diseases- causing organisms. The following are some types of hygiene:

1. Body hygiene
2. Sleeping hygiene
3. Mental hygiene
4. Dental hygiene
5. Medical hygiene
6. Home hygiene
7. Culinary hygiene

### 1.7.3. Vocabulary

Scan the text and find words that mean the same as:

1. associated
2. horrible
3. care

### 1.7.4. Comprehension

Read the text and say whether the statements are true (T) or false (F).

1. According to the text being hygienic only means taking bath every day. \_\_\_\_\_

2. The word hygiene is used to imply cleanliness. \_\_\_\_
3. Each society has its own basic hygiene practices and they can vary. \_\_\_\_
4. There is only one type of hygiene. \_\_\_\_

### 1.7.5. Grammar

> Write sentences related to hygiene using the modal verbs: must, should or have to.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### 1.7.5. Listening

Complete the blank spaces, for you to have “Petula Clark’s lyric – My Love”

#### Chorus

1. ....warmest sunshine
  2. ....a sigh
  3. ....deepest ocean
  4. ....the sky
  5. ....brightest star
- That shines every night above  
And there is nothing in this world  
That 6. ....
- Something happened to my heart the day that 7. ....
- Something that 8. ....
9. ...., no matter what I do
- And every day it seems 10. ....

Chorus (repeat)

11. ....love was meant for anyone else but me

12. .... you'd never come my way

Now it only goes to show how wrong we all can be

For now 13. ....

Chorus (repeat) 2x



## FEEDBACK

### Activity 1.7.3. Vocabulary

1. relate/ linked

2. good practices

3. disrespectful

### Activity 1.7.4. Reading and comprehension

1. F      2. T      3. T      4. F

### Activity 1.7.5. Listening

1. My love is warmer than the

2. Softer than

3. My love is deeper than the

4. Wither than

5. My love is brighter than the

6. Can ever change my love

7. I met you

8. I never felt before

9. You are always in my mind

10. I want you more
11. Once I thought that
12. Once I thought
13. I have to tell you everyday

## UNIT 1. REVIEW (TEST YOURSELF)

Dear student,

Here is the list of Activities to test yourself in this UNIT Five. After you have these Activities done move back to the correspondent lesson feedback to check your answers. If you have more than 75% of the correct answers, congratulations, and if not, go back and do it again.

**ACTIVITY 1.** Complete the following sentences with the correct adjective from the box.

**nice   beautiful   hungry   famous   difficult**

1. It's a \_\_\_\_\_ day, isn't it?
2. These flowers are very \_\_\_\_\_.
3. This exercise is not \_\_\_\_\_.
4. Lurdes Mutola was a \_\_\_\_\_ athlete.

**ACTIVITY 2.** Write these sentences using the future simple with will/shall.

e.g. I/ a teacher/ will/ be-----> I will be a teacher.
1. will/ tomorrow/ heavily/ rain/ it.
2. We/ never/ shall/ give up fight.
3. will/ my father/ on/ buy me/ next birthday/ a car
<b>ACTIVITY 3. Complete the sentences below. What will you do under these circumstances?</b>
1. If you borrow my pen, I _____
2. If my classmate laugh at me, I _____
3. If I miss my school bus, I _____
Complete the sentences with the correct form of the verb.
1. If he _____ (have) money, he _____
(buy) a fast car.
2. If it _____ (rain), they _____ (stay) at home.
3. If he _____ (try) drugs, he _____ (be) sick.
<b>ACTIVITY 4. Complete these sentences below with a correct adverb of frequency</b>
<b>always      often      rarely</b>
1. We _____ win international competitions.
2. Teenagers in Matola _____ play basketball.
3. My teacher of English _____ arrives late.
<b>ACTIVITY 5. Complete the sentences with the correct form of the verbs.</b>
1. If he _____ (have) money, he _____ (buy) a fast car.
2. If it _____ (rain) they _____ (stay) at home.
3. If they _____ (work), they _____ (build) their own houses.

## 2

## UNIT 2: THE IMPORTANCE OF EDUCATION



### INTRODUCTION:

Dear student,

In this unit, you will learn about the importance of Education, which contains 5 lessons: Lesson 1: Education; Lesson 2: Dream careers; Lesson 3: school; Lesson 4: Public transport; Lesson 5: Environmental issues



### TIME

Dear student,

For this unit you will need 10 hours of study.

### AUXILIARY MATERIALS



Audio-visual, aids, modules, hand-outs,

## LESSON 1: EDUCATION



### LEARNING OBJECTIVES

At the end of this lesson you should be able to research the reasons why people still don't go to school.



### INTRODUCTION:

Dear student, in this lesson you will be presented the following: 2.1.1. Pre-reading; 2.1.2. Reading; 2.1.3.Vocabulary; 2.1.4.Comprehension; 2.1.5. Grammar

#### **2.1.1. Pre- Reading**

Before you read the text discuss the following statements.

1. What do you understand by illiteracy?
2. How can illiteracy be eradicated?



### 2.1.2. Reading

Read the text below and then do the vocabulary and reading comprehension Activities that follow.

#### A cry for education



In many developing countries going to school is still a very big challenge, despite the effort carried out by the government 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 attending lower primary education has increased considerably due to government policies, whereby primary school is compulsory and free for all children.

### IMPORTANT VOCABULARY

Despite----->apesar

Compulsory----->obrigatório

### 2.1.3 Vocabulary

Find a word or words that mean the same as the ones below. An example has been done for you.

e.g. big- huge, large, gigantic

1. illiterate: \_\_\_\_\_ 2. stall: halt, \_\_\_\_\_, \_\_\_\_\_

3. demobilize: discharge, \_\_\_\_\_, \_\_\_\_\_

### 2.1.4. Comprehension

1. What has the Mozambican government done in order to reduce illiteracy?
2. What is the percentage of people in Mozambique who cannot write or read?

### 2.1.5 Grammar

#### **Remember**

##### Connectors

Connectors are words used to connect two sentences or ideas. There are different types of connectors:

\*but- is used to express contrast or opposition.

> Susan is not a student, but she attends high school.

\*and- is used to join two similar ideas.

> She attends night classes and she works.

\*or- is used to express two ideas or alternative ideas.

> I can't sing or dance.

\*because- is used to express reason.

> Carlitos is always late to school because he comes on foot.

\*when- is used to express time.

> He was admitted when he was 12 of age.



## ACTIVITIES

Write a sentence for each of the given connectors: **but**   **and**   **or**   **because**  
**when**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_



## FEEDBACK

### **Activity 2.1.3:** Vocabulary

1. ignorant      2.                      3. dispensed, retired

### **Activity 2.1.4:** Comprehension

1. Building schools; education for free in primary school for all children.

2. 65 percent.

## LESSON 2: DREAM CAREERS



### LEARNING OBJECTIVES

At the end of this lesson you should be able to talk about celebrities and their success.



### INTRODUCTION:

Dear student, in this lesson you will be presented the following: 2.2.1. Pre-reading; 2.2.2. Reading; 2.2.3. Vocabulary; 2.2.4. Grammar

#### **2.2.1. Pre- reading**

Practice these questions.

1. What would you like to be when you grow up?
2. Do you think your wish will easily come true?

#### **2.2.2. Reading**

Read the text and then do the reading comprehension Activities below.

### Dreams that never come true



Many young ones 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.

#### 2.2.3. Comprehension

Say if the statements are true (T) or false (F)

1. Many students spend their time dreaming. \_\_\_\_\_
2. All students' dreams come true. \_\_\_\_\_
3. Only the lucky ones manage to make their dream come true. \_\_\_\_\_

#### 2.2.4. Grammar

##### Remember

##### Articles

In English there are two types of articles:

the- definite article: used to refer to specific or particular things.

>the USA, the pope, the sun,...

a/an- indefinite article: it is used to refer to non- particular nouns.

>let's go to a school. (it'sreferring to any school)

##### REMEMBER

We use "a" with consonant sounds and "an" with vowel sound.

>a boy; an egg;...



## ACTIVITIES

**Fill in the gaps with one of the articles: a, an or the**

**e.g.** Marta is **a** businesswoman. She works in **an** office. **The** office is in Ancuabe.

1. LurdesMutola is \_\_\_\_\_ champion of the world.
2. I met \_\_\_\_\_ man last night. \_\_\_\_\_ man was handsome.
3. I went to \_\_\_\_\_ bank and I witnessed \_\_\_\_\_ accident.
4. James is \_\_\_\_\_ old friend.

### 2.2.5. Writing

Write a composition describing a person you know, who managed to make his/her dream come true.

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## FEEDBACK

### Activity 2.2.3. Text Comprehension

1. T      2. F    3.T

### Activity 2.2.4. Grammar

1. a

2. a.....the

3. a.....the

4. an



## LESSON 3: SCHOOL



### LEARNING OBJECTIVES

At the end of this lesson you should be able to discuss the importance of schools.



### INTRODUCTION:

Dear student, in this Lesson you will be presented the following: 2.3.1. Discussion; 2.3.2. Grammar; 2.3.3. Writing

#### **2.3.1. Discussion**

Discuss with your colleagues the statement below.

1. We do not need school; we can also be successful without it.



### 2.3.2. Grammar

#### Remember

Future: **going to**

Use: to talk about things that we intend to do.

Form: verb to be (am, is, are)+ going to+ infinitive

> Pedro **is going to attend** night lessons.

> His friends and relatives **are going to support** him.



#### ACTIVITIES

Complete the sentences using **going to** and the verbs in the box.

eat	clean	rest
walk		

1. My room is dirty. I \_\_\_\_\_ it.

2. It is not very hot today, so we \_\_\_\_\_ to the beach.

3. Tony is very tired. I think he \_\_\_\_\_ for a while.

4. We are hungry. What \_\_\_\_\_ we \_\_\_\_\_ at home?

### 2.3.3. Writing

**Write a composition about the following topics:**

1. Girls should not go to universities.

2. The government should increase the number of technical schools.

### Compositions

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



### FEEDBACK 2.3.2. GRAMMAR

1. am going to clean

2. are going to walk

3. is going to rest

4. are going to eat

## LESSON 4: PUBLIC TRANSPORT



Dear student, in this Lesson you will be presented the following: 2.4.1. Reading; 2.4.2. Vocabulary; 2.4.3. Composition; 2.4.4. Grammar



### LEARNING OBJECTIVES

At the end of this lesson you should be able to discuss problems related to public transport.

### 2.4.1. Reading

I am late because of transport



**Claudia:** I walk to school these days not because I want to, but because I am forced to. I always arrive five minutes before time, a thing that I never managed to do when I used chapa. It is annoying but unfortunately it's the way it is.

**Herasmo:** What I don't like is the way chapas operate; they do whatever they want with us. They don't mind that we may be late for classes or work. The chapa I boarded on yesterday was overcrowded and the driver kept letting more passengers on board. When we complained he scorned us.

### 2.4.2. Vocabulary

Explain the meaning of the following words:

1. board \_\_\_\_\_
2. queue \_\_\_\_\_
3. traffic jam \_\_\_\_\_
4. scorned \_\_\_\_\_

### 2.4.3. Comprehension

Summarize Claudia and Herasmo's complains.

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#### 2.4.4. Grammar

##### Remember

Modal verbs are auxiliary verbs that are always used in infinitive (either in the present or past tenses).

Form: we form the negative of modal verbs by adding 'not' after it and the interrogative by inverting the verb and the subject.

Here are some modal verbs:

**Can/could; may/might; shall/should; will/would; must**

> I may arrive on time today. (Affirmative)

> May I use your book? (Interrogative)

> She may not come today. (Negative)



## ACTIVITIES

**Complete the following sentences with the correct modal verb.**

1. \_\_\_\_\_ you like to come to school with me?
2. Schools and universities \_\_\_\_\_ help students learn new things.

3. \_\_\_\_\_ you tell me where the street is?
4. The bus is late. It \_\_\_\_\_ be stuck in a traffic jam.
5. You \_\_\_\_\_ not to arrive late tomorrow.



## FEEDBACK

Activity 2.4.2. Vocabulary

1. travel      2. line up      3.      4. Squeezed

Activity 2.4.4. Grammar



1.would	2. should	3. would	4. might	5. Must
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## LESSON 5:ENVIRONMENTAL ISSUES



### LEARNING OBJECTIVES

At the end of this lesson you should be able to research if people consider important preserving the environment.



## INTRODUCTION:

Dear student, in this lesson you will be presented the following: 2.5.1. Pre-reading; 2.5.2. Reading; 2.5.3. Vocabulary; 2.5.4. Comprehension; 2.5.5. Grammar

### 2.5.1. Pre- Reading

Deforestation and soil erosion affect most of our communities. Discuss possible ways of reducing this problem.

### 2.5.2. Reading

Read the text

**Erosion** is a process by which soil and rock are removed from the earth's surface by natural processes such as wind or water flow and then transported and deposited in other locations. This is a natural process although some human activities have hastened it. Like any other process, it has serious consequences to human beings: desertification, loss of productive soil, leading to poor crop production.

IMPORTANT VOCABULARY
hastened- aceleraram
desertification- desertificacao

### 2.5.3. Vocabulary

Find a word or words that mean the same as the ones below. An example has been given to you.

e.g. big: huge, large, gigantic

1. consequences: \_\_\_\_\_, \_\_\_\_\_

2. prevent: \_\_\_\_\_, \_\_\_\_\_

3. process: \_\_\_\_\_, \_\_\_\_\_

### 2.5.4. Comprehension

Answer the questions about the text

1. Define soil erosion.

2. What are the causes of soil erosion?

### 2.5.5. Grammar

#### Remember

Third conditional

We form the third conditional by using if+ past perfect tense+ past participle

\*If I **had taken** my chair, I **would have sat** on it.

\*If the tourists **had listened** to me, they **would have arrived** well.



## ACTIVITIES

**Complete the gaps with the correct verb form**

1. If you \_\_\_\_\_ (study) more, you \_\_\_\_\_  
(pass) you exams.

2. If my car \_\_\_\_\_ (not/break) down, I \_\_\_\_\_  
(not/be) late.

3. If she \_\_\_\_\_ (be) more careful, she  
\_\_\_\_\_ (not/injure) herself.



## FEEDBACK

### Activity 2.5.3. Vocabulary

1. results, \_\_\_\_\_

2. avoid, _____
3. file, _____
<b>Activity 2.5.4. Comprehension</b>
1. Is the process by which soil and rock are removed from the earth' surface by natural processes such as wind or water flow and then transported and deposited in other locations.
2. The remove of soil and rock from the earth's surface.
<b>Activity 2.5.5. Grammar</b>
1. had studied.....would have passed
2. hadn't broken.....wouldn't have been
3. had been.....wouldn't have injured

## UNIT 2. REVIEW (TEST YOURSELF)

Dear student,

Here is the list of Activities to test yourself in this UNIT 2. After you have these Activities done move back to the correspondent lesson feedback to check your answers. If you have more than 75% of the answers correct, congratulations, and if not, go back and do it again.

**ACTIVITY 1. Fill in the gaps with one of the articles: a, an or the**

**e.g.** Marta is **a** businesswoman. She works in **an** office. **The** office is in Ancuabe.

1. Lurdes Mutola is \_\_\_\_\_ champion of the world.
2. I met \_\_\_\_\_ man last night. \_\_\_\_\_ man was handsome.
3. I went to \_\_\_\_\_ bank and I witnessed \_\_\_\_\_ accident.
4. James is \_\_\_\_\_ old friend.

**ACTIVITY 2. Complete the sentences using going to and the verbs in the box.**

**eat      clean      rest      walk**

1. My room is dirty. I \_\_\_\_\_ it.
2. It is not very hot today, so we \_\_\_\_\_ to the beach.
3. Tony is very tired. I think he \_\_\_\_\_ for a while.
4. We are hungry. What \_\_\_\_\_ we \_\_\_\_\_ at home?

**ACTIVITY 3. Complete the following sentences with the correct modal verb.**

1. \_\_\_\_\_ you like to come to school with me?
2. Schools and universities \_\_\_\_\_ help students learn new things.
3. \_\_\_\_\_ you tell me where the street is?
4. The bus is late. It \_\_\_\_\_ be stuck in a traffic jam.
5. You \_\_\_\_\_ not to arrive late tomorrow..

#### ACTIVITY 4. Complete the gaps with the correct verb form

1. If you \_\_\_\_\_ (study) more, you \_\_\_\_\_ (pass) you exams.

2. If my car \_\_\_\_\_ (not/break) down, I \_\_\_\_\_ (not/be) late.

3. If she \_\_\_\_\_ (be) more careful, she \_\_\_\_\_ (not/injure) herself.

# 3

## UNIT 3: SUCCESSFUL AND FAMOUS



### INTRODUCTION:

Dear student,

In this unit 3, you will learn about successful and famous people, which contains 5 lessons: Lesson 1: Mozambican hero; Lesson 2: The pride of Africa; Lesson 3: The king of Afro jazz; Lesson 4: Mozambican hip-pop music; Lesson 5: Worldwide writers.



### TIME

Dear student,

For this unit you will need 10 hours of study.

### AUXILIARY MATERIALS

Audio-visual, aids, modules, hand-outs,



## LESSON 1: MOZAMBICAN HERO



### LEARNING OBJECTIVES

At the end of this lesson you should be able to talk about the heroes of the past.



### INTRODUCTION:

Dear student, in this lesson you will be presented the following: 3.1.1. Pre-reading; 3.1.2. Reading; 3.1.3. Comprehension; 3.1.4. Grammar.

#### 3.1.1. Pre-Reading

1. Who was the first president of Mozambique?
2. What do you know about him?

#### 3.1.2. Reading

**Read the text and then do the Activities that follow.**



Samora Machel was born in September 29, 1933, in Chitumbene, Gaza province, in the south of Mozambique. Like the great majority of Mozambicans of his generation, he grew up in an agricultural village and attended mission elementary school. Machel completed the fourth grade, the prerequisite certificate for any higher education. Most youngsters aspired to complete elementary school and perhaps learn a skill, but most found it difficult. Machel's hopes for higher education were frustrated by Catholic missionaries who refused to grant him a scholarship. Without

This picture was taken from the internet: [www.google.com](http://www.google.com)

financial assistance it was difficult for most Africans to pay school fees, room and transport.

<b>IMPORTANT VOCABULARY</b>
grant- conceder

### 3.1.3. Comprehension

1. Where and when was SamoraMachel born?
2. Why was it difficult for SamoraMachel to get a higher education?

### 3.1.4. Grammar



## EXERCISES

**Use the expression in bracket and write sentences in the past simple.**

e.g. football/play/(last week)>Iplayed football last week.

1.cook/mother/rice/(three days ago)\_\_\_\_\_

2. school/ to/ Mara/walk/(some minutes ago)\_\_\_\_\_

3. eat/dinner/my/I/(some minutes ago)\_\_\_\_\_

### Past simple (revision)

We use the following expressions with the past simple: yesterday, the day before yesterday, last night, last Monday, last week, last month, last year, a few minutes ago, two days ago, a month ago, and long ago.

e.g. SamoraMachel died **many years ago**.



## FEEDBACK

### Activity 3.1.3. Text comprehension

1. SamoraMachel was born in Chilembene, on September 29'1933, in Gaza province, in south of Mozambique.
2. Because he didn't have financial assistance.

### Activity 3.1.4. Grammar

1. My mother cooked rice.
2. Mara walked to school some minutes ago.
3. I ate my dinner some minutes ago.

## LESSON 2: THE PRIDE OF AFRICA



### LEARNING OBJECTIVES

At the end of this lesson you should be able to talk about African people who represented Africa in the world.



### INTRODUCTION:

Dear student, in this lesson you will be presented the following: 3.2.1. Reading; 3.2.2. Vocabulary; 3.2.3. Comprehension; 3.2.4. Grammar.

#### 3.2.1. Reading



Read the text and then do the vocabulary and reading comprehension.

Barack Hussein Obama II, was born on August 4, 1961, and he is the 44<sup>th</sup> and current president of the United States of America. He is the first African American to hold the office. Obama previously served as the junior United States Senator from Illinois from January 2005 until he resigned, after his election to the presidency in November 2008.

This picture was taken from the internet: [www.google.com](http://www.google.com)

### 3.2.2. Vocabulary

Write sentences with the following words used in Obama's biography.

1. Hold \_\_\_\_\_
2. Served \_\_\_\_\_
3. Resigned \_\_\_\_\_

### 3.2.3. Comprehension

Based on the text answer the questions.

1. What was Barack Obama's occupation before being elected president of the United States?
2. When was he born?

### 3.2.4. Grammar



## ACTIVITIES

Join the sentences with a correct connector from the list below. Use the example.

e.g. Maputo is a nice city. It is very crowded.

>Maputo is a nice city, but it is very crowded.

And      but      or      so      because

1. We stay at home. We played cheers.
2. Anna and Maria slept outside. It was very hot last night.
3. The film was very boring. We left early.
4. Maida plays football. Farida plays football.



## FEEDBACK

### Activity 3.2.3. Comprehension

He served as the junior United States senator from Illinois from January 2005 until he resigned.

He was born on August 4, 1961.

### Activity 3.2.4. Grammar

We stayed and played chess at home.

Anna and Maria slept outside because it was very hot last night.

The film was very boring, so we left early.

Maida and Farida play football.

## LESSON 3: THE KING OF AFRO JAZZ



### LEARNING OBJECTIVES

At the end of this lesson you should be able to express your opinions about Mozambican musicians.



### INTRODUCTION:

Dear student,

In this lesson you will be presented the following: 3.3.1. Reading; 3.3.2.Vocabulary; 3.3.3.Comprehension; 3.3.4. Grammar.

#### 3.3.1. Reading

Read the text then do the vocabulary and the reading comprehension Activities that follow:



Moreira Chonguica is the top Mozambican saxophonist. He was born in Maputo, and moved to Cape Town in 1997. Both his father and his uncle introduced him to music: his father played guitar and sang and his uncle played double bass. They



listened to musicians like FelaKuti, Mano Dibango, Miles David, Hugh Masekela, PableMilanes and many others.

### 3.3.2. Vocabulary

This picture was taken from the internet: [www.google.com](http://www.google.com)

Based on the text write down words that are related to music.

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### 3.3.3. Comprehension

Say whether the following statements are true(T) or false(F).

1. Moreira was born in South Africa in 1997. \_\_\_\_\_
2. His father was a singer. \_\_\_\_\_
3. His uncle had a jazz club in Maputo. \_\_\_\_\_

### 3.3.4. Grammar

#### Irregular adjectives

Adjective	Comparative
Bad	worse
Far	further
Good	better
Old	elder

Adjectives- Comparative degree

## Superiority

- Words with one syllable form comparative of superiority by adding – **er+than**.

>Drogba is **faster than** Beckham.

- \* Words with more than two syllable form the comparative of superiority with **more+than**.

Drogba is more handsome than Ronaldinho.

## Equality

- All words form the comparative of equality by placing the adjective between **as...as**.

>Drogba is **as fast as** Ronaldinho.

## Inferiority

- All the words form the comparative of inferiority with **less+adjective+than**.

>Beckham is less athletic than Figo.



## ACTIVITIES

Write two sentences of your own using comparative.

1. \_\_\_\_\_

2. \_\_\_\_\_



FEEDBACK
<b>Activity 3.3.3.</b> Text Comprehension
F
T
F

## LESSON 4: MOZAMBIKAN HIP-HOP MUSIC



### LEARNING OBJECTIVES

At the end of this lesson you should be able to write about their idols.



### INTRODUCTION:

Dear student, in this lesson you will be presented the following: 3.4.1. Pre-reading; 3.4.2. Vocabulary; 3.4.3. Grammar.

#### 3.4.1. Pre-reading

Discuss the following statements

1. Hip hop singers are people who never go to school.
2. Hip hop promotes violence among young people and should be banned in our country.

#### 3.4.2. Vocabulary

Make sentences using the following words.

1. Background \_\_\_\_\_

2. Hip hop \_\_\_\_\_

3. Music \_\_\_\_\_

4. Revelation \_\_\_\_\_

### 3.4.3. Grammar

#### Reported speech

Reported speech (also referred to as ‘indirect speech’) is used to report something someone has said.

e.g. Azagaia: I **listened** to all sorts of music.

>Azagaia said that he **had listened** to all sorts of music.

#### Direct speech

##### Present simple

‘It’s cold’, she said.

##### Past simple

‘I went to a concert’, he said.

##### Present perfect

‘They have been to Maputo’, said the girl

##### Future

‘They will listen to the song,’ peter said.

#### Reported speech

### **Past simple**

>She said that it was cold.

### **Past perfect**

>he said that he had gone to a concert.

### **Conditional**

>the girls said that they had been to Maputo.

### **Future**

>peter said that they would listen to the song.



## ACTIVITIES

Change these sentences into reported speech

e.g. 'I love rock music,' Rhoda said.

>Rhoda said that she loved rock music.

1. 'We are fine,' said Felix.
2. 'We fell in love with hip pop,' said one of the member of the band.
3. 'How did you start to sing,' asked the journalist.





## FEEDBACK

Activity 3.4.3. Grammar

Felix said that he was fine.

One of the member of the band said that they fell in love with hip pop.

The journalist asked“how did they start to sing”.

## LESSON 5: WORLDWIDE WRITERS



### LEARNING OBJECTIVES

At the end of this lesson you should be able to compare two things.



### INTRODUCTION:

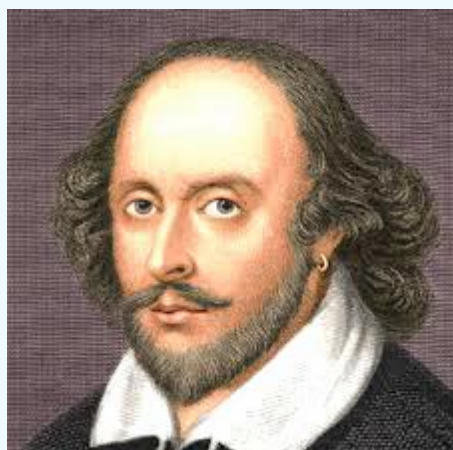
Dear student, in this lesson you will be presented the following: 3.5.1. Reading and Comprehension; 3.5.2. Vocabulary; 3.5.3. Grammar.

#### 3.5.1. Reading and Comprehension

**Complete the text with the following words.**

Considered    official    wrote    brilliant    handfull managed

#### William Shakespeare



William Shakespeare was born on April 1564. He is (1)\_\_\_\_\_ to be the greatest writer in English history. Indeed, the English Renaissance is also called "the age of Shakespeare". As a play writer, he (2)\_\_\_\_\_ to succeed in both tragedy and comedy. He also wrote 154 sonnets, two narrative poems and a (3) \_\_\_\_\_ of

shorter poems; several of his poems feature songs that are the finest lyric poems in English. These arguably features amongst the most \_\_\_\_\_ pieces of English literature ever written, because(4) use of Shakespeare's ability to rise beyond the narrative and describe the deepest and the most profound aspect of the human nature.

Shakespeare (5) \_\_\_\_\_ his works between 1588 and 1613, although the exact dates and chronology of the plays attributed to him remain relatively uncertain.

As a son of a prominent town (6)\_\_\_\_\_, William Shakespeare, most likely, attended the Stratford grammar school, which provided him with an intensive education in Latin grammar and literature. There is no evidence that his formal education extended beyond this.

### 3.5.2. Comprehension

**Answer the questions about the text.**

1. In which century was William Shakespeare born?
2. What was his profession?
3. What was the genre of his works?
4. When were his works written?

### 3.5.3. Grammar

Superlative degree of adjectives

Superlative is used to compare more than two things. Superlative sentences usually use 'the', because there is only one superlative.

Form: One syllable words form superlative by adding -est; two or more syllable words use most before the adjective.

e.g. Shakespeare is the finest writer in English history.

He is the most famous writer of all time.

- Irregular superlatives

Adjective                      superlative

Bad                      the worst

Far                      the furthest

Good                      the best



## ACTIVITIES

Fill in the gaps with the correct superlative of the verb.

1. This is \_\_\_\_\_ (**interesting**) book I have ever had.
2. Which is \_\_\_\_\_ (**famous**) writer in the world.
3. Mario is \_\_\_\_\_ (**tall**) girl in town.



FEEDBACK				
<b>Activity 3.5.1. Reading and Vocabulary</b>				
Considered 6. Official	2. Managed	3. Handful	4. Brilliant	5. Wrote
<b>Activity 3.5.2. Comprehension</b>				
Shakespeare was born in the 15 <sup>th</sup> century.				
Writer.				
Play writer (tragedy and comedy)				
Between 1588 and 1613).				
<b>Activity 3.5.3. Grammar</b>				
The most interesting				
The most famous				
The tallest				

## UNIT 3. REVIEW (TEST YOURSELF)

Dear student,

Here is the list of Activities to test yourself in this UNIT 3. After you have these Activities done move back to the correspondent lesson feedback to check your answers. If you have more than 75% of the Correct answers, congratulations, and if not, go back and do it again.

**ACTIVITY 1. Use the expression in bracket and write sentences in the past simple.**

e.g. football/play/(last week) > I played football last week.

1. cook/mother/rice/( three days ago) \_\_\_\_\_

2. school/ to/ Mara/walk/(some minutes ago) \_\_\_\_\_

3. eat/dinner/my/I/(some minutes ago) \_\_\_\_\_

**ACTIVITY 2. Join the sentences with a correct connector from the list below. Use the example.**

e.g. Maputo is a nice city. It is very crowded.

> Maputo is a nice city, but it is very crowded.

**And      but      or      so      because**

1. We stay at home. We played cheers.

2. Anna and Maria slept outside. It was very hot last night.
3. The film was very boring. We left early.
4. Maida plays football. Faida plays football.
<b>ACTIVITY 3. Fill in the gaps with the correct superlative of the verb.</b>
4. This is _____ ( <b>interesting</b> ) book I have ever had.
5. Which is _____ ( <b>famous</b> ) writer in the world.
6. Mario is _____ ( <b>tall</b> ) girl in town.
<b>ACTIVITY 4. Change these sentences into reported speech</b>
7. <b>e.g.</b> ‘ I love rock music,’ Rhoda said.
8. >Rhoda said that she loved rock music.
9. 1. ‘We are fine,’ said Felix.
10.2. ‘We fell in love with hip pop,’ said one of the member of the band.
11.3. ‘How did you start to sing,’ asked the journalist.
<b>ACTIVITY 5. Fill in the gaps with the correct superlative of the verb.</b>
12.This is _____ ( <b>interesting</b> ) book I have ever had.
13.Which is _____ ( <b>famous</b> ) writer in the world.
14.Mario is _____ ( <b>tall</b> ) girl in town

# 4

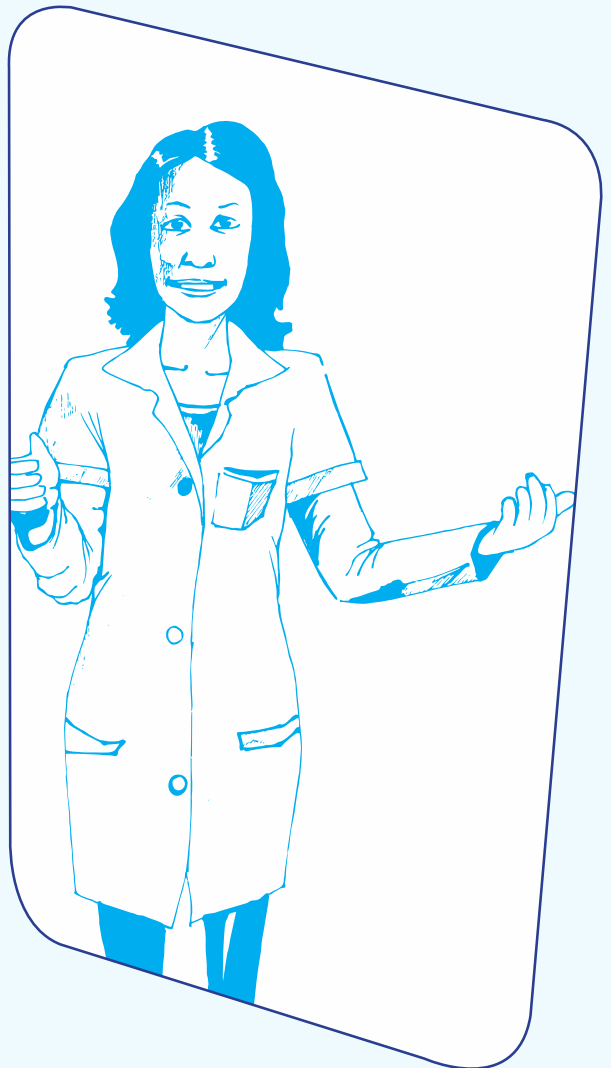
## UNIT 4: ENGLISH IN THE WORLD OF BUSINESS TODAY



### INTRODUCTION:

Dear student,

In this unit you will learn about English in the world of business today, which contains 5 lessons: Lesson 1: The importance of English in the world of business; Lesson 2: Mozambique and its neighbours; Lesson 3. At the bank; Lesson 4: Tourism; Lesson 5: Integrated crop-livestock farming.



### TIME

Dear student,

For this unit you will need 10 hours of study.

### AUXILIARY MATERIALS

Audio-visual, aids, modules, hand-outs,...



## LESSON 1: THE IMPORTANCE OF ENGLISH IN THE WORLD OF BUSINESS



### LEARNING OBJECTIVES

At the end of this lesson you should be able to write about the importance of English in business.



### INTRODUCTION:

Dear student, in this lesson you will be presented the following: 4.1.1. Reading' 4.1.2 Vocabulary; 4.1.3. Comprehension; 4.1.4. Grammar; 4.1.5. Writing

#### 1.1.1.1. Reading

Read the text below and then do the vocabulary and comprehension activities that follow.

Looking ahead toward self-employment



I am João Francisco and I live in Namaacha. I speak Changana, Portuguese and Siswati. I am a businessman. I buy goods from Swaziland and I come to sell them in Namaacha and Maputo. I

sell food, clothes, wine, beer, cigarette and bread. I face problems when I am in Swaziland because I do not speak English and most of the shops I buy my goods from belong to Indians who do not speak SiSwati. I have to take someone who speaks English to help me communicating when I go shopping in Swaziland. I envy my two sons who are learning English at school. I wish I had learnt English I was at school. Today I would not be facing all these problems. Some of my friends advised me to attend night classes, but I do not have time as I have to deliver the goods to my customers. I wish that one day one of my children will teach me English.

#### **1.1.1.2. Vocabulary**

**Write the synonyms of these words:**

1. Envy\_\_\_\_\_ 2. Goods \_\_\_\_\_ 3. Attend \_\_\_\_\_
2. Customer \_\_\_\_\_

#### **1.1.1.3. Comprehension**

**Answer the questions about the text.**

1. How many languages does Joao speak?
2. What is his profession?
3. What problems does he face when he's in Swaziland?
4. How does he solve the problem?
5. What was he advised to do by many of his friends?

#### **1.1.1.4. Grammar**

Used to- for past actions

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

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

e.g. I used to live in Matola.(Today I do not live there anymore.)

I used to play the guitar when I was ten. (I do not play guitar anymore.)



## ACTIVITIES

**Rewrite the sentences below using 'used to'.**

**An example has been done for you.**

**e.g.** I cook on my own (20 years old)-I used to cook when I was 20 years old.

1. We ate at an expensive restaurant in Paris.
2. Tony was my friend.
3. (1976) I am going out with Thomas.
4. Luis sold good second clothe-shoes.

### 1.1.1.5. Writing

Write a composition about the importance of English when doing small cross-border business.

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## FEEDBACK

### Activity 4.1.2. Vocabulary

1. Backbiting, coveting, evil eye,...
2. Belongings, effects, materials,...
3. Be a guest,
4. Client, consumer, purchaser, user,...

### Activity 4.1.3. Comprehension

1. He speaks 3 languages.
2. He is a businessman.
3. In Swaziland.
4. The language (English).
5. He takes someone to help him with the language (English).
6. To attend night classes.

### Activity 4.1.4. Grammar

1. We used to eat at an expensive restaurant.

- |  |
|--|
| 2. Tony used to be my friend.                  |
| 3. I used to go out with Thomas.               |
| 4. Luis used to sell good second-hand clothes. |

## LESSON 2: MOZAMBIQUE AND ITS NEIGHBOURS



### LEARNING OBJECTIVES

At the end of this lesson you should be able to discuss the advantages and disadvantages of regional integration.



### INTRODUCTION:

Dear student,

In this lesson you will be presented the following: 2.1. Pre-reading' 2.2. Reading; 2.3. Vocabulary; 2.4. Comprehension; 2.5. Grammar

#### 4.2.1. Pre-reading

1. What do you understand by the term regional integration?
2. What are the problems that may come up due to regional integration?

#### 4.2.2. Reading

Read the text and then do the vocabulary and comprehension Activities that follow.

Mozambique is situated on the south-easterncoast of Africa. It is bordered by Tanzania to the north, Zambia, Malawi and Zimbabwe to the west and South Africa and Swaziland to the south. Mozambique has eleven provinces from north to south: Cabo Delgado, Niassa, Nampula, Sofala, Tete, Zambezia, Manica, Inhambane, Gaza, Maputo Province and Maputo City. Mozambique has a population of 20,530,714 inhabitants.

#### 4.2.3. Vocabulary

Find the synonyms of the words underlined in the text, without changing their meaning.

1. \_\_\_\_\_
2. \_\_\_\_\_

#### 4.2.4. Comprehension

Answer the questions about the text.

1. Where is Mozambique geographically located?
2. How many countries share borders with Mozambique?
3. How many inhabitants has Mozambique got?

#### 4.2.5. Grammar

##### **Remember**

Asking questions (What...? Which...?...How...?)

e.g. Which books shall we take?

What colour is your car?

How old are you?



## ACTIVITIES

Write what, which or how.

1. \_\_\_\_\_ time is it?
2. \_\_\_\_\_ way shall we take? The longest one or the shortest one?
3. Sheila said she killed that snake. \_\_\_\_\_ did she kill it?
4. You have very nice rooms in your school. \_\_\_\_\_ one is your classroom?
5. \_\_\_\_\_ is your favourite kind of sport?



## FEEDBACK

### Activity 4.2.3. Vocabulary

1. Fixed, placed, planted, positioned, settled, ...
2. Bank, beach, margin, littoral, strand,...

### Activity 4.2.4. Comprehension

1. Mozambique is situated on the south-eastern coast of Africa.
2. 6 countries.
3. 20,530.714 inhabitants.

### Activity 4.2.5. Grammar

1. What
2. Which
3. How
4. Which
5. What



## LESSON 3: AT THE BANK



### LEARNING OBJECTIVES

At the end of this lesson you should be able to talk about where to keep one's money



### INTRODUCTION:

Dear student, in this lesson you will be presented the following: 4.3.1. Vocabulary; 4.3.2. Pre-reading; 4.3.3. Reading; 4.3.4. Grammar

#### 4.3.1. Vocabulary

In the box below there are some banking/banks related words. Find the odd ones out.

Remote control    security    manager    cash    invest    account    queue  
teller    computer    ATM    month    borrow    bed    pupil    enquiry  
investment    forms    money

#### 4.3.2. Pre-reading

What advice would you give to someone afraid of keeping its money in a bank?

### 4.3.3. Reading

Complete the text using the words from the vocabularybox above.

Most automatic teller machines or ----1---- are found outside a bank. If you want to deposit or withdraw----2---, you can use your ATM card. Your Personal Identity Number or ----3---- should be kept secret. When you insert your card, instructions and questions come up on the screen. You have to insert your PIN and choose whether you want to deposit or ----4----money. If you want to take out or----5----money, you must follow the instructions to do so. Some ATM's do not allow you to put in, or----6----cash because of the----7----risk. The ATM replaces a----8----in the bank to help its client.

### 4.3.4. Grammar

#### Countable nouns

They are used to refer to things we can count. They can be singular or plural.

➤ I opened my **account**./ I opened my **accounts**.

#### Uncountable nouns

Used to refer to things we cannot count. They can only be singular.

➤ I have **milk**. She drinks **wine**.

#### Remember

You can use **some** and **any** with both countable and uncountable nouns.



## ACTIVITIES

Underline the nouns in the following sentences and decide whether they're countable or uncountable.

1. The boys are playing in the garden.
2. My mother makes great bread.
3. How much money have got?
4. I bought two tickets for the game.
5. I would like some water, please!



## FEEDBACK

### Activity 4.3.1. Vocabulary

Remote control, queue, month, bed, pupil.

### Activity 4.3.2. Reading

1. ATM   2. money   3. PIN   4. Withdraw   5. Deposit   6. Take out  
7. Security

### Activity 4.3.4. Grammar

1. Boys- countable

2. Bread- uncountable

3. Money- uncountable

4. Tickets- countable

5. Water- uncountable

## LESSON 4: TOURISM



### LEARNING OBJECTIVES

At the end of this lesson you should be able to talk about the importance of learning English



### INTRODUCTION:

Dear student,

In this lesson you will be presented the following: 4.4.1. Pre-reading; 4.4.2. Reading; 4.4.3. Vocabulary; 4.4.4. Comprehension, 4.4.5. Grammar

#### **4.4.1. Pre-reading**

There are people who think that tourism is for white people. Express your opinion on this.

#### **4.4.2. Reading**

Read the text and then do the vocabulary and comprehension Activities that follow.



### **Tourism helps to promote English lessons in Inhambane**

The number of people learning English in private and government schools has increased up to 20%. According to a joint report from the Ministry of Education and Ministry of Tourism, the number of tour guides (including volunteer tour guides) as well as other

tourism-related professionals has been growing for the past five years. The report stated that many youngsters are more and more interested in learning English to be able to communicate with as many tourists who visit Inhambane as possible. However, there is still a need to increase the number of classes, as well as trained teachers to cope with this great increment. It is also expected that the number will double in forthcoming years.

#### **4.4.3. Vocabulary**

Find the antonyms of the following words in the text.

2. growing \_\_\_\_\_ 2. past \_\_\_\_\_
3. many \_\_\_\_\_ 4. increase \_\_\_\_\_

#### **4.4.4. Comprehension**

Say whether the following statements are true (T) or false (F).

1. Inhambane is a beautiful province. \_\_\_\_\_
2. Very few youngsters learn English in Inhambane. \_\_\_\_\_
3. There are many holiday resorts in Inhambane. \_\_\_\_\_
4. The world cup brought many schools to Inhambane. \_\_\_\_\_
5. Only 20% of people go to school in Inhambane. \_\_\_\_\_

#### 4.4.5. Grammar

##### Quantifiers

Quantifiers are adjectives used to state the quantity or amount of something without using numbers.

Quantifiers answer the questions ‘**how much?**’ and ‘**how many?**’

They can be used with plural countable nouns and uncountable nouns.

**With countable nouns:** some, any, many, few, a few, enough, plenty

**With uncountable nouns:** some, any, much, little, a little, enough, plenty



##### ACTIVITIES

**Complete the sentences with the correct quantifier.**

1. I have \_\_\_\_\_ friend, but they're the best.
2. Have you got \_\_\_\_\_ money to have lunch?
3. Susan has \_\_\_\_\_ health problems.
4. They don't have \_\_\_\_\_ bottles.



## FEEDBACK

### Activity 4.4.3. Vocabulary

1. Increasing    2. Time ago    3. Number    4. Growing

### Activity 4.4.4. Comprehension

T    2. F    3. T    4. F    5. F

### Activity 4.4.5 Grammar

1. few    2. any    3. some    4. many



## LESSON 5: INTEGRATED CROP-LIVESTOCK FARMING



### LEARNING OBJECTIVE

At the end of this lesson you should be able to write about the importance of agriculture in Mozambique



### INTRODUCTION:

Dear student,

In this lesson you will be presented the following: 4.5.1. Pre-reading; 4.5.2. Reading; 4.5.3. Vocabulary; 4.5.4. Comprehension, 4.5.5. Grammar; 4.5.6. Writing

#### **4.5.1. Pre-reading,**

Discuss what could be done to improve the agricultural system in our country

#### **4.5.2. Reading**

**Read the text and then do the vocabulary and comprehension Activities that follow.**

**Integrated crop-livestock**

Population growth,urbanization and income growth in developing countries are fuelling a significant global increase in the demand for food of animal origin, while also aggravating 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 methods that aim at producing enough 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; thismanurewill 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 in production of bio-energy that is maybe used in household lightning.

www.ifad.Org(adapted)

Important Vocabulary
Aggravating- agravado
Rangelands-pastagens
Waste- desperdicio
Boost-aumentar

### 4.5.3. Vocabulary

Find words that mean the same as the underlined ones in the text.

---

### 4.5.4. Comprehension

Say if the statements are true (T) false (F) or probable (P).

1. Population growth, urbanization and income growth are good example of integrated crop-livestock farming. \_\_\_\_\_
2. The high demand of food makes it hard for animals to have grazing lands. \_\_\_\_\_
3. Integrated crop-livestock farming can only be practiced in Africa. \_\_\_\_\_
4. Integrated crop-livestock farming may reduce poverty in our country. \_\_\_\_\_
5. Having enough crops and animals means farmers will not feel hunger. \_\_\_\_\_
6. There are advantages in practicing integrated farming in Mozambique. \_\_\_\_\_

#### **4.5.5. Grammar**



## ACTIVITIES

**Complete the following sentences with the word in brackets in the gerund.**

1. My sister is good at \_\_\_\_\_(dance).
2. Many farmers are lazy \_\_\_\_\_(plant) draught resistant crops.
3. Maria doesn't like \_\_\_\_\_(keep) goats.
4. Farmers are afraid of \_\_\_\_\_(swim) in the sea.
5. He is interested in \_\_\_\_\_(make) new manure composts.

### 4.5.6. Writing

Write an essay about the importance of agriculture for the sustainable development of Mozambique

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## FEEDBACK

### Activity 5.3. Vocabulary

Manure---- fertilizer

Serve----- useful

### Activity 4.5.4. Comprehension

1.T

2.T

3.F

4.F

5.T

### Activity 4.5.5. Grammar

1. Dancing

2. Planting

3. Keeping

4. Swimming

5. Making

## UNIT 4. REVIEW (TEST YOURSELF)

Dear student,

Here is the list of Activities to test yourself in this UNIT 4. After you have these Activities done, move back to the correspondent lesson feedback to check your answers. If you have more than 75% of the correct answers, congratulations, and if not, go back and do it again.

**ACTIVITY 1. Rewrite the sentences below using 'used to'. Any example has been done for you.**

e.g. I cook on my own (20 years old)-I used to cook when I was 20 years old.

1. We ate at an expensive restaurant in Paris.

2. Tony was my friend.

3. (1976) I am going out with Thomas.

4. Luis sold good second clothes-shoes.

**ACTIVITY 2. Write what, which or how.**

1. \_\_\_\_\_ time is it?

2. \_\_\_\_\_ way shall we take? The longest one or the shortest one?

3. Sheila said she killed that snake. \_\_\_\_\_ did she kill it?

4. You have very nice rooms in your school. \_\_\_\_\_ one is your classroom?

5. \_\_\_\_\_ is your favourite kind of sport?

**ACTIVITY 3. Underline the nouns in the following sentences and decide whether they're countable or uncountable.**

a. The boys are playing in the garden.

b. My mother makes great bread.

c. How much money have got?

d. I bought two tickets for the game.

e. I would like some water, please!

**ACTIVITY 4. Complete the sentences with the correct quantifier.**

f. 1. I have \_\_\_\_\_ friend, but they're the best.

g. 2. Have you got \_\_\_\_\_ money to have lunch?

h. 3. Susan has \_\_\_\_\_ health problems.

i. 4. They don't have \_\_\_\_\_ bottles.

**ACTIVITY 5. Complete the following sentences with the word in brackets in the gerund.**

a. My sister is good at \_\_\_\_\_(dance).

b. Many farmers are lazy \_\_\_\_\_(plant) draught resistant crops.

c. Maria doesn't like \_\_\_\_\_(keep) goats.

d. Farmers are afraid of \_\_\_\_\_(swim) in the sea.

e. He is interested in \_\_\_\_\_(make) new manure composts.

# 5

## UNIT 5: NEW TECHNOLOGY-FRIEND OR ENEMY



### INTRODUCTION:

Dear student,

In this unit you will learn about new technology-friend or enemy, which contains 5 lessons: Lesson 1: Technological gadgets; Lesson 2: Don't forget your safety gadgets glasses; Lesson 3: The bulb generation; Lesson 4: New technology-friend or enemy; 5 Techno-geeks



### TIME

Dear student,

For this unit you will need 10 hours of study.

### AUXILIARY MATERIALS

Audio-visual, aids, modules, hand-outs,...



## LESSON 1: TECHNOLOGICAL GADGETS



### LEARNING OBJECTIVES:

At the end of this lesson you should be able to conduct a research about the benefit of cell phones.



### INTRODUCTION:

Dear student, in this lesson you will be presented the following: 5.1.1. Pre-reading; 5.1.2. Reading; 5.1.3. Vocabulary; 5.1.4. Comprehension; 5.1.5. Grammar

#### 5.1.1. Pre-reading

1. What do you understand by the term 'technology'?
2. Talk about the advantages and disadvantages of using technology.
- 3.

#### 5.1.2. Reading

**Read the text and then do the vocabulary and comprehension Activities that follow.**

#### **An explosion of technological gadgets**

In Albania it isn't unusual to see an old man riding a donkey while talking on a mobile phone. In India a beggar might pause in his solicitations to make or take

a call on his phone. Yes, from cell phone to computers and to televisions, technology has found its way into every corner of the world- it even managed to cross the barriers between poor and rich people and become part of our lives.

Awake, November 2009

### 5.1.3. Vocabulary

**Find the synonyms of the following words in the box:**

4. Downside      2. Beggar      3. Proliferation

Mendicant	disadvantages	diffusion
-----------	---------------	-----------

### 5.1.4. Comprehension

1. What has become part of many people's live nowadays?
2. Where can you find a person riding a donkey while talking on a mobile phone?

### 5.1.5. Grammar

#### **Direct speech**

Saying exactly as someone else said is called direct speech (sometimes called quoted speech). Here, what a person says appear between inverted commas and should be word for word. **e.g.** 'I'm going to buy a new mobile phone', said Jack.



## ACTIVITIES

**Rewrite the following sentences into direct speech.**

**e.g** I love Luis. (Sara/say) > Sara said, 'I love Luis'.

1. we are in for a fight. (Commander/shout)

\_\_\_\_\_

2. Yes, we can.

(Obama/say) \_\_\_\_\_

\_\_\_\_\_



## FEEDBACK

### **Activity 5.1.3.** Vocabulary

1. downside-desadvantages

2. beggar-mendicant

3. proliferation-diffusion

### **Activity 5.1.4.** Comprehension

5. Mobile phones

6. Albania

### **Activity 5.1.5.** Grammar

7. Commander shouted, ‘we are in for fight’.

8. Obama said, ‘yes we can’.

## LESSON 2: DON'T FORGET YOUR SAFETY GLASSES



### LEARNING OBJECTIVES:

At the end of this lesson you should be able to talk about the consequences of taking drugs.



### INTRODUCTION:

Dear student, in this lesson you will be presented the following: 5.2.1. Pre-reading; 5.2.2. Reading; 5.2.3. Vocabulary; 5.2.4. Comprehension; 5.2.5. Grammar

#### 5.2.1. Pre-reading

Think of natural things that happened after a long period of time, for instance 5 years.

#### 5.2.2. Reading

Read the text and then do the following vocabulary and comprehension Activities that follow.

Solar eclipse

We can observe two different kinds of solar eclipse: partial solar eclipses occur when the moon passes between the earth and the sun, and its shadow covers part of the earth; a total solar eclipse takes place when the moon's shadow blocks the sun entirely. People must be exceptionally careful when attempting to view solar eclipse. Without taking precautionary measures, when can permanently damage the retina of the eye: however, there are several safe methods of witnessing this heavenly marvel.

Important Vocabulary
Witness- testemunhar
Harmful-nocivo

### 5.2.3. Vocabulary

1. Replace the underlined words in the text without changing their meaning.

1. Occurs \_\_\_\_\_ 2. Precautionary \_\_\_\_\_

3. Marvel \_\_\_\_\_

### 5.2.4. Comprehension

Say whether the following statements are true(T) or false(F).

1. A solar eclipse occurs when the moon passes under the earth. \_\_\_\_\_

2. The moon's shadow blocks out the sun during the eclipse. \_\_\_\_\_

3. People don't have to be careful when viewing solar eclipse. \_\_\_\_\_

### 5.2.5. Grammar

#### Adverbs of manner

Adverbs of manner are normally formed by adding the suffix-ly to the adjective. e.g. careful-carefully; neat-neatly

### Remember

- Adjectives ending in -l add -ly: careful-carefully
- Adjectives ending in -y change to -ily: lucky-luckily
- Adjectives ending in -ble change to -ly: responsible-responsibly

**Turn the following adjectives into adverbs then write sentences with the adverb you formed.**

**1. Firm    confident    extravagant    casual    happy**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_



## FEEDBACK

### Activity 5.2.3. Vocabulary

9. happens    2. preventive    3. miracle

16.

### Activity 5.2.4. Comprehension

10.F    2.T    3.F

### Activity 5.2.5. Grammar

1. firmly    confidently    extravagantly    casually    happily



## LESSON 3: THE BULB GENERATION



### LEARNING OBJECTIVES:

At the end of this lesson you should be able to write sentences in active and passive voice.



### INTRODUCTION:

Dear student,

In this lesson you will be presented the following: 5.3.1. Grammar.

#### 5.3.1. Grammar

##### Passive voice: past and present

The passive voice is used when you want to focus on the action, rather than the person/thing that performed it.

- The passive of an active verb is formed by putting the auxiliary verb to be into the same tense as the active verb and adding the past participle of the main verb (invented = Was invented).
- The object of the active voice becomes the subject in the passive sentence. The subject of the active voice becomes the agent of the sentence. The agent can be omitted when is unknown, unimportant or obvious from the context.

- The **subject form** of the **personal pronouns** used in active voice turn into the object form in the passive voice (I-me; you-you; he-him; she-her; we-us; they-them).

**E.g.** Joseph Swan invented the light bulb. (**Active**)

> The light bulb was invented by Joseph Swan. (**Passive**)



## ACTIVITIES

**Rewrite the following active sentences into passive voice.**

1. Over 400 million people speak English.
2. They didn't buy new computer.
3. Did you see my mobile phone?



## FEEDBACK

### **Activity 5.3.1.** Grammar

1. English is spoken over the world by 400 million people.
2. New computers weren't bought.
3. Was my mobile phone seen by you?

## LESSON 4: NEW TECHNOLOGY - FRIEND OR ENEMY



### LEARNING OBJECTIVES

At the end of this lesson you should be able to write about recent events, using verbs 'to do' and 'to have'.



### INTRODUCTION:

Dear student,

In this lesson you will be presented the following: 5.4.1. Grammar.

#### 5.4.1. Grammar

##### **Remember:**

The verbs to do and to have different meanings.

Teachers make the home work, but students do the home work.

- “Make” means to “create” or cause something to happen or produce a result.
- You can make a **make** a cake, **make** a noise or even **make** friends.

- “Do”, on the other hand, usually signifies simply performing an action without alluding to the results.

➤ You **do** Activities, **do** business or **do** your job.



## ACTIVITIES

Complete the following sentences with the correct verb from the box, making the necessary changes.

1. Many people don't know who \_\_\_\_\_ the cell phones.
2. Texlom does not \_\_\_\_\_ this kind of textile because it is very expensive.
3. Who \_\_\_\_\_ the electric car?
4. Mozal \_\_\_\_\_ large amounts of aluminium a day.
5. Liza \_\_\_\_\_ all the Activities yesterday.



## FEEDBACK

### **Activity 5.4.1.** Grammar

1. make    2. make    3. make    4. make    5. Did

## LESSON 5: TECHNO-GEEKS



### LEARNING OBJECTIVES:

At the end of this lesson you should be able to talk about the importance of technology.



Dear student,

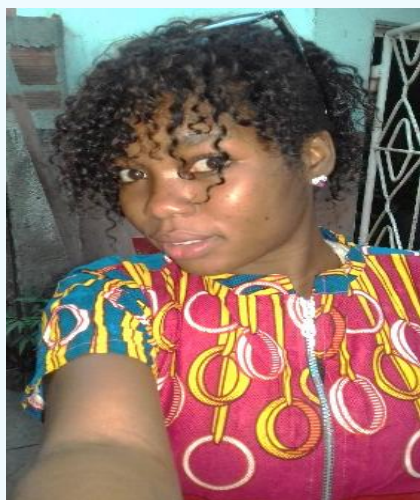
In this lesson you will be presented the following: 5.5.1. Pre-reading; 5.5.2. Reading; 5.5.3. Vocabulary; 5.5.4. Comprehension; 5.5.5. Grammar

### 5.5.1. Pre-reading

Discuss the impact of social networks in social relations

### 5.5.2. Reading

#### A techno-geeks seeks for help



Read the text and then do the vocabulary and comprehension Activities that follow

Angelica Manjate is 20, a grade ten student at Josina Machelse 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.

Important vocabulary
Technocrat-tecnocrata (indivíduo de formação técnica que ocupa uma posição de poder)
Techno-geek-fanático de tecnologias

### 5.5.3. Vocabulary

Write the synonyms of these words:

1. Astonished \_\_\_\_\_
2. Boast \_\_\_\_\_
3. abnormal \_\_\_\_\_

### 5.5.4. Comprehension

Answer the question about the text

1. How old is Angela?
2. Why did she seek help from doctors and witchcrafts?
3. Why was she nicknamed techno-geek?

### 5.5.5. Grammar

Write 3 sentences using these adjectives:

Wise      warm      slow
--------------------------



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### 5.5.6. Listening

#### Song Activity: Survivor—Destiny's Child

Topic: comparative, auxiliaries

Song: Survivor—Destiny's Child

#### Survivor—Destiny's Child

1. Complete with the comparative and superlative of the adjectives in **bold** between brackets.
2. Fill in the right auxiliaries in brackets.

Now that you're out of my life

I'm so much \_\_\_\_\_(good)

You thought that I'd be weak without you

But I'm \_\_\_\_\_(strong)

You thought that I'd be broke without you

But I'm \_\_\_\_\_(rich)

You thought that I'd be sad without you

I laugh \_\_\_\_\_(hard)

You thought I wouldn't grow without you

Now I'm \_\_\_\_\_(wise)

Though that I'd be helpless without you

But I'm \_\_\_\_\_(smart)

You thought that I \_\_\_\_\_(would) be stressed without



#### CHORUS:

I'm a survivor (What?)

I'm not gonna give up (What?)

I'm not gonna stop (What?)

I'm gonna work harder (What?)

you

But I'm chilling

You thought I \_\_\_\_\_(would not) sell without you

Sold 9 million

### CHORUS

Thought I \_\_\_\_\_(could not) breathe without you

I'm inhaling

You thought I \_\_\_\_\_(could not) see without you

Perfect vision

You thought I \_\_\_\_\_(could not) last without you

But I'm lasting

You thought that I \_\_\_\_\_ die without you

But I'm living

Thought that I \_\_\_\_\_ fail without you

But I'm on top

Thought it \_\_\_\_\_ be over by now

But it won't stop

Thought that I \_\_\_\_\_ self destruct

But I'm still here

Even in my years to come

I'm still gonna be here

### CHORUS

I'm wishing you the \_\_\_\_\_(good)

Pray that you are blessed

Bring much success, no stress, and lots of happiness

(I'm \_\_\_\_\_(good) than that)

I'm a survivor (What?)

I'm gonna make it (What?)

I will survive (What?)

Keep on surviving (What?)



I'm not gonna blast you on the radio

(I'm better than that)

I'm not gonna lie on you and your family

(I'm better than that)

I'm not gonna hate on you in the magazines

(I'm better than that)

I'm not gonna compromise my Christianity

(I'm better than that)

You know I'm not gonna diss you on the internet

'Cause my mama taught me \_\_\_\_\_(good) than that

### CHORUS

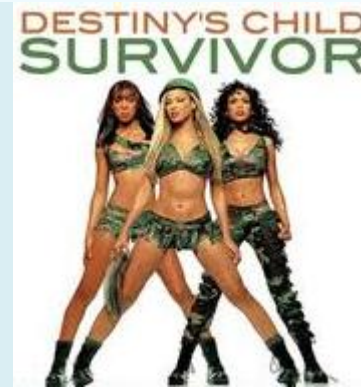
Oh (oh) oh (oh)...

After all of the darkness and sadness

Soon comes happiness

If I surround myself with positive things

I'll gain prosperity



Step 1: Play the song line by line, pause to fill in the worksheet.

Step 2: Repeat step 3.

Step 3: Play the entire song again to check the answers.

Step 4: sing the song line by line and have fun!



## FEEDBACK

### **Activity 5.5.3.**vocabulary

1. Surprised
2. Show off
3. nonstandard

### **Activity 5.5.4.** Comprehension

1. She is 17 years old.
2. Seeking for advice on how to become normal
3. Because she boasts of her techno appliances and success.

## UNIT 5. REVIEW (TEST YOURSELF)

Dear student,

Here is the list of Activities to test yourself in this unit 5. After you have these Activities done move back to the correspondent lesson feedback to check your answers. If you have more than 75% of the correct answers, congratulations, and if not, go back and do it again.

**ACTIVITY 1. Rewrite the following sentences into direct speech.**

**E.g.** I love Luis. (Sara/say) > Sara said, 'I love Luis'.

1. we are in for a fight. (commander/shout) \_\_\_\_\_

\_\_\_\_\_

2. Yes, \_\_\_\_\_ we \_\_\_\_\_ can.  
(Obama/say) \_\_\_\_\_

\_\_\_\_\_

**ACTIVITY 2. Rewrite the following active sentences into passive voice.**

4. Over 400 million people speak English.

5. They didn't buy new computer.

6. Did you see my mobile phone?

**ACTIVITY 3. Complete the following sentences with the correct verb from the box, making the necessary changes.**

1. Many people don't know who \_\_\_\_\_ the cell phones.

2. Textom does not \_\_\_\_\_ this kind of textile because it is very expensive.

- |   |
|---|
| 3. Who _____ the electric car?                  |
| 4. Mozal _____ large amounts of aluminum a day. |
| 5. Liza _____ all the Activities yesterday      |

## 6

## UNIT 6: DISCOVERING THE WORLD



### INTRODUCTION:

Dear student,

In this unit 6 you will learn about discovering the world, which contains 5 lessons: Lesson 1: The African pioneers; Lesson 2. The feeling of well-being; Lesson 3: Celebrations in many parts of the world; Lesson 4: Religious festivals; Lesson 5: Active women.



### TIME

Dear student,

For this unit you will need 10 hours of study.



### AUXILIARY MATERIALS

Audio-visual, aids, modules, hand-outs.

## LESSON 1: THE AFRICAN PIONEERS



### LEARNING OBJECTIVES

At the end of this lesson you should be able to talk about the importance of preserving Mozambican culture



### INTRODUCTION:

Dear student,

In this lesson you will be presented the following: 6.1.1. Pre-reading; 6.1.2. Reading; 6.1.3. Vocabulary; 6.1.4. Comprehension; 6.1.5. Grammar.

#### 6.1.1.1. Pre-reading

What was the first African country to host the world cup?

#### 6.1.1.2. Reading

**Read the text and then do the following comprehension Activities.**

**South Africa hosted the FIFA's world cup in Africa**

*Vuvuzelas* are South African's trade mark

Those who have never been to South Africa before the world cup could think that the so called vuvuzelas just came up with the tournament. Antelope's and Kudos horns have been used since remote times in human history. It is said to be one of the instruments used to call up to gather people for any event or meeting in those days. So vuvuzelas are part of African tradition and that of South Africa in particular. Although many people have criticized its powerful noise.

Important Vocabulary:
Horn-corno

#### 6.1.1.3. Comprehension

**Answer the questions about the text**

1. What was the use of horns in the past?
2. Why are vuvuzelas criticized?

#### 6.1.1.4. Grammar

**Modal verbs**

**Must** is commonly used to express obligation or necessity.

- The teams must win a lot of games to reach the finals.

**Should** is normally used to make recommendations or give advice.

- If you are not feeling well, you should go to the doctor.

**Remember**

**Modals: are followed by infinitive without 'to'**





## ACTIVITIES

**Complete the sentences with the correct modal verb: must or should.**

1. He \_\_\_\_\_ be so tired. He worked all night.
2. Where's Maria? She \_\_\_\_\_ be here by now.
3. You \_\_\_\_\_ call your mother right now.



## FEEDBACK

### **Activity 6.1.3.** Comprehension

1. It was used to call up and gather people for any event or meeting in those days.
2. Because of their powerful noise.

### **Activity 6.1.4.** Grammar

1. Must
2. Should
3. Must

## LESSON 2: THE FEELING OF WELL BEING



### LEARNING OBJECTIVES

At the end of this lesson you should be able to talk about the importance of wearing traditional clothes.



### INTRODUCTION:

Dear student,

In this lesson you will be presented the following: 6.2.1. Reading; 6.2.2. Comprehension; 6.2.3. Vocabulary; 6.2.4. Grammar.

#### 6.2.1. Reading

Read the text and then do the comprehension Activities that follow.

Capulana and its magic



From the north to the south of Mozambique there's no woman who doesn't wear a capulana. They wear it as an everyday cloth, to clean and to wrap around children, to wrap them to their back or as a towel and a curtain; when moving a house or traveling they use it to wrap their belongings. But not only countrywomen use them, as one can imagine. Urban women too, who usually dress in more westernstyle, invariably wear it when they are around their homes or at certain family ceremonies. Other African women

use the same kind of rectangular cotton cloth, which more recently comes in colours. Women and girls covered with these coloured fabrics bring life and colour to the country roads that criss-cross the monotonous savannah landscapes or the streets and markets of the noisy, chaotic African towns.

### Important vocabulary

Chaotic-caotico

### 6.2.2. Comprehension

Choose the correct answer

17. According to the text, in Mozambique the capulana is worn by women from the...

- a) Countryside   b) north   c) south   d) whole country

18. The first paragraph tells us that urban woman...

- a) Wear capulanas   b) don't know capulanas   c) like western capulanas   d) never wear it

### 6.2.3. Grammar

#### Present simple

**Use:** the present simple is used to express the idea that an action is repeated or is usual.

The action can be a habit, a hobby or something that always happens.

Affirmative	negative	Interrogative
I/you/we/they read He/she/it reads	I/you/we/they don't read He/she/it doesn't read	Do I/you/we/they read? Does he/she/it?

e.g. Ana **buys** many books. I **buy** games.



## ACTIVITIES

**Complete the sentences with the correct form of the verb in the present simple.**

1. Jane and Susan \_\_\_\_\_ (to go) to school every day.
2. Catarina \_\_\_\_\_ (to cry) every night.
3. She \_\_\_\_\_ (not/to know) how to sing opera.

### **6.2.3.1. Writing**

Write a paragraph describing the cultural significance of wearing capulanas.

---

---

---

---



## FEEDBACK

### **Activity 6.2.2.** Comprehension

1. D                      2.A

### **Activity 6.2.3.** Grammar

1. Go                      2. Cries                      3. Doesn't know

## LESSON 3: CELEBRATIONS IN MANY PARTS OF THE WORLD



### LEARNING OBJECTIVES:

At the end of this lesson you should be able to write and speak using the present and past perfect.



### INTRODUCTION:

Dear student,

In this lesson you will be presented the following: 6.3.1. Grammar 1; 6.3.2. Grammar 2; 6.3.3. Writing.

### Grammar



### 6.3.1. Present perfect

**Use:** we use the present perfect to refer to an action that happened at an unspecified time before the present moment.

**Form:** have/has (auxiliary verb) +past participle (main verb). **e.g.** She **has made** a promise to me. I **haven't accepted**.

With the present perfect we normally use adverbs and/ or adverbials expressions such as: just, recently, lately, already, this morning, until,



## ACTIVITIES

**Fill in the gaps with the correct form of the verbs in the present perfect.**

1. Mugabe \_\_\_\_\_(rule) Zimbabwe for more than 10 years.
2. Ronaldo \_\_\_\_\_ never \_\_\_\_\_(to be) to Inhambane.
3. Bento is not in here. I think he \_\_\_\_\_ (go) out again.
4. She told me that \_\_\_\_\_ (pay) the bill for us

## Grammar

### 6.3.2. Past perfect

**Use:** we use the past perfect to express the idea that something occurred before another action in the past. It can also show that something happened before a specific time in the past.

Form: had(auxiliary verb)+ past participle (main verb)

e.g. He **had been** to Africa before going to Europe.



## ACTIVITIES

**Build up sentences with the correct word order. The verb should be in the past participle.**

1. Many times before/to arrive/late/he

---

2. Storm/in/there to be/a/the island

---

Job/she/to found/a/in Maputo/new

---

3. Bus/we/to lose/the/school/never/before

---

### 6.3.3. Writing

Write a composition about:

1. Should west compensate Africans for the natural resources they took away from our continent?

---

---

---

---

---



#### FEEDBACK

##### Activity 6.3.1. Grammar 1

1. has ruled
2. has---been
3. has paid

##### Activity 3.2. Grammar 2

1. He had arrived late many times before.
2. There had been a storm in the island.
3. She had found a new job in Maputo.
4. She had never lost bus to school before.

## LESSON 4: RELIGIOUS FESTIVALS



### LEARNING OBJECTIVES

At the end of this lesson you should be able to talk about religion.



### INTRODUCTION:

Dear student,

In this lesson you will be presented the following: 6.4.1. Pre-reading; 6.4.2. Reading; 6.4.3. Comprehension; 6.4.4. Grammar

#### 6.4.1. Pre-reading

1. Discuss how religious tolerance can contribute to the maintenance of peace in our country.

### 6.4.2. Reading

Read the text and then do the comprehension Activities that follow.

#### Islamic festival Ramadan

The Islamic religion uses a calendar based on the moon, therefore the exact date of religious festivals changes from year to year. Their calendar begins with the hijra, the year when Mohamed left the city of Mecca to Medina. The New Year is the time for peaceful prayer for most Muslim people. Every year, in the month of Ramadan, the ninth month of the Islamic calendar, all Muslims fast from early morning until evening. They believe that when living without everyday comforts, even for a short period of time, a fasting person better understands the life of poor people who goes hungry, and also grow in his or her spiritual life. ‘Despite its controversy, many people believe that its meaning and character remain unchangeable’.

<b>Important vocabulary</b>
Fast- Jejum

### 6.4.3. Comprehension

**Answer the following questions about the text.**

1. What’s the basis of the Muslim calendar?
2. What is the name given to the ninth month of Muslim calendar?
3. What makes the ninth month so special for Muslims?
4. What happens on the Muslim’s New Year?

#### **Remember**

- With the present simple we often use adverbs of frequency such as: always, usually, often, sometimes, and occasionally.

- With the past simple we use temporal expressions such as: last week (month, year....), yesterday, and six days ago...

#### 6.4.4. Grammar



### ACTIVITIES

Fill in the gaps with correct form of the verbs in the present simple or past simple.

1. I \_\_\_\_\_ (to go) to school every day.
2. Last year, we \_\_\_\_\_ (to go) to Spain on holidays.
3. My mother always \_\_\_\_\_ (to invite) her family over on Sundays.
4. Yesterday, I \_\_\_\_\_ (not/ to miss) the school bus.
5. Mrs. Rodriguez \_\_\_\_\_ (to live) here many years ago.
6. Four days ago I \_\_\_\_\_ (to go) to Maputo.



## FEEDBACK

### **Activity 6.4.3.** Comprehension

1. A calendar based on the moon.
2. Ramadan.
3. All Muslims fast from early morning until evening,
4. Time for peaceful prayer for most Muslim people.

### **Activity 6.4.4.** Grammar

1. go
2. went
3. Invites
4. didn't miss
5. lived
6. Went

## LESSON 5: ACTIVE WOMEN



### LEARNING OBJECTIVES:

At the end of this lesson you should be able to talk about the importance of educating girls.



### INTRODUCTION:

Dear student,

In this lesson you will be presented the following: 6.5.1. Pre-reading; 6.5.2. Reading; 6.5.3. Comprehension; 6.5.4 Grammar

#### 6.5.1. Pre- reading

1. In many African countries women suffer discrimination and violence. Do you think of Mozambican women are respected enough?



### 6.5.2. Reading

**Read the text and then do following comprehension exercise.**

#### **Women in society**

All over the world, the life of a woman is different from that of a man. This is because of some that than biological differences between them. A woman is generally smaller and less muscular than man.

Women are gentle and more emotional than men. This puts them at a physical disadvantage especially during child birth and breast feeding. For centuries this has placed women at home taking care of children while men go to work.

For a long time women have been treated as men's property, as inferiors, with no right to decide on their own. In some right Arab societies, women are kept at home and should cover their whole bodies when they go out. Wives should obey their husbands and unfaithfulness is punished by public flogging or stoning. Above all, they are denied education and employment.

Nowadays things are changing. A lot of women are active in political and social issues, even in areas that were regarded as purely for men. They hold such positions as president, the head of parliament and university chancellors. In all these positions, some have proved to be better leaders than men.

### 6.5.3. Comprehension

**Answer the following questions about the text.**

1. Mention some of women's characteristics.
2. Who usually stays at home and does household chores?
3. Where do men go when women are at home?
4. What happens to women in some Arab countries?

### 6.5.4. Grammar



## ACTIVITIES

**Fill in the gaps with the correct form of the verbs in the present perfect or past perfect.**

1. Why \_\_\_\_\_ (not/to finish) their homework in the morning.
2. Pedro \_\_\_\_\_ (just/to arrive) from Maputo.
3. How long \_\_\_\_\_ (you/to sell) your bike?
4. What \_\_\_\_\_ (you/to do) lately?



## FEEDBACK

### **Activity 6.5.3.** Comprehension

1. A woman is generally smaller, less muscular, gently, more emotional.
2. Woman.
3. To work.
4. Women are kept at home and should cover their bodies when they go out.

### **Activity 6.5.4.** Grammar

1. hadn't they finished
2. has just arrived
3. have you sold
4. have you done

## UNIT 6. REVIEW (TEST YOURSELF)

**Dear student,**

**Here is the list of Activities to test yourself in this Unit 6. After you have these Activities done move back to the correspondent lesson feedback to check your answers. If you have more than 75% of the correct answers, congratulations, and if not, go back and do it again.**

**ACTIVITY 1. Complete the sentences with the correct modal verb: must or should.**

1. He \_\_\_\_\_ be so tired. He worked all night.

2. Where's Maria? She \_\_\_\_\_ be here by now.

3. You \_\_\_\_\_ call your mother right now.

**ACTIVITY 2. Complete the sentences with the correct form of the verb in the present simple.**

7. Jane and Susan \_\_\_\_\_ (to go) to school every day.

8. Catarina _____ (to cry) every night.
9. She _____ (not/to know) how to sing opera.
<b>ACTIVITY 3. Build up sentences with the correct word order. The verb should be in the past participle.</b>
1. Many times before/to arrive/late/he
19. _____
2. Storm/in/there to be/a/the island
20. _____
3. Job/she/to found/a/in Maputo/new
21. _____
4. Bus/we/to lose/the/school/never/before
_____
<b>ACTIVITY 4. Fill in the gaps with correct form of the verbs in the present simple or past simple.</b>
7. I _____ (to go) to school every day.
8. Last year, we _____ (to go) to Spain on holidays.
9. My mother always _____ (to invite) her family over on Sundays.
10. Yesterday, I _____ (not/ to miss) the school bus.
11. Mrs. Rodriguez _____ (to live) here many years ago.
12. Four days ago I _____ (to go) to Maputo.
<b>ACTIVITY 5. Fill in the gaps with the correct form of the verbs in the present perfect or past perfect.</b>
5. Why _____ (not/to finish) their homework in the morning.
6. Pedro _____ (just/to arrive) from Maputo.
7. How long _____ (you/to sell) your bike?
8. What _____ (you/to do) lately?

# 7

## UNIT 7: MEDIA



### INTRODUCTION:

Dear student,

In this unit you will learn about Media, which contains 4 lessons: Lesson 1: A brief history of Media; Lesson 2: The role of media in educating the nation; Lesson 3: News; Lesson 4: Mind what you watch on TV



### TIME

For this unit you will need 8 hours of study.



## AUXILIARY MATERIALS

Audio-visual, aids, modules, hand-outs,

## LESSON 1: A BRIEF HISTORY OF MEDIA



### LEARNING OBJECTIVES:

At the end of this lesson you should be able to talk about the importance of educating girls.



### INTRODUCTION:

Dear student,

In this lesson you will be presented the following: 7.1.1. Pre-reading; 7.1.2. Reading; 7.1.3. Comprehension; 7.1.4. Grammar; 7.1.5. Writing

#### 7.1.1. Pre-reading

Before you read the text discuss with a partner the following question.

1. What do you understand by ‘media’?

### 7.1.2. Reading

Read the text then do the comprehension Activities that follow.

#### The evolution of media

Media from the singular medium are storage or transmission channels used to store or deliver information or data. It is often referred to as synonymous of mass media or news media, but many refer to a singular medium used to communicate any data for any purpose.

The beginning of human communication through artificial channels, that is, not through vocalization or gestures, goes back to ancient cave painting, map drawing and writing. The Persian Empire played an important role in the field of communication.



#### Important vocabulary

Storage- armazenamento

### 7.1.3. Comprehension

Answer the questions about the text.

1. What is ‘media’?
2. What other names are used to refer to the media?
3. How did people communicate before the use of artificial channels?



4. Which nation took an important role in modifying modern day media?

### **Remember**

#### **Present continuous**

Use: We use the present continuous to express the idea that something is happening now, at this very moment.

Form: Verb “ to be” ( present simple) + ing form ( added to the main verb)

**e.g.** We are learning English now.

- With the present continuous we often use time expressions such as: now, at the present or at this moment.

#### **7.1.4. Grammar**



### **ACTIVITIES**

#### **Put the verb in the present continuous.**

1. Lurdes \_\_\_\_\_ (have) a bath.
2. My sisters \_\_\_\_\_ (sit) in the kitchen.
3. Listen! The birds \_\_\_\_\_ (sing).
4. I \_\_\_\_\_ (learn) English in school.
5. They \_\_\_\_\_ (play) football at the moment.

#### **7.1.5. Writing**

Write a composition about the importance of media in people's education.

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## FEEDBACK

### Activity 7.1.3. Comprehension

1. Media, are storage and transmission channels used to store and deliver information or data.
2. Mass media or news media.
3. Through cave paintings, map drawing and writing.
4. Persia.

### Activity 7.1. 4. Grammar

- |              |                              |
|--------------|------------------------------|
| 1. is having | 1.3. are singing             |
| 2.is sitting | 4.am living    5.are playing |

## LESSON2: THE ROLE OF RADIO IN EDUCATING THE NATION



### LEARNING OBJECTIVES:

At the end of this lesson you should be able to talk about the way people value educative radio programmes.



### INTRODUCTION:

Dear student, in this lesson you will be presented the following: 1.1. Pre-reading; 1.2. Reading; 1.3. Comprehension; 1.4. Grammar; 1.5. Writing

### 7.2.1. Reading

#### Community radio station helps educate farmers in Angonia

Illiterate peasants in the district of Angonia are slowly beginning to read and write on their own, thanks to the local community radio program that aims to educate about a million peasants. When it started, many of them were very shy that they never listened to the program.

IMPORTANT VOCABULARY
Illiterate-analfabeto
Peasant farmer-pequenoagricultor

### 7.2.2. Comprehension

Say if the following statements are true(**T**) or false(**F**).

1. Many peasants in Angonia are not illiterate. \_\_\_\_\_
2. The radio has helped them to have easy markets for their goods. \_\_\_\_\_
3. Many of them were shy to listen to the program. \_\_\_\_\_
4. The program has helped many to learn how to read and write. \_\_\_\_\_

### 7.2.3. Grammar

#### Remember

##### **Past continuous**

**Use:** we use past continuous to talk about a past action that was in progress when another interrupted it.

**Form:** verb 'to be'(past simple)+ ing form (added to the main verb). E.g. I was listening to the radio, when she got home.



## ACTIVITIES

Fill in the gaps with the correct form of the verbs in the past continuous.

1. When I phoned my mother, she \_\_\_\_\_ (to drive) home.
2. Yesterday at 5 o'clock I \_\_\_\_\_ (to leave) to my football practice.
3. What \_\_\_\_\_ (you/to do) an hour ago.
4. When they got home, I \_\_\_\_\_ (not/ to sleep).



## FEEDBACK

### Activity 7.2.2. Comprehension

1. F      2. F      3. T      4. T

### Activity 7.2.3. Grammar

1. Was driving home

2. Was leaving

3. Were you doing

4. Wasn't sleeping

## LESSON 3: NEWS



### LEARNING OBJECTIVES:

At the end of this lesson you should be able to discuss the advantages and disadvantages of watching TV.



### INTRODUCTION:

Dear student,

In this lesson you will be presented the following: 7.3.1. Reading; 7.3.2.Comprehension; 7.3.3.Grammar; 7.3.4. Writing

### 7.3.1. Reading

#### Television news and cable news

Television news refers to the dissemination of current events via television. 'News bulletins' or 'newscast' are programs lasting from seconds to hours that provide update in the world, national, regional or local news events. Television news is very image-based, showing videos of many of the events that are reported. Television channels may provide news bulletins as a part of a regularly scheduled news program. Less often, television shows may be interrupted or replaced by newsflashes to provide new updates on current or sudden events of great importance.

Cable news refers to channels which are devoted to current events 24 hours a day.

IMPORTANT VOCABULARY
Newscast-noticiario
Newsflash-noticias de ultimahora

### 7.3.2. Comprehension

#### Answer the questions about the text

1. What is television news?
2. How is television news transmitted?
3. What is cable news?

### 7.3.3. Grammar

#### Present continuous and past continuous- passive voice

Verb **to be** (same tense of the main verb in the active sentence) + **past participle** (of the main verb in the active voice)

e.g.



> They are eating a cake.- A cake **is being eaten** by them.

> They were eating cake.- A cake **was being eaten** by them.



## ACTIVITIES

**Rewrite the following sentences in the passive voice**

1. They are watching the news.

---

2. The TV wasn't informing the consumers.

---

3. The farmers are forming a club.

---

4. The directors weren't receiving more money.

---

### 7.3.4. Writing

**Write a composition about the advantages and disadvantages of watching much TV.**

---

---

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---



### FEEDBACK

#### **Activity 7.3.2.** Comprehension

1. Television news refers to the dissemination of current events via television.
2. Television news are very image-based, showing videos of many of the events that are reported.
3. Cable news refers to channels which are devoted to current events 24 hours a day.

#### **Activity 7.3.3.** Grammar

- |   |
|---|
| 1. The news is being watched by them.               |
| 2. The consumers weren't being informed by the T.V. |
| 3. More money wasn't being received by the doctors. |

## LESSON4: MIND WHAT YOU WATCH ON TV



### LEARNING OBJECTIVES:

At the end of this lesson you should be able to talk and write using both past perfect and gerund.



### INTRODUCTION:

Dear student,

In this lesson you will be presented the following: 7.4.1 Grammar 1;7.4.2. Grammar 2; 7.4.3. Writing.

### 7.4.1. Grammar

#### Remember

#### Past perfect simple

Form: The past perfect is formed with: **had**+ verb in the past participle.

Use: We use the past perfect to talk about a past action that happened before another past action.

We often use when, after, and because to separate the two actions. Example:

1. Charles **had eaten** his dinner when his friend Bento arrived.
2. Because she **had failed** to pay her bill they forced her to do manual work for a week.



## ACTIVITIES

**Choose the correct form from the ones given:**

1. Criss**bought/had bought** a new house.
2. The police **arrested/ had arrested** him for taking part in the crime.
3. She **left/ had left** when the thieves broke into her bedroom.

### 7.4.2. Grammar

#### Gerund

#### Remember

When we use a verb in the –ing form as a subject of a sentence, it is a gerund. Gerunds are, sometimes, called ‘verbal nouns’.

Example:

- **Fishing** is fun.
- **Traveling** may help you overcome the shock.
- **Studying** is good for us.
- One of her duties is **hunting** mad dogs.

## II

- I. Underline the gerund in the following sentences. Some sentences don't take the gerund.
6. Killing mad dogs requires hiring professional killers.
  7. Cooking is my favourite hobby.
  8. Playing football with my friends pleases me.
  9. Daniel was caught driving a stolen car.
  10. The teacher told the student to stop cheating.



### FEEDBACK

#### Activity 7.4.1. Grammar 1

1. Had bought

2. Had arrested

3. Had left

#### Activity 7.4.2. Grammar 2

1. killing      2. cooking      3. playing      4. Driving      5. cheating

### ***UNIT 7. REVIEW (TEST YOURSELF)***

**Dear student,**

**Here is a list of Activities to test yourself in this Unit 7. After you have these Activities done, move back to the correspondent lesson feedback to check your answers. If you have more than 75% of the correct answers, congratulations, and if not, go back and do it again.**

**ACTIVITY 1. Put the verb in the present continuous.**

1. Lurdes \_\_\_\_\_ (have) a bath.

2. My sisters \_\_\_\_\_ (sit) in the kitchen.

3. Listen! The birds \_\_\_\_\_ (sing).

4. I \_\_\_\_\_ (learn) English in school.

5. They \_\_\_\_\_ (play) football at the moment.

**ACTIVITY 2. Fill in the gaps with the correct form of the verbs in the past continuous.**

1. When I phoned my mother, she \_\_\_\_\_ (to drive) home.
2. Yesterday at 5 o'clock I \_\_\_\_\_ (to leave) to my football practice.
3. What \_\_\_\_\_ (you/to do) an hour ago.
4. When they got home, I \_\_\_\_\_ (not/ to sleep).

**ACTIVITY 3. Rewrite the following sentences in the passive voice**

1. They are watching the news.  
\_\_\_\_\_
2. The TV wasn't informing the consumers.  
\_\_\_\_\_
3. The farmers are forming a club.  
\_\_\_\_\_
4. The directors weren't receiving more money.  
\_\_\_\_\_

**ACTIVITY 4. Choose the correct form from the ones given:**

1. Criss**bought/had bought** a new house.
2. The police **arrested/ had arrested** him for taking part in the crime.
3. She **left/ had left** when the thieves broke into her bedroom.

**ACTIVITY 5. Underline the gerund in the following sentences. Some sentences don't take the gerund.**

11. Killing mad dogs requires hiring professional killers.
12. Cooking is my favourite hobby.
13. Playing football with my friends pleases me.
14. Daniel was caught driving a stolen car.
15. The teacher told the student to stop cheating.

## 2

### UNIT 8: LIFE AFTER SCHOOL



#### INTRODUCTION:

Dear student,

In this unit, you will learn about life after school, which contains 3 lessons: Lesson 1: Worriers of a school-leaver; Lesson 2: Applying for a job; Lesson 3. How to live on with less money





## TIME

Dear student,

For this unit you will need 6 hours of study.

## AUXILIARY MATERIALS

Audio-visual, aids, modules, hand-outs,

## LESSON 1: WORRIERS OF A SCHOOL-LEAVER



### LEARNING OBJECTIVES

- ✓ At the end of this lesson you should be able to talk and write about one's plans after finishing school.



### INTRODUCTION:

Dear student,

In this lesson you will be presented the following: 8.1.1. Reading; 8.1.2. Vocabulary; 8.1.3. Comprehension

### 8.1.1. Reading

**Read the text and then do the vocabulary and comprehension Activities that follow.**



Our names are Olinda and Paula, we have just finished twelfth grade at Comunhão Colheita Comunitary 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 on mathematics, but she doesn't want to major in any 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 in which we study science subjects.

We feel the same thing will happen to us. We chose section A which we study arts and humanities subjects only, though we want to be an electrical engineer. 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.

### 8.1.2. Vocabulary

Choose the word that has the same meaning as the ones underlined in the text.

1. Specialize \_\_\_\_\_
2. Rush \_\_\_\_\_
3. Quarrel \_\_\_\_\_

4. Allowance\_\_\_\_\_

### 8.1.3. Comprehension

**Answer the questions about the text.**

1. Has Minda finished high school?
2. Identify some of the things she won't be doing anymore.
3. What did she use to do with the mother?



#### FEEDBACK

##### **Activity 8.1.1. Vocabulary**

1. mother      2. scuttle      3. wrangle      4. Allowance

##### **Activity 8.1.2. Comprehension**

1. Yes, she has.
2. Doing homework, getting up in the morning and scuttle to school.
3. She used to quarrel with her mother.

## LESSON2:APPLYING FOR A JOB



### LEARNING OBJECTIVES

At the end of this lesson you should be able to write a letter of application for job.



### INTRODUCTION:

Dear student,

In this lesson you will be presented the following: 8.2.1. Reading; 8.2.2.Vocabulary; 8.2.3.Comprehension; 8.2.4. Grammar.

#### 8.2.1. Reading

## Read this letter of application for job

Peace Corps Mozambique

Caixapostal 4398

AV. De Namaacha, House 482

Maputo

Boane,

Mozambique

Maputo

### Application for a job as driver

Dear sir/ Madam,

I am writing to apply for the above mentioned job advertised in the **Notícias** newspaper on 4<sup>th</sup> June. I am 28 years old, single and I finished grade 10 at Nelson Mandela Secondary School.

I am a hard- working and an easy- going man. I enjoy working in teams and learn from others. I am presently doing part- time truck driving for local businessmen. I have enclosed my CV and a copy of my certificate. I look forward to hearing from you soon for a possible interview.

Important vocabulary
Apply- candidatar-se
Enclose- remeterjunto

## 8.2.2. Vocabulary

**Underline the adjectives in the text:**

## 8.2.3. Comprehension

**Read the text and answer the following questions about it.**

1. Do you think he will make a good impression on the employer?
2. How did Marcos know about the advertisement?
3. What's the job he's applying for?

4. Of the two addresses at the top of the page, which one is Marco's?

### 8.2.4. Grammar

#### Adjectives describing personal characteristics.

Personality adjectives can be of great use when developing a CV or preparing for a job interview.

Here are some adjectives you can use when applying for a job:

- Determined, punctual, adaptable, friendly, ambitious, calm, confident, helpful, cooperative, organized and responsible.

**e.g.** I am a very **determined** and **responsible** young man. Also, I am very **adaptable** to new jobs and tasks.



## ACTIVITIES

**Read the following text very careful and fill in the gaps with the words from the box.**

Determined punctual ambitious calm organized responsible
--

Dear Mr. James

I believe I'm the right candidate for the post you have advertised in the newspaper, because I am very \_\_\_\_\_ in every task I put myself up to. Also, I am \_\_\_\_\_ (I have been living alone for two years) and \_\_\_\_\_ like the British. I think that the fact that I'm a \_\_\_\_\_ person will help me dealing with children; on the hand, as I'm so \_\_\_\_\_ there won't be any mistakes with the medication I'll be in charge of. I fell this would be a good opportunity to improve my skills and news ones. As you many have noticed I am very \_\_\_\_\_ about the future.



## FEEDBACK

### **Activity 8.2.2.** Vocabulary

Single, hard-working, easy-going.

### **Activity 8.2.3.** Comprehension

1. Yes, I do.

2. From the advertisement in the Noticias newspaper on 4<sup>th</sup> June.

3. Driving.

4. The one at the top write of the page.

### **Activity 8.2.4.** Grammar

Determined    organized    punctual    calm    responsible    ambitious

## LESSON 3:HOW TO LIVE ON WITH LESS MONEY



### LEARNING OBJECTIVES

- ✓ At the end of this lesson you should be able to write about employment



### INTRODUCTION:

Dear student,

In this lesson you will be presented the following: 8.3.1. Reading;  
8.3.2.Vocabulary; 8.2.3. Grammar

#### 8.3.1. Reading

**Read the text and then do the vocabulary and comprehension Activities that follow**

**Saving money tips**



Every year unemployment numbers go up. The recent world economic crisis has led to the closing of a good number of companies, leaving thousands jobless. These people who lost their jobs are forced to change their life styles. If you have lost your job or you are still looking following tips on how to live with little income.

**Shop wisely:** it is wise to look for stores that provide discount coupons or those that provide two items for the price of one. Plan the weekly menu around what is on sale; this may require that you move around town searching for goods on sale. Buy in bulk, but be careful not to overstock items you go shopping. Shop in store known to provide low prices.

**Make a shopping list:** make a list of things you need to buy and avoid buying things that are not planned. It is wise to know the prices of the things you plan to buy before you do your shopping.

**Evaluate your needs:** get into the habit of asking yourself if you really need new item. Avoid buying things for the sake of having a new one.

**Be practical:** instead of depending on buying vegetables, plant your own. Take off your clothes when you get home; this will make them look new even after many times of usage.

*Awake, July 2010 (adapted and abridged)*

Important vocabulary
Tip- dica, sugestão
Discount coupon- cupão de desconto
On sale- em saldo, a preço reduzido
Spoil- estragar

### 8.3.2. Vocabulary

**Match the words to the correct meaning.**

1. Jobless. What one receive for his/her work
2. Income b. keep goods in excessive amount

3. Buy in bulk c. Without a job
4. Overstock d. buy in large quantities

### 8.3.2. Grammar



## ACTIVITIES

**Use the following verbs to write sentences in the present perfect**

1. Arrive \_\_\_\_\_
2. Break \_\_\_\_\_
3. Fall \_\_\_\_\_
4. Grow \_\_\_\_\_
5. Improve \_\_\_\_\_
6. Play \_\_\_\_\_



## FEEDBACK

### **Activity 8.3. 2.** Vocabulary

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

## UNIT 8. REVIEW (TEST YOURSELF)

Dear student,

Here is the list of Activities to test yourself in this Unit 8. After you have these Activities done move back to the correspondent lesson feedback to check your answers. If you have more than 75% of the correct answers, congratulations, and if not, go back and do it again.

ACTIVITY 1. Read the following text very careful and fill in the gaps with the words from the box.

Determined	punctual	ambitious	calm	organized	responsible
------------	----------	-----------	------	-----------	-------------

Dear Mr. James

I believe I'm the right candidate for the post you have advertised in the newspaper, because I am very \_\_\_\_\_ in every task I put myself up to. Also, I am \_\_\_\_\_ (I have been living alone for two years) and \_\_\_\_\_ like the British. I think that the fact that I'm a \_\_\_\_\_ person will help me dealing with children; on the hand, as I'm so

\_\_\_\_\_ there won't be any mistakes with the medication I'll be in charge of. I fell this would be a good opportunity to improve my skills and news ones. As you many have noticed I am very\_\_\_\_\_ about the future.

**ACTIVITY 1. Use the following verbs to write sentences in the present perfect**

1. Arrive \_\_\_\_\_

2. Break\_\_\_\_\_

3. Fall\_\_\_\_\_

4. Grow\_\_\_\_\_

5. Improve\_\_\_\_\_

6. Play \_\_\_\_\_

**MODULE REVIEW**

Dear student,

Now that you have finished reading this module, there is a list of activities that you are presented to do in order to revise all that you have learnt in this module. Remember to go back to the correspondent lesson **feedback** to check your answers. After you finish this list of activities, you will feel able to sit for a grade 10 exam. I wish you good lucky.

**ACTIVITY 1. Complete the following sentences with the correct adjective from the box.**

**nice   beautiful   hungry   famous   difficult**

1. It's a \_\_\_\_\_ day, isn't it?
2. These flowers are very \_\_\_\_\_.
3. This exercise is not \_\_\_\_\_.
4. LurdesMutola was a \_\_\_\_\_ athlete.

**ACTIVITY 2. Write these sentences using the future simple with will/shall.**

e.g. I/ a teacher/ will/ be-----> I will be a teacher.

1. will/ tomorrow/ heavily/ rain/ it.
2. We/ never/ shall/ give up fight.
3. will/ my father/ on/ buy me/ next birthday/ a car

**ACTIVITY 3. Complete the sentences below. What will you do under these circumstances?**

1. If you borrow my pen, I \_\_\_\_\_

2. If my classmate laugh at me, I _____
3. If I miss my school bus, I _____
Complete the sentences with the correct form of the verb.
1. If he _____ (have) money, he _____
(buy) a fast car.
2. If it _____ (rain), they _____ (stay) at home.
3. If he _____ (try) drugs, he _____ (be) sick.
<b>ACTIVITY 4. Complete these sentences below with a correct adverb of frequency</b>
<b>always      often      rarely</b>
1. We _____ win international competitions.
2. Teenagers in Matola _____ play basketball.
3. My teacher of English _____ arrives late.
<b>ACTIVITY 5. Complete the sentences with the correct form of the verbs.</b>
1. If he _____ (have) money, he _____ (buy) a fast car.
2. If it _____ (rain) they _____ (stay) at home.
3. If they _____ (work), they _____ (build) their own houses.
<b>ACTIVITY 6. Rewrite the sentences below using 'used to'. Any example has been done for you.</b>
<b>e.g.</b> I cook on my own (20 years old)-I used to cook when I was 20 years old.
1. We ate at an expensive restaurant in Paris.
2. Tony was my friend.
3. (1976) I am going out with Thomas.
4. Luis sold good second clothe-shoes.
<b>ACTIVITY 7. Write what, which or how.</b>
6. _____ time is it?
7. _____ way shall we take? The longest one or the shortest one?

8. Sheila said she killed that snake. _____ did she kill it?
9. You have very nice rooms in your school. _____ one is your classroom?
10. _____ is your favourite kind of sport?
<b>ACTIVITY 8. Underline the nouns in the following sentences and decide whether they're countable or uncountable.</b>
j. The boys are playing in the garden.
k. My mother makes great bread.
l. How much money have got?
m. I bought two tickets for the game.
n. I would like some water, please!
<b>ACTIVITY 9. Complete the sentences with the correct quantifier.</b>
o. 1. I have _____ friend, but they're the best.
p. 2. Have you got _____ money to have lunch?
q. 3. Susan has _____ health problems.
r. 4. They don't have _____ bottles.
<b>ACTIVITY 10. Complete the following sentences with the word in brackets in the gerund.</b>
f. My sister is good at _____ (dance).
g. Many farmers are lazy _____ (plant) draught resistant crops.
h. Maria doesn't like _____ (keep) goats.
i. Farmers are afraid of _____ (swim) in the sea.
j. He is interested in _____ (make) new manure composts.
<b>ACTIVITY 11. Rewrite the following sentences into direct speech.</b>
<b>e.g</b> I love Luis. (Sara/say) > Sara said, 'I love Luis'.
1. we are in for a fight. (commander/shout) _____
_____
2. Yes, we can.



(Obama/say)_____
_____
<b>ACTIVITY 12. Rewrite the following active sentences into passive voice.</b>
7. Over 400 million people speak English.
8. They didn't buy new computer.
9. Did you see my mobile phone?
<b>ACTIVITY 13. Complete the following sentences with the correct verb from the box, making the necessary changes.</b>
6. Many people don't know who _____ the cell phones.
7. Texlom does not _____ this kind of textile because it is very expensive.
8. Who _____ the electric car?
9. Mozal _____ large amounts of aluminum a day.
10. Liza _____ all the Activities yesterday
<b>ACTIVITY 14. Put the verb in the present continuous.</b>
6. Lurdes _____ (have) a bath.
7. My sisters _____ (sit) in the kitchen.
8. Listen! The birds _____ (sing).
9. I _____ (learn) English in school.
10. They _____ (play) football at the moment.
<b>ACTIVITY 15. Fill in the gaps with the correct form of the verbs in the past continuous.</b>
5. When I phoned my mother, she _____ (to drive) home.
6. Yesterday at 5 o'clock I _____ (to leave) to my football practice.
7. What _____ (you/to do) an hour ago.
8. When they got home, I _____ (not/ to sleep).

**ACTIVITY 16. Rewrite the following sentences in the passive voice**

5. They are watching the news.

\_\_\_\_\_

6. The TV wasn't informing the consumers.

\_\_\_\_\_

7. The farmers are forming a club.

\_\_\_\_\_

8. The directors weren't receiving more money.

\_\_\_\_\_

**ACTIVITY 17. Choose the correct form from the ones given:**

4. Criss**bought/had bought** a new house.

5. The police **arrested/ had arrested** him for taking part in the crime.

6. She **left/ had left** when the thieves broke into her bedroom.

**ACTIVITY 18. Underline the gerund in the following sentences. Some sentences don't take the gerund.**

16. Killing mad dogs requires hiring professional killers.

17. Cooking is my favourite hobby.

18. Playing football with my friends pleases me.

19. Daniel was caught driving a stolen car.

20. The teacher told the student to stop cheating.

**ACTIVITY 19. Read the following text very careful and fill in the gaps with the words from the box.**

Determined   punctual   ambitious   calm   organized   responsible

Dear Mr. James

I believe I'm the right candidate for the post you have advertised in the newspaper, because I am very \_\_\_\_\_ in every task I put myself up to. Also, I am \_\_\_\_\_ (I have been living alone for two years) and \_\_\_\_\_ like the British. I think that the fact that I'm a \_\_\_\_\_ person will help me dealing with children; on the hand, as I'm so

\_\_\_\_\_ there won't be any mistakes with the medication I'll be in charge of. I felt this would be a good opportunity to improve my skills and new ones. As you may have noticed I am very \_\_\_\_\_ about the future.

**ACTIVITY 20. Use the following verbs to write sentences in the present perfect**

1. Arrive \_\_\_\_\_

2. Break \_\_\_\_\_

3. Fall \_\_\_\_\_

4. Grow \_\_\_\_\_

5. Improve \_\_\_\_\_

6. Play \_\_\_\_\_

Isildo Celestino/Hilário Langa/Johannes Magombo. 2010. *Livro do Aluno: Inglês 10ª Classe*. Plural Editores (Grupo Porto Editora).

**TABLE: 1. REGULAR VERBS**

<b>Infinitive</b>	<i>Present simple</i>	<i>Past tense</i>	<i>Past participle</i>	<i>Present participle</i>	<b>Meaning</b>
<b>To agree</b>	<i>Agree (s)</i>	<i>agreed</i>	<i>Agreed</i>	<i>agreeing</i>	<b>Concordar.</b>
<b>To answer</b>	<i>Answer (s)</i>	<i>answered</i>	<i>Answered</i>	<i>answering</i>	<b>Responder</b>
<b>To ask</b>	<i>Ask (s)</i>	<i>asked</i>	<i>Asked</i>	<i>asking</i>	<b>Perguntar</b>
<b>To ask for</b>	<i>Ask (s) for</i>	<i>Asked for</i>	<i>Asked for</i>	<i>Asking for</i>	<b>Pedir</b>
<b>To announce</b>	<i>Announce (s)</i>	<i>announced</i>	<i>announced</i>	<i>announcing</i>	<b>Anunciar</b>
<b>To acknowledge</b>	<i>Acknowledge (s)</i>	<i>acknowledged</i>	<i>Acknowledged</i>	<i>acknowledging</i>	<b>Reconhecer</b>
<b>To allow</b>	<i>Allow (s)</i>	<i>allowed</i>	<i>Allowed</i>	<i>allowing</i>	<b>Permitir</b>
<b>To advance</b>	<i>Advance (s)</i>	<i>advanced</i>	<i>advanced</i>	<i>advancing</i>	<b>Progredir</b>
<b>To add</b>	<i>Add (s)</i>	<i>added</i>	<i>Added</i>	<i>adding</i>	<b>Adicionar, acrescentar</b>
<b>To advertise</b>	<i>Advertise (s)</i>	<i>advertised</i>	<i>advertised</i>	<i>advertising</i>	<b>Anunciar,</b>

					<b>publicar</b>
<b>To appear</b>	<i>Appear (s)</i>	<i>appeared</i>	<i>appeared</i>	<i>appearing</i>	<b>Aparecer</b>
<b>To arrive</b>	<i>Arrive (s)</i>	<i>arrived</i>	<i>Arrived</i>	<i>arriving</i>	<b>Chegar</b>
<b>To abbreviate</b>	<i>Abbreviate (s)</i>	<i>abbreviated</i>	<i>abbreviated</i>	<i>abbreviating</i>	<b>Abreviar, resumir</b>
<b>To abdicate</b>	<i>Abdicate (s)</i>	<i>abdicated</i>	<i>abdicated</i>	<i>abdication</i>	<b>Abdicar, resumir</b>
<b>To abolish</b>	<i>Abolish (es)</i>	<i>abolished</i>	<i>abolished</i>	<i>abolishing</i>	<b>Abolir</b>
<b>To abort</b>	<i>Abort (s)</i>	<i>aborted</i>	<i>Aborted</i>	<i>aborting</i>	<b>Abortar</b>
<b>To abound</b>	<i>Abound (s)</i>	<i>abounded</i>	<i>abounded</i>	<i>abounded</i>	<b>Abundar</b>
<b>To absorb</b>	<i>Absorb (s)</i>	<i>absorbed</i>	<i>absorbed</i>	<i>absorbing</i>	<b>Absorver</b>
<b>To address</b>	<i>Address (es)</i>	<i>addressed</i>	<i>addressed</i>	<i>addressing</i>	<b>Endereçar, enviar</b>
<b>To afford</b>	<i>Afford (s)</i>	<i>afforded</i>	<i>Afforded</i>	<i>affording</i>	<b>Fornecer</b>
<b>To accord</b>	<i>Accord (s)</i>	<i>accorded</i>	<i>accorded</i>	<i>according</i>	<b>Acordar</b>
<b>To accuse</b>	<i>Accuse (s)</i>	<i>accused</i>	<i>Accused</i>	<i>accusing</i>	<b>Acusar</b>
<b>To advise</b>	<i>Advise (s)</i>	<i>advised</i>	<i>Advised</i>	<i>advising</i>	<b>Aconselhar</b>
<b>To allot</b>	<i>Allot (s)</i>	<i>allotted</i>	<i>Allotted</i>	<i>allotting</i>	<b>Distribuir, repartir</b>
<b>To angry</b>	<i>Angry (ies)</i>	<i>Angried?</i>	<i>Angried?</i>	<i>Angrying?</i>	<b>Zangar</b>
<b>To apply</b>	<i>Apply (ies)</i>	<i>applied</i>	<i>Applied</i>	<i>applying</i>	<b>Aplicar</b>
<b>To act</b>	<i>Act (s)</i>	<i>acted</i>	<i>Acted</i>	<i>acting</i>	<b>Actuar</b>
<b>To accept</b>	<i>Accept (s)</i>	<i>accepted</i>	<i>Accepted</i>	<i>accepting</i>	<b>Aceitar</b>
<b>To bake</b>	<i>Bake (s)</i>	<i>baked</i>	<i>Baked</i>	<i>baking</i>	<b>Assar no forno</b>
<b>To boil</b>	<i>Boil (s)</i>	<i>boiled</i>	<i>Boiled</i>	<i>boiling</i>	<b>Ferver</b>
<b>To book</b>	<i>Book (s)</i>	<i>booked</i>	<i>Booked</i>	<i>booking</i>	<b>Reservar</b>
<b>To belong</b>	<i>Belong (s)</i>	<i>belonged</i>	<i>belonged</i>	<i>belonging</i>	<b>Pertencer</b>
<b>To brake</b>	<i>Brake (s)</i>	<i>braked</i>	<i>Braked</i>	<i>braking</i>	<b>Travar</b>
<b>To believe</b>	<i>Believe (s)</i>	<i>believed</i>	<i>Believed</i>	<i>believing</i>	<b>Acreditar</b>
<b>To box</b>	<i>Box (es)</i>	<i>boxed</i>	<i>Boxed</i>	<i>boxing</i>	<b>Encaixotar e/ou colocar algo numa caixa</b>
<b>To blot out</b>	<i>Blot (s) out</i>	<i>Blotted out</i>	<i>Blotted out</i>	<i>Blotting out</i>	<b>Apagar, cuidar</b>
<b>To broil</b>	<i>Broil (s)</i>	<i>broiled</i>	<i>Broiled</i>	<i>broiling</i>	<b>Grelhar</b>

<b>To bury</b>	<i>Bury (ies)</i>	<i>buried</i>	<i>Buried</i>	<i>burying</i>	<b>Sepultar, enterrar</b>
<b>To change</b>	<i>Change (s)</i>	<i>changed</i>	<i>Changed</i>	<i>changing</i>	<b>Mudar</b>
<b>To close</b>	<i>Close (s)</i>	<i>closed</i>	<i>Closed</i>	<i>closing</i>	<b>Fechar</b>
<b>To cook</b>	<i>Cook (s)</i>	<i>cooked</i>	<i>Cooked</i>	<i>cooking</i>	<b>Cozinhar</b>
<b>To cry</b>	<i>Cry (ies)</i>	<i>cried</i>	<i>Cried</i>	<i>crying</i>	<b>Chorar</b>
<b>To call</b>	<i>Call (s)</i>	<i>called</i>	<i>Called</i>	<i>calling</i>	<b>Chamar</b>
<b>To chew</b>	<i>Chew (s)</i>	<i>chewed</i>	<i>Chewed</i>	<i>chewing</i>	<b>Mastigar</b>
<b>To clap</b>	<i>Clap (s)</i>	<i>clapped</i>	<i>Clapped</i>	<i>clapping</i>	<b>Aplaudir</b>
<b>To claim</b>	<i>Claim (s)</i>	<i>claimed</i>	<i>Claimed</i>	<i>claiming</i>	<b>Reclamar</b>
<b>To clean</b>	<i>Clean (s)</i>	<i>cleaned</i>	<i>Cleaned</i>	<i>cleaning</i>	<b>Limpar</b>
<b>To climb</b>	<i>Climb (s)</i>	<i>climbed</i>	<i>Climbed</i>	<i>climbing</i>	<b>Subir, scalar</b>
<b>To carry</b>	<i>Carry (ies)</i>	<i>carried</i>	<i>Carried</i>	<i>carrying</i>	<b>Carregar, levar</b>
<b>To cross</b>	<i>Cross (es)</i>	<i>crossed</i>	<i>Crossed</i>	<i>crossing</i>	<b>Cruzar, atravessar</b>
<b>To concern</b>	<i>Concern (s)</i>	<i>concerned</i>	<i>concerned</i>	<i>concerning</i>	<b>Preocupar-se</b>
<b>To consist</b>	<i>Consist (s)</i>	<i>consisted</i>	<i>consisted</i>	<i>consisting</i>	<b>Consistir</b>
<b>To count</b>	<i>Count (s)</i>	<i>counted</i>	<i>Counted</i>	<i>counting</i>	<b>Contar</b>
<b>To conquer</b>	<i>Conquer (s)</i>	<i>conquered</i>	<i>conquered</i>	<i>conquering</i>	<b>Conquistar</b>
<b>To complain</b>	<i>Complain (s)</i>	<i>complained</i>	<i>complained</i>	<i>complaining</i>	<b>Queixar-se</b>
<b>To carve</b>	<i>Carve (s)</i>	<i>carved</i>	<i>Carved</i>	<i>carving</i>	<b>Trinchar, cinzelar, esculpir, graver</b>
<b>To diffuse</b>	<i>Diffuse (s)</i>	<i>diffused</i>	<i>Diffused</i>	<i>diffusing</i>	<b>Difundir</b>
<b>To dine</b>	<i>Dine (s)</i>	<i>dined</i>	<i>Dined</i>	<i>dining</i>	<b>Jantar</b>
<b>To dress</b>	<i>Dress (es)</i>	<i>dressed</i>	<i>Dressed</i>	<i>dressing</i>	<b>Vestir</b>
<b>To depend</b>	<i>Depend (s)</i>	<i>depended</i>	<i>depended</i>	<i>depending</i>	<b>Depender</b>
<b>To delight</b>	<i>Delight (s)</i>	<i>delighted</i>	<i>delighted</i>	<i>delighting</i>	<b>Encantar, deliciar</b>
<b>To devote</b>	<i>Devote (s)</i>	<i>devoted</i>	<i>Devoted</i>	<i>devoting</i>	<b>Dedicar-se a algo, tratar de</b>
<b>To end</b>	<i>End (s)</i>	<i>ended</i>	<i>Ended</i>	<i>ending</i>	<b>Terminar, concluir</b>
<b>To empty</b>	<i>Empty (ies)</i>	<i>emptied</i>	<i>Emptied</i>	<i>emptying</i>	<b>Esvaziar</b>

<b>To fry</b>	<i>Fry (ies)</i>	<i>fried</i>	<i>Fried</i>	<i>frying</i>	<b>Fritar</b>
<b>To free</b>	<i>Free (s)</i>	<i>freed</i>	<i>Freed</i>	<i>freeing</i>	<b>Libertar</b>
<b>To frighten</b>	<i>Frighten (s)</i>	<i>frightened</i>	<i>frightened</i>	<i>frightening</i>	<b>Assustar</b>
<b>To finish</b>	<i>Finish (es)</i>	<i>finished</i>	<i>Finished</i>	<i>finishing</i>	<b>Terminar, acabar</b>
<b>To float</b>	<i>Float (s)</i>	<i>floatated</i>	<i>Floatated</i>	<i>floating</i>	<b>Flutuar</b>
<b>To face</b>	<i>Face (s)</i>	<i>faced</i>	<i>Faced</i>	<i>facing</i>	<b>Encarar</b>
<b>To fear</b>	<i>Fear (s)</i>	<i>feared</i>	<i>Feared</i>	<i>fearing</i>	<b>Temer</b>
<b>To greet</b>	<i>Greet (s)</i>	<i>greeted</i>	<i>Greeted</i>	<i>greeting</i>	<b>Cumprimentar, saudar</b>
<b>To gather</b>	<i>Gather (s)</i>	<i>gathered</i>	<i>Gathered</i>	<i>gathering</i>	<b>Colher, reunir, compreender</b>
<b>To gain</b>	<i>Gain (s)</i>	<i>gained</i>	<i>Gained</i>	<i>gaining</i>	<b>Ganhar</b>
<b>To hate</b>	<i>Hate (s)</i>	<i>hated</i>	<i>Hated</i>	<i>hating</i>	<b>Detestar, odiar</b>
<b>To help</b>	<i>Help (s)</i>	<i>helped</i>	<i>Helped</i>	<i>helping</i>	<b>Ajudar</b>
<b>To hammer</b>	<i>Hammer (s)</i>	<i>hammered</i>	<i>hammered</i>	<i>hammering</i>	<b>Martelar</b>
<b>To heal</b>	<i>Heal (s)</i>	<i>healed</i>	<i>Healed</i>	<i>healing</i>	<b>Curar, cicatrizer</b>
<b>To imprison</b>	<i>Imprison (s)</i>	<i>imprisoned</i>	<i>imprisoned</i>	<i>imprisoning</i>	<b>Encarcerar</b>
<b>To judge</b>	<i>Judge (s)</i>	<i>judged</i>	<i>Judged</i>	<i>judging</i>	<b>Julgar</b>
<b>To kiss</b>	<i>Kiss (es)</i>	<i>kissed</i>	<i>Kissed</i>	<i>kissing</i>	<b>Beijar</b>
<b>To kick</b>	<i>Kick (s)</i>	<i>kicked</i>	<i>Kicked</i>	<i>kicking</i>	<b>Chutar</b>
<b>To land</b>	<i>Land (s)</i>	<i>Landed</i>	<i>Landed</i>	<i>landing</i>	<b>Aterrar</b>
<b>To laugh</b>	<i>Laugh (s)</i>	<i>laughed</i>	<i>Laughed</i>	<i>laughing</i>	<b>Rir</b>
<b>To learn</b>	<i>Learn (s)</i>	<i>learned</i>	<i>Learned</i>	<i>learning</i>	<b>Aprender</b>
<b>To like</b>	<i>Like (s)</i>	<i>liked</i>	<i>Liked</i>	<i>liking</i>	<b>Gostar</b>
<b>To listen</b>	<i>Listen (s)</i>	<i>listened</i>	<i>Listened</i>	<i>listening</i>	<b>Escutar</b>
<b>To lock</b>	<i>Lock (s)</i>	<i>locked</i>	<i>Locked</i>	<i>locking</i>	<b>Trancar</b>
<b>To look</b>	<i>Look (s)</i>	<i>looked</i>	<i>Looked</i>	<i>looking</i>	<b>Olhar</b>
<b>To look at</b>	<i>Look (s) at</i>	<i>Looked at</i>	<i>Looked at</i>	<i>Looking at</i>	<b>Olharpara</b>
<b>To look after</b>	<i>Look (s) after</i>	<i>Looked after</i>	<i>Looked after</i>	<i>Looking after</i>	<b>Tomar conta de e/ou cuidar</b>
<b>To look for</b>	<i>Look (s) for</i>	<i>Looked for</i>	<i>Looked for</i>	<i>Looking for</i>	<b>Procurar</b>
<b>To look into</b>	<i>Look (s) into</i>	<i>Looked into</i>	<i>Looked into</i>	<i>Looking into</i>	<b>Investigar</b>

<b>To look round</b>	<i>Look (s) round</i>	<i>Looked round</i>	<i>Looked round</i>	<i>Looking round</i>	<b>Virar a cabeça</b>
<b>To loose</b>	<i>Loose (s)</i>	<i>loosed</i>	<i>Loosed</i>	<i>loosing</i>	<b>Libertar, soltar</b>
<b>To love</b>	<i>Love (s)</i>	<i>loved</i>	<i>Loved</i>	<i>loving</i>	<b>Amar</b>
<b>To mix</b>	<i>Mix (es)</i>	<i>mixed</i>	<i>Mixed</i>	<i>mixing</i>	<b>Misturar</b>
<b>To move</b>	<i>Move (s)</i>	<i>moved</i>	<i>Moved</i>	<i>moving</i>	<b>Mover</b>
<b>To manage</b>	<i>Manage (s)</i>	<i>managed</i>	<i>managed</i>	<i>managing</i>	<b>Gerir, dirigir, treinar</b>
<b>To need</b>	<i>Need (s)</i>	<i>needed</i>	<i>Needed</i>	<i>needing</i>	<b>Necessitar, precisar</b>
<b>To nail</b>	<i>Nail (s)</i>	<i>nailed</i>	<i>Nailed</i>	<i>nailing</i>	<b>Pregar</b>
<b>To open</b>	<i>Open (s)</i>	<i>opened</i>	<i>Opened</i>	<i>opening</i>	<b>Abrir</b>
<b>To offer</b>	<i>Offer (s)</i>	<i>offered</i>	<i>Offered</i>	<i>offering</i>	<b>Oferecer</b>
<b>To organize</b>	<i>Organize (s)</i>	<i>organized</i>	<i>organized</i>	<i>organizing</i>	<b>Organizar</b>
<b>To overturn</b>	<i>Overturn (s)</i>	<i>overturned</i>	<i>overturned</i>	<i>overturning</i>	<b>Virar, capotar</b>
<b>To please</b>	<i>Please (s)</i>	<i>pleased</i>	<i>Pleased</i>	<i>pleasing</i>	<b>Satisfazer</b>
<b>To place</b>	<i>Place (s)</i>	<i>placed</i>	<i>Placed</i>	<i>placing</i>	<b>Colocar, pôr</b>
<b>To practise?</b>	<i>Practise (s)?</i>	<i>Practised?</i>	<i>Practised?</i>	<i>Practising?</i>	<b>Praticar</b>
<b>To punish</b>	<i>Punish (es)</i>	<i>punished</i>	<i>punished</i>	<i>punishing</i>	<b>Punir</b>
<b>To push</b>	<i>Push (es)</i>	<i>pushed</i>	<i>Pushed</i>	<i>pushing</i>	<b>Empurrar</b>
<b>To point</b>	<i>Point (s)</i>	<i>pointed</i>	<i>Pointed</i>	<i>pointing</i>	<b>Apontar</b>
<b>To polish</b>	<i>Polish (es)</i>	<i>polished</i>	<i>Polished</i>	<i>polishing</i>	<b>Polir, alisar</b>
<b>To pull</b>	<i>Pull (s)</i>	<i>pulled</i>	<i>Pulled</i>	<i>pulling</i>	<b>Puxar</b>
<b>To queue</b>	<i>Queue (s)</i>	<i>queued</i>	<i>Queued</i>	<i>queuing</i>	<b>Bichar e/ou formar bicha</b>
<b>To question</b>	<i>Question (s)</i>	<i>questioned</i>	<i>questioned</i>	<i>questioning</i>	<b>Questionar</b>
<b>To repeat</b>	<i>Repeat (s)</i>	<i>repeated</i>	<i>Repeated</i>	<i>repeating</i>	<b>Repetir</b>
<b>To rub</b>	<i>Rub (s)</i>	<i>rubbed</i>	<i>Rubbed</i>	<i>rubbing</i>	<b>Esfregar, friccionar</b>
<b>To register</b>	<i>Register (s)</i>	<i>registered</i>	<i>registered</i>	<i>registering</i>	<b>Registrar</b>
<b>To remove</b>	<i>Remove (s)</i>	<i>removed</i>	<i>Removed</i>	<i>removing</i>	<b>Remover</b>
<b>To revise</b>	<i>Revise (s)</i>	<i>revised</i>	<i>Revised</i>	<i>revising</i>	<b>Rever, reler</b>
<b>To risk</b>	<i>Risk (s)</i>	<i>risked</i>	<i>Risked</i>	<i>risking</i>	<b>Riscar</b>

<b>To rule</b>	<i>Rule (s)</i>	<i>ruled</i>	<i>Ruled</i>	<i>ruling</i>	<b>Mandar, governor</b>
<b>To raise</b>	<i>Raise (s)</i>	<i>raised</i>	<i>Raised</i>	<i>raising</i>	<b>Aumentar, levantamento</b>
<b>To rescue</b>	<i>Rescue (s)</i>	<i>rescued</i>	<i>Rescued</i>	<i>rescuing</i>	<b>Salvar</b>
<b>To smoke</b>	<i>Smoke (s)</i>	<i>smoked</i>	<i>Smoked</i>	<i>smoking</i>	<b>Fumar</b>
<b>To salute</b>	<i>Salute (s)</i>	<i>saluted</i>	<i>Saluted</i>	<i>saluting</i>	<b>Saudar</b>
<b>To shelter</b>	<i>Shelter (s)</i>	<i>sheltered</i>	<i>sheltered</i>	<i>sheltering</i>	<b>Amparar, proteger</b>
<b>To sin</b>	<i>Sin (s)</i>	<i>sinned</i>	<i>Sinned</i>	<i>sinning</i>	<b>Pecar</b>
<b>To serve</b>	<i>Serve (s)</i>	<i>served</i>	<i>Served</i>	<i>serving</i>	<b>Servir</b>
<b>To shout</b>	<i>Shout (s)</i>	<i>shouted</i>	<i>Shouted</i>	<i>shouting</i>	<b>Gritar</b>
<b>To sign</b>	<i>Sign (s)</i>	<i>signed</i>	<i>Signed</i>	<i>signing</i>	<b>Assinar</b>
<b>To subtract</b>	<i>Subtract (s)</i>	<i>Subtracted</i>	<i>Subtracted</i>	<i>Subtracting</i>	<b>Subtrair</b>
<b>To supply</b>	<i>Supply (ies)</i>	<i>supplied</i>	<i>Supplied</i>	<i>supplying</i>	<b>Fornecer</b>
<b>To support</b>	<i>Support (s)</i>	<i>supported</i>	<i>supported</i>	<i>supporting</i>	<b>Apoiar, sustentar, suportar</b>
<b>To surprise</b>	<i>Surprise (s)</i>	<i>surprised</i>	<i>surprised</i>	<i>surprising</i>	<b>Surpreender</b>
<b>To surround</b>	<i>Surround (s)</i>	<i>surrounded</i>	<i>surrounded</i>	<i>Surrounding</i>	<b>Rodear, cercar.</b>
<b>To thank</b>	<i>Thank (s)</i>	<i>thanked</i>	<i>Thanked</i>	<i>thanking</i>	<b>Agradecer</b>
<b>To tidy</b>	<i>Tidy (ies)</i>	<i>tidied</i>	<i>Tidied</i>	<i>tidying</i>	<b>Arrumar</b>
<b>To taste</b>	<i>Taste (s)</i>	<i>tasted</i>	<i>Tasted</i>	<i>tasting</i>	<b>Aprovar</b>
<b>To try</b>	<i>Try (ies)</i>	<i>tried</i>	<i>Tried</i>	<i>trying</i>	<b>Tentar</b>
<b>To touch</b>	<i>Touch (es)</i>	<i>touched</i>	<i>Touched</i>	<i>touching</i>	<b>Tocar, apalpar</b>
<b>To train</b>	<i>Train (s)</i>	<i>trained</i>	<i>Trained</i>	<i>training</i>	<b>Treinar, formar</b>
<b>To trouble</b>	<i>Trouble (s)</i>	<i>troubled</i>	<i>Troubled</i>	<i>troubling</i>	<b>Pertubar, amolestar</b>
<b>To trust</b>	<i>Trust (s)</i>	<i>trusted</i>	<i>Trusted</i>	<i>trusting</i>	<b>Confiar, terfé</b>
<b>To unit</b>	<i>Unit (s)</i>	<i>united</i>	<i>United</i>	<i>uniting</i>	<b>Unir</b>
<b>To use</b>	<i>Use (s)</i>	<i>used</i>	<i>Used</i>	<i>using</i>	<b>Usar</b>
<b>To visit</b>	<i>Visit (s)</i>	<i>visited</i>	<i>Visited</i>	<i>visiting</i>	<b>Visitar</b>
<b>To vote</b>	<i>Vote (s)</i>	<i>voted</i>	<i>Voted</i>	<i>voting</i>	<b>Votar</b>
<b>To wait</b>	<i>Wait (s)</i>	<i>waited</i>	<i>Waited</i>	<i>waiting</i>	<b>Esperar</b>



<b>To wander</b>	<i>Wander (s)</i>	<i>wandered</i>	<i>wandered</i>	<i>wandering</i>	<b>Vagar, perambular, percorrer</b>
<b>To walk</b>	<i>Walk (s)</i>	<i>walked</i>	<i>Walked</i>	<i>walking</i>	<b>Andar a pé</b>
<b>To want</b>	<i>Want (s)</i>	<i>wanted</i>	<i>Wanted</i>	<i>wanting</i>	<b>Querer</b>
<b>To wash</b>	<i>Wash (es)</i>	<i>washed</i>	<i>Washed</i>	<i>washing</i>	<b>Lavar</b>
<b>To waste</b>	<i>Waste (es)</i>	<i>wasted</i>	<i>Wasted</i>	<i>wasting</i>	<b>Desperdiçar, perder</b>
<b>To watch</b>	<i>Watch (es)</i>	<i>watched</i>	<i>Watched</i>	<i>watching</i>	<b>Assistir</b>
<b>To work</b>	<i>Work (s)</i>	<i>worked</i>	<i>Worked</i>	<i>working</i>	<b>Trabalhar</b>
<b>To worry</b>	<i>Worry (ies)</i>	<i>worried</i>	<i>Worried</i>	<i>worrying</i>	<b>Preocupar-se</b>
<b>To wood</b>	<i>Wood (s)</i>	<i>wooded</i>	<i>Wooded</i>	<i>wooding</i>	<b>Arborizar</b>
<b>To worship</b>	<i>Worship (s)</i>	<i>worshipped</i>	<i>worshipped</i>	<i>worshipping</i>	<b>Adorar, venerar</b>

TIMBA, JOÃO. 2017. Complete List of Verbs. Maputo