

APPROVED BY THE
MINISTRY OF EDUCATION

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8

ENGLISH LANGUAGE - CLASS 8 - STUDENT'S BOOK



LEARNING
ENGLISH



ALWAYS LEARNING

PEARSON

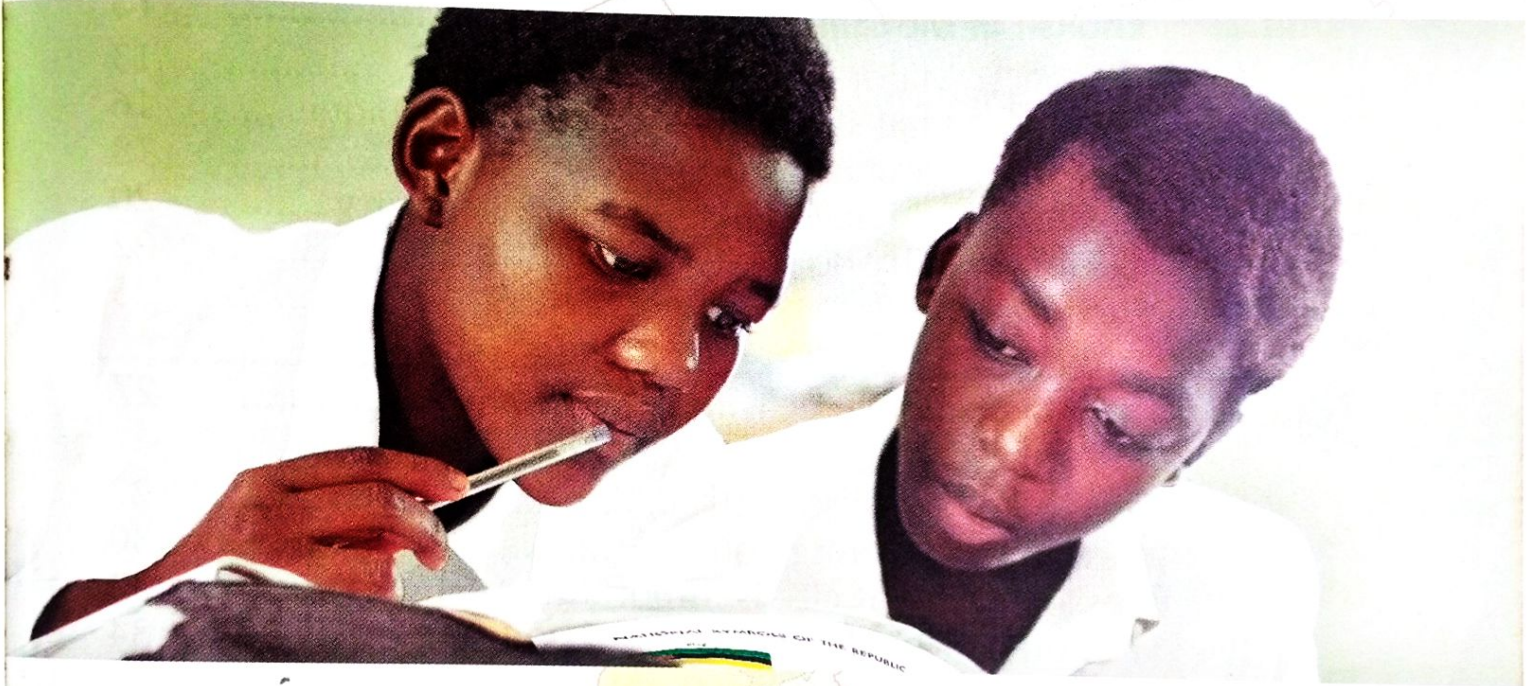
LEARNING ENGLISH



8



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Family and friends



Lesson 1 Greetings

Read

Hi, everyone! I am Polly. Welcome back!



1

Hi, José and Miguel. Did you have a nice holiday?



Maria



José

Hello, Maria. Yes, I stayed at home and had lots of fun.



Miguel

Good morning, Maria. It is great to see you. I just got back from visiting my family in Portugal.

Listen

Listen to the conversation your teacher will read out to you. Read the questions and then listen to the conversation again. Answer the questions.

1. How many students are talking?
2. What are their names?
3. Where do they live?
4. Where were they in the holidays?
5. What did they do in the holiday?
6. What did they get for Christmas?

Speak

Take turns reading out these conversations with a friend.

1. **Student A:** Hello, I'm Alberto.
Student B: Pleased to meet you, I'm Marco. How are you?
Student A: I'm fine, thanks. How are you?
Student B: Great, thanks. What did you do in the holidays?
Student A: Oh, I stayed at home and helped my Mom around the house. We had fun planting a vegetable garden. What did you do?
Student B: My Dad had to go to Zimbabwe on business and we went with him. The people were so friendly and I practiced my English.
2. **Student C:** Good morning Carla, it's nice to see you again. How are you?
Student D: I'm very well, thanks Neo. How are you?
Student C: Fine, thanks. Did you have a good Christmas?
Student D: Yes, it was fantastic! We visited my cousins near Beira and went to the beach every day. Did you go away?
Student C: No, we stayed here. I got a skateboard for Christmas. I'll show you later.

2

Have a conversation where you greet a friend and talk about the holiday.

Write

Portfolio

What did you do in the December holidays? Write one paragraph about the things you did to help around the house and in another paragraph, write about the fun things you did. Show your first draft to a friend and try to improve it together. Then write out the second draft neatly. Put both drafts into your portfolio.

You are writing about things that have already happened, so use the past tense. See pages 159 and 161 of the Grammar Reference section.

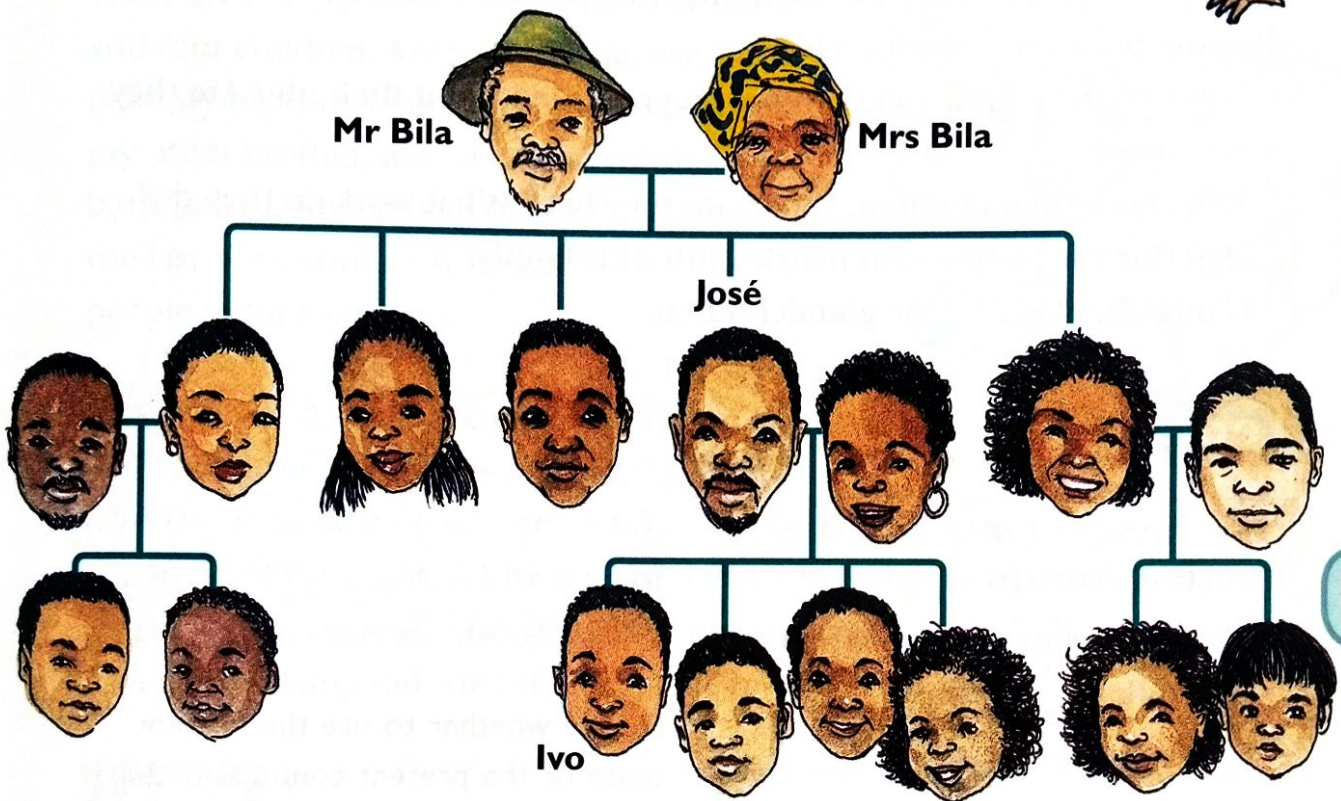
Lesson 2 Family and friends

Listen

This is a picture of the Bila family.



Talk about family trees for a few minutes before you hear about the Bila family. Your teacher will read the information four times.



3

The first time, just listen to all the information. Then fill in the names of the children and grandchildren. After that, fill in any gaps and add their son and daughters-in-law. Before the last reading, compare the names you have with those your friend has put in. Finally, check that the names you have are correct.

Write

Use the words below to describe Ivo's relationship with people in his family.
 For example: Mr Bila is Ivo's grandfather.

- grandparents grandmother grandfather parents mother son
 father sister brother aunt uncle cousin grandson

Make a list of other words that describe family relationships.

Speak

Draw a family tree for your own family or another family you know. Start with grandparents at the top. Then show parents, aunts and uncles. Put the children underneath. Remember to order people from eldest to youngest in each family.

Give a short speech about the family tree you have drawn. Use the following points in your speech.

1. Describe the grandparents. What do you know about their life? Are they still alive?
2. Talk about their children. Where do they live? What work do they do?
3. Describe the people who married into this family.
4. Name and describe the grandchildren.

Learn

The present tense and the present continuous tense

The present simple tense is used:

- to talk about truths.
Granny loves me.
- to talk about repeated actions.
She likes to see her cousins every Sunday.

The present continuous tense is used:

- to talk about things that are happening now.
I am listening to my sister.

Look at page 158 of the Grammar Reference section to check how to form the present simple tense and the present continuous tense in English.

Decide whether to use the present tense or the present continuous tense in these sentences.

1. My aunt (has/is having) five children.
2. Pedro's mother (comes/is coming) from Maputo.
3. At the moment, her mother (lives/is living) in the United States.
4. Your brother-in-law (likes/is liking) motorbikes.
5. My granny (goes/is going) to church every Sunday.

In the present tense, you must add an **s** to the verb for *he*, *she* and *it*.



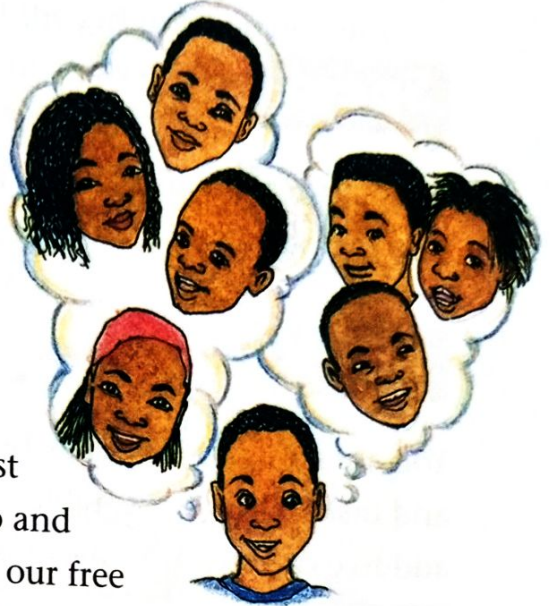
Lesson 3 What do you like?

Read

My family and friends

There are five people in my family: my mom and four children. My sister, Stella, was born first. My brother, Leno, was born second and my other brother, Rui, was born third. I was born fourth. My name is Jacinto. I like being the last-born child as it means I have a lot of people to look after me.

I have three very special friends. I met my first friend at school in 2000. His name is also Jacinto and this is why we became best friends. We spend all our free time together playing music. I met my second friend at church in 2004. Her name is Isabella. I was very lucky to meet my third friend Rafael. He and I started talking one day when I was walking down the pavement feeling sad. He told me a joke to cheer me up.



5

Learn

Wh- question words

What	asks for more information
When	asks about time
Where	asks about place
Who	asks about a person or people
Why	asks for a reason

Look at page 166 of the Grammar Reference section to see how to form questions in English.

Here are the answers to questions. Write the questions using **what**, **when**, **where**, **who** and **why** at the beginning of your sentences.

1. Stella is Jacinto's sister.
2. Jacinto met Isabella in 2004.
3. Jacinto met Rafael on the pavement.
4. They like to listen to music in their free time.
5. Jacinto likes it because he has lots of people to look after him.

Write

Work with a friend and write down the conversation that Jacinto and Rafael had when they first met on the side of the road. Remember to tell a joke as part of the conversation.

Speak

Act out the conversation for the rest of the class. Vote for the students who told the best joke.

Listen

What do you like?



You are going to interview two friends about things they like and dislike. Copy this table into your exercise book and add five of your own questions before you start the interviews.

6

	Friend 1	Friend 2
1. What is your best game?		
2. What food do you dislike?		
3. Who is your favourite singer?		
4. What kind of music do you like?		
5. Where would you like to go on holiday?		
6-10. Add questions about likes and dislikes.		

Write

Copy this form into your exercise book and complete it.

Name:			
Address:			
School:			Class:
List your school subjects in order from your most to your least favourite.			
List sports in order from your most to your least favourite.			

Lesson 4 Tell your own stories

Listen

Work with a friend. Imagine you are the boy and the girl in these pictures. One of you spent a day fishing and the other spent a day on the beach.



7

Have a conversation about the position of everything during the day. Use all the words below in your conversation. For example: I was standing **in** the boat. We put the towels **on** the sand.

in	at	on	under	behind
in front of	next to	above	near	

Find out more about prepositions on page 174 of the Grammar Reference section.



Prepositions are little words that can make a big difference.

Write

Write down part of your conversation using the words above. Put your writing into your portfolio.

Speak

Portfolio
U U U U U

Tell your friend about what your family members do for a living. Make notes while you are listening.

Now tell your group about your friend's family. Check your notes so that you can get all the details right. Add these notes to your portfolio.

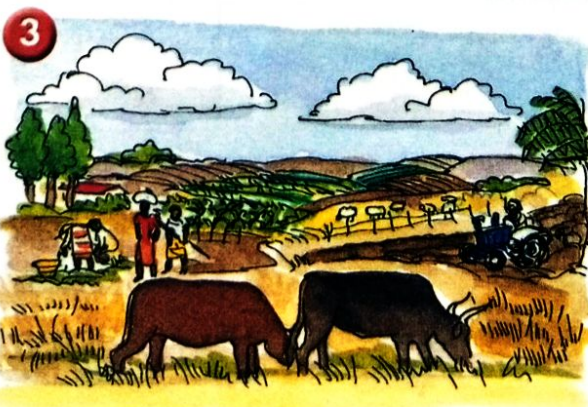
Write

Portfolio
U U U U U

Write four paragraphs to describe a holiday where your family travelled to the places in these pictures. Write in the past tense and use joining and ordering words to make your sentences more interesting.

Show your story to a friend and improve it together. Write it out neatly for homework and put the draft and the final story into your portfolio.

8



Words

Words that join two sentences.

and or because but

Words to show the order of events.

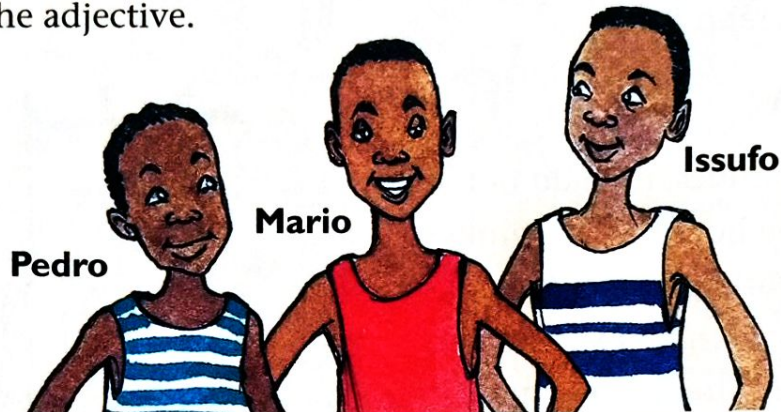
first then after next finally

Learn

Comparing in English

To compare two people, places or things, we often add **-er** to the adjective.

To compare three or more people, places or things, we often add **the -est** to the adjective.



Pedro is **tall**. Mario is **taller** than Pedro. Issufo is **the tallest** of them all.

Words

Most words of three or more syllables take the words **more** or **the most**.

beautiful more beautiful the most beautiful

9

See degrees of comparison on page 172 of the Grammar Reference section.

Write

1. Complete the following sentences by adding **-er** or **the -est**.
 - (a) Carlota's family is (big) in the class.
 - (b) My sister-in-law is (friendly) than yours.
 - (c) Your brother is (fast) than mine.
 - (d) My grandfather is (old) man in our village.
 - (e) His cousin is (rich) man in Maputo.
2. Complete the following sentences by adding **more** or **the most**.
 - (a) Manuel's house is (beautiful) in our town.
 - (b) Luis is (athletic) than I am.
 - (c) His family is (interesting) than mine.
 - (d) My family is (educated) in our part of the country.
 - (e) Mario's family is (traditional) than ours.

Lesson 5 Modern men and women

Read

Do not read your friend's paragraph.



Work with a partner. Student A must read paragraph A and student B must read paragraph B.

Paragraph A

In traditional families, men do not help at all in the home. They think that all housework is women's work. They believe that women should also look after the children. These men think that they can relax at home. Many traditional men think that men are better than women.



Paragraph B

In modern families, more men help with housework. Everyone cares for the children. In these families, people do the jobs that they are good at and that they enjoy doing. They do not believe that some work is only for men and other work is only for women. They believe that all people are equal.

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Now talk to your friend and complete this table in your exercise book.

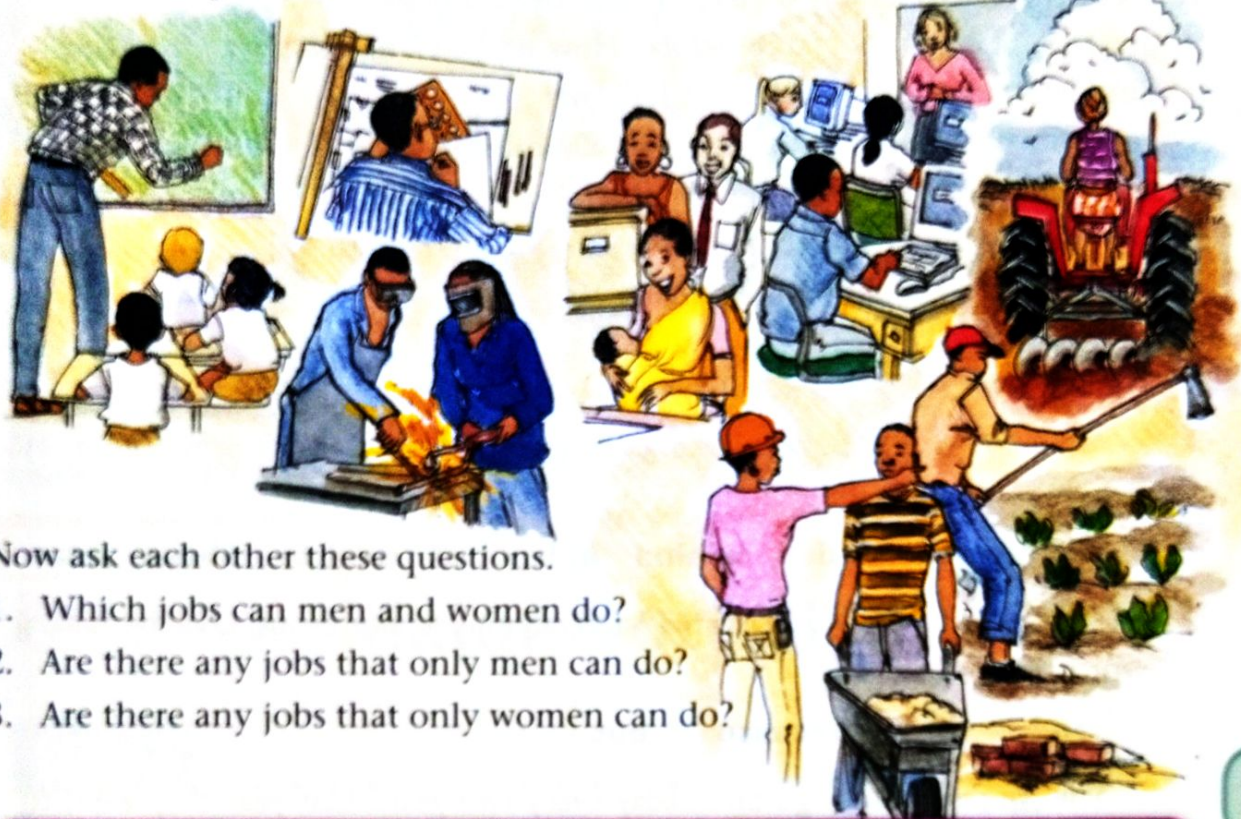
Questions	Traditional family	Modern family
1. Who looks after the children?		
2. Who cooks and cleans?		
3. Who relaxes while others work?		

Write

Do you think a traditional or a modern family is better? Write a letter to a friend to explain your answer. Add this letter to your portfolio.

Speak

Look at these pictures and talk about them with a friend.



Now ask each other these questions.

1. Which jobs can men and women do?
2. Are there any jobs that only men can do?
3. Are there any jobs that only women can do?

Dictation

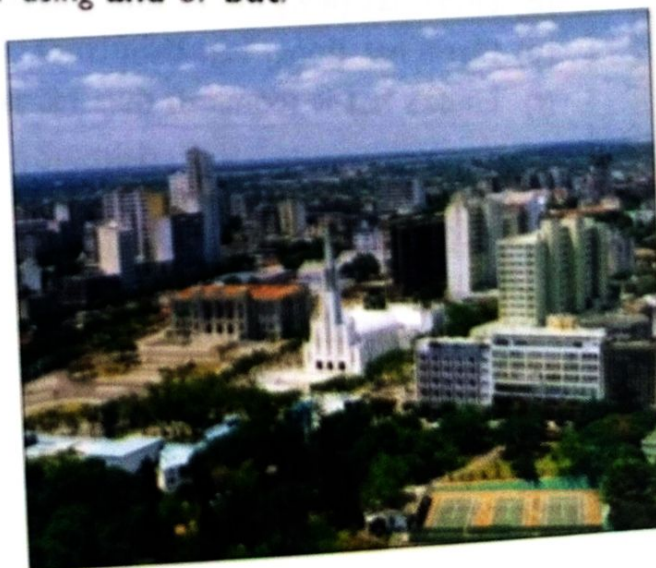
Your teacher will read a paragraph out loud to you. You must listen carefully and write down what you hear.

Write

1. Join some of these sentences together using **and** or **but**.

My father was born in Nampula.
 My mother was born in Beira.
 They met each other in Maputo.
 My father was working in
 Maputo. My mother was studying
 at Eduardo Mondlane University.

2. Write a paragraph about people in your family. Use **and** or **but** to join short sentences together.



Review: Unit 1, Lessons 1-5

- Read the conversations on page 2 and answer these questions.
 - Has Alberto met Marco before? How do you know this?
 - Did Alberto go away for the holidays?
 - Why did Marco's father travel to Zimbabwe?
 - What did Marco learn in Zimbabwe?
 - Has Carla met Neo before? How do you know this?
 - What did Carla do in the holidays?
 - Did she have a good time?
 - What is Neo going to show Carla?
- Write a paragraph about a place you have visited. Use all the prepositions in the box.

in at on under behind in front of next to above near

- Join these sentences to make the paragraph more interesting. Use the joining words in the box.

and or because but

The Romano family go on holiday every two years. Last year they went to a small coastal town. On the first day they had to decide what to do. They could go fishing. They could go walking around the town. Eduardo went fishing. His sister went along too. She does not like the sea. It makes her scared. She went with Eduardo anyway.

- Look at the picture and complete these sentences.
 - Maria is (tall) than Linda.
 - Linda is (short) than Maria.
 - Maria has (a lot of) books than Linda.
 - Linda has (few) books than Maria.
 - Maria has (long) legs than Linda.
 - Linda's hat is (comical) than Maria's.



Add your review answers to your portfolio.



Linda

Maria

English in Mozambique



Lesson 1 Major world languages

Listen

Here is a list of the top ten languages spoken worldwide. Listen to your teacher read out the order. Copy the table on the right and fill in the position of each language.

Language	Position worldwide
Arabic	
Bengali	
Chinese	
English	
German	
Hindi	
Japanese	
Portuguese	
Russian	
Spanish	

English is a major world language.



Read

Here is a list of some of the countries that have English as an official language. See how many of these countries you can find on the map below.

**Australia Botswana Canada India
Ghana Ireland Jamaica Kenya
Namibia New Zealand Nigeria
United Kingdom Zimbabwe
United States of America**



14

Write

Re-arrange the following sentences into a paragraph that describes some of the different countries in which English is spoken.

1. In England, it rarely gets as hot as it does in African, Asian or Caribbean countries.
2. English is spoken in many countries around the world.
3. The United States of America (USA) is very big and so the climate differs from one area to another.
4. Each country has its own climate, traditional dress and culture, but they all speak English.
5. Indian people are used to very hot summers, but they also have very long rainy seasons called monsoons in their country.

Learn

The active voice and passive voice

We use the active voice to talk about people doing something to other people or objects.

For example: Students **read** English magazines.

We use the passive voice to talk about people or objects that have something done to them.

For example: English magazines **are read** by students.



15

Look at pages 158, 161 and 162 in the Grammar Reference section on how to form passive verbs.

Look at the example in the first line and then complete the table.

Active	Passive
They speak English in Australia.	English is spoken in Australia.
1. The people in India speak many different languages.	Many different languages ...
2. Children study English at school in Mozambique.	English ...
3. The group members ...	The English homework was done by the group members.

Lesson 2 English in and around Mozambique

Read

Answer the following questionnaire.

16

1	What language(s) do you speak at home?
2	What language(s) do you speak at school?
3	What language is spoken in the shops?
4	What language is spoken in the market?
5	How many languages are spoken in Mozambique?
6	Which language do you hear most often?
7	What language is spoken in the shops that sell goods to tourists?
8	Why is that language spoken there?
9	Why are you learning to speak English?
10	Where can you use English?

Do you notice how many wh- questions are asked here?



Learn

Connectors

When we join sentences we use connectors or linking words. Some useful linking words that connect sentences are: **and**, **or**, **because** and **but**.

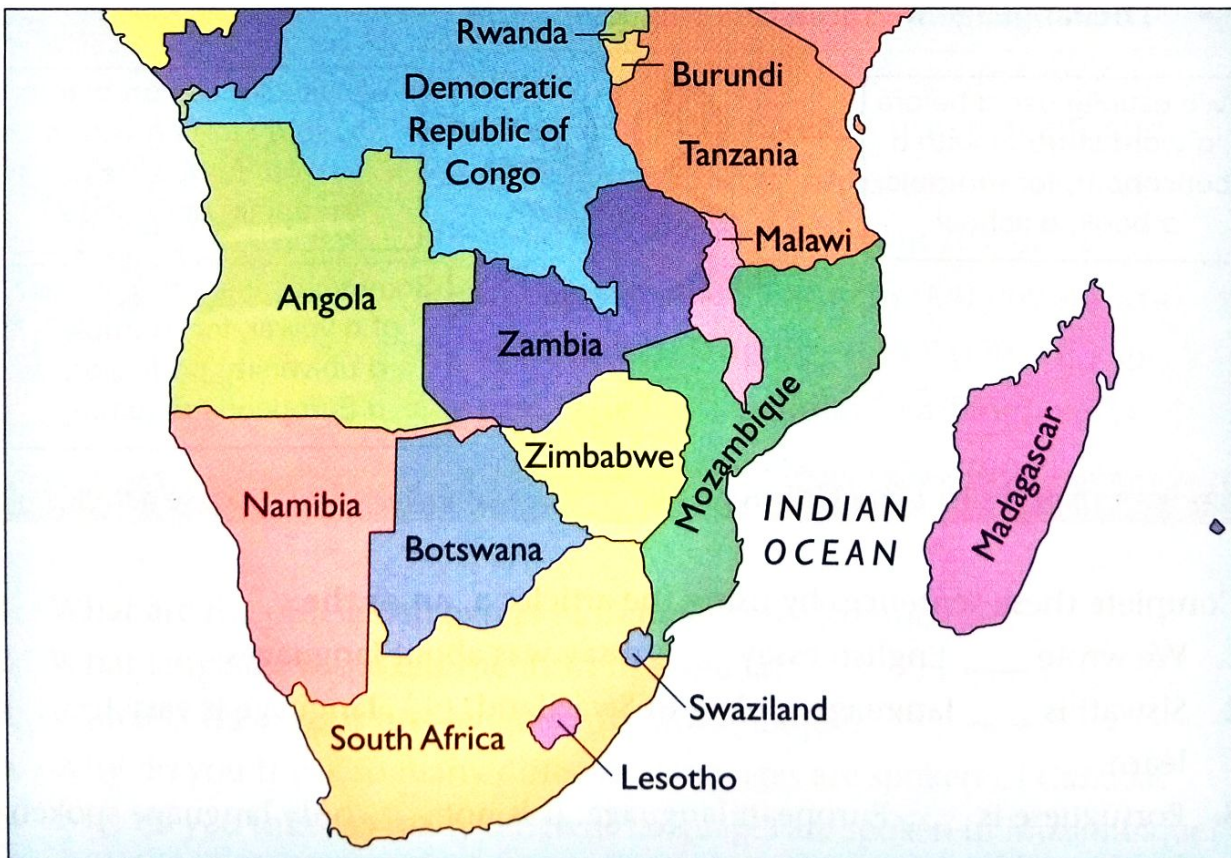
Look at page 174 in the Grammar Reference section on how to use connectors.

Complete these sentences by using the correct connector only once. Put all these sentences together into a paragraph. The title of your paragraph is:

English is spoken in Mozambique and in other countries

1. English is spoken in Mozambique (and/or/because/but) South Africa.
2. In Mozambique we speak Portuguese (and/or/because/but) the Portuguese people came to live in our country in the 17th century.
3. In Swaziland you can speak in English in the shops (and/or/because/but) you will not hear it as much in the smaller places.
4. In Zimbabwe and Tanzania you can speak English (and/or/because/but) the local languages.

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Lesson 3 Languages around the world

Write

Portfolio

You have been thinking and finding out about English and the other languages spoken in Mozambique. Now work with a partner and together, write five sentences about these other languages. Add this piece of writing to your portfolio.

Cisena

Elomwe

Xichangana

Emakhuwa

Learn

Articles

18

We often use the articles **a**, **an** or **the** before a noun:

- Portuguese is a language that many people speak.
- **The** language we speak is Portuguese.

We usually use **a** before a word starting with a consonant, for example, **a** book, **a** school.



We usually use **an** before a word starting with a vowel, for example, **an** apple, **an** orange.

Sometimes we use **a** in front of a vowel, for example, **a** university professor, **a** European language.

Look at page 171 in the Grammar Reference section on how to use articles.

Complete these sentences by using the articles **a**, **an** or **the**.

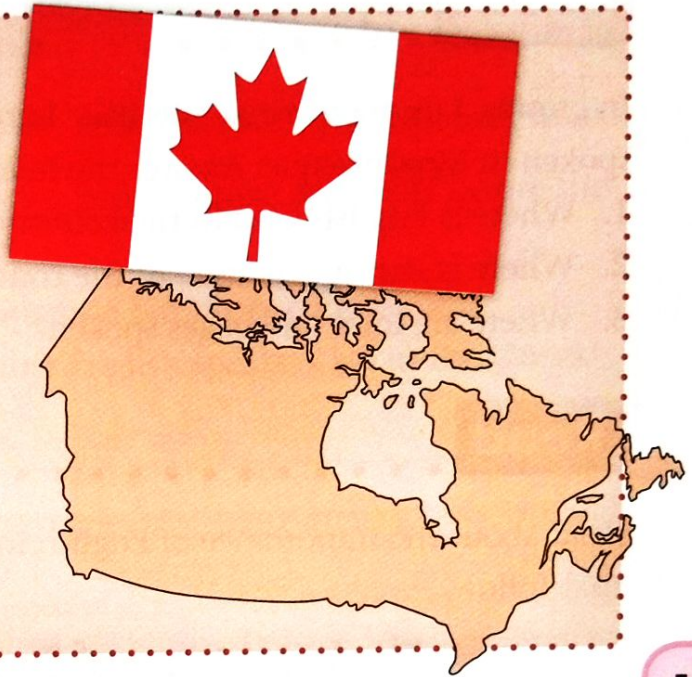
1. We wrote ___ English essay. ___ essay was about languages.
2. Siswati is ___ language spoken in Swaziland. ___ language is easy to learn.
3. Portuguese is ___ European language. It is not ___ only language spoken in Mozambique.
4. I bought ___ old textbook. ___ textbook is written in English.

Read

Read the following paragraphs, and then answer the questions.

Languages in Canada and Mozambique

In Canada there are two official languages: English and French. Nearly sixty percent of the population speaks English as their home language. Twenty-four percent speak French. Some of the other languages spoken are Arabic, Chinese, Dutch, German, Greek, Italian, Polish, Portuguese, Punjabi, Spanish, Ukrainian and Vietnamese.



In Mozambique there is only one official language, Portuguese. Portuguese is the first language for most people in urban areas, and especially in Maputo. Thirteen other languages are spoken in Mozambique, mostly in rural areas. There are also about 15 000 people who speak an Indian language and 7 000 who speak Chinese. The most popular first language is Emakhuma (26,1% of the population).

1. What are the official languages in Canada and Mozambique?
2. What language is spoken the most in Canada?
3. Which is the largest first language in Mozambique?
4. Why do you think so many different languages are spoken in Canada?
5. Why do you think so many different languages are spoken in Mozambique?

Lesson 4 Languages help develop a country

Speak

In groups, talk about what you have found out about the different languages spoken in Mozambique. Answer the following questions.

1. Where is English used in the country?
2. Where is Portuguese used in the country?
3. Where are local languages spoken?

Read

Read about the importance of English in Mozambique. Answer the questions that follow.

20

The importance of English in Mozambique

English is an international language. If Mozambique is going to attract tourists, more people need to speak English. English is the language most used in the business area. As a country we would like to trade with the rest of the world, and so English is important. Overseas study has also become a choice for young people. Again, English is the language spoken in many countries that have good universities. These countries include the United Kingdom, Australia and the USA. Also, English literature has so much to offer. Reading English books and magazines will open up a whole new world.

1. What does it mean when we say that English is an “international language”?
2. List three reasons why speaking English is necessary for people in Mozambique.
3. Explain what it means to “open up a whole new world”.

Learn

Degrees of comparison

We compare two things by adding **-er** to the adjective or adverb.

We compare three or more things by adding **-est** to the adjective or adverb.

She is **older** than her friend who is the **oldest** member of the netball team.

Sometimes we compare things by using **many**, **more** and **most** before the adjective or adverb.

Many people speak English in Zimbabwe but **more** people speak English in South Africa and the **most** English speakers are in the United Kingdom and the USA.

Look at page 172 in the Grammar Reference section on degrees of comparison.

Study the following table and then correct the paragraph below by choosing the best word from the brackets.

21

Languages spoken in Mozambique	Languages spoken in South Africa
Emakhuwa: 26,1%	IsiZulu: 23,8%
Xichangana: 11,3%	IsiXhosa: 17,6%
Elomwe: 7,6%	Afrikaans: 13,3%
Cisena: 6,8%	Sepedi: 9,4%
Echuwabo: 5,8%	English: 8,2%

In Mozambique, (many/more/most) people speak Xichangana. (Many/More/Most) people speak Elomwe than Cisena. But (many/more/most) people speak Cisena than Echuwabo. (Many/More/Most) people speak Emakhuwa.

In South Africa the (many/more/most) people speak IsiZulu. (Many/More/Most) people speak Afrikaans than English. Yet (many/more/most) people speak IsiXhosa than Sepedi.



I speak English more than Portuguese.

Lesson 5 Why do we learn English?

Speak

Two people are talking. Student A likes learning English. The friend, Student B, does not see why we should learn English. Here is the beginning of their talk.

Work in pairs. Complete what they have to say by adding five sentences for each student. Then read your dialogue to the class. Use the photographs to help you.

Student A: Why should I learn to speak English?

Student B: If you speak English you can talk to the tourists that come to our country.



22

Learn

The past simple tense

We use the past simple tense to talk about something that has happened in the past.

Yesterday she **walked** to school, but last week they **ran** to school.

Look at page 159 in the Grammar Reference section on how to form the past simple tense.

Choose four of the verbs from the box below and use them in a paragraph in which you describe something that happened to you and a friend during the past week.

talk climb sing eat jump speak shop communicate buy rain

Write



In this unit you have learnt some of the reasons why English is an important language. Can you explain why English is important in the area where you live? Write a paragraph of about six lines called, *Why English is important in my area*. Put your paragraph in your portfolio.

Learn

The past continuous tense

We use the past continuous tense to talk about something that was happening in the past. The action had started but it had not yet finished.

She **was reading** her English book on the way to school.

Look at page 159 in the Grammar Reference section on how to form the past continuous tense.

Complete this paragraph using the past continuous form of the verbs in brackets.

I (stand) at the bus stop because I (wait) for the school bus. It (get) late and I (feel) tired. I knew I (go) to be late. When the bus came, I (walk) towards it when I tripped and fell. My school bag burst open and my books (lie) all over the ground.



Write

Portfolio

Isabel wrote to a pen friend in Tanzania. Here is the reply she received.

20 Ocean Road
Dar es Salaam
Tanzania
1 April 2013

Dear Isabel

Thank you for your letter. I am so excited to have a pen friend who lives in Mozambique.

I live in Dar es Salaam. It is a seaside city. It is an important port for ships that bring goods from all over the world. It is also very hot for most of the year. Tell me about where you live.

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Apart from my mother and father, I also have a brother who is 16 years old. I go to an all-girls school. I take the following subjects: History, Science, Mathematics and Art. We also learn English and Kiswahili. What languages do you learn at school? What subjects do you like most? Why?

I enjoy going to the market and reading. I also enjoy listening to music. My mother has also taught me to cook and bake, and I enjoy doing this very much. What do you like doing?

Please write back soon and tell me all about yourself.

Your new pen friend

Lwiza

Answer Lwiza's letter. Write it in the same way, and answer all her questions. Add this letter to your portfolio.

Review: Unit 2, Lessons 1–5

1. Read the following paragraph and then answer the questions that follow.

Tourism in Mozambique

Because South Africa is so close to Mozambique, there is quite a lot of tourism along the south-east coast of the country. Mozambique has some of the best beaches on the East African coast. There are blue seas, coral reefs and beautiful islands. Tourists are rushing to hot spots such as Tofu, Vilanculos and the Bazaruto Archipelago. The capital, Maputo, is in the very south of the country, a stone's throw from the South African and Swazi borders. More tourists have meant that more Mozambique people have started to speak English. It is necessary to be able to speak to tourists in a language they understand – and English is an international language.

- (a) Why is there a lot of tourism along the south-eastern coast?
 - (b) What can Mozambique offer tourists?
 - (c) Why do more people in Mozambique want to speak English?
 - (d) What does this mean: a stone's throw from the South African border?
2. Write a letter to a pen friend. Explain to him/her about all the languages spoken in Mozambique. Tell him/her where English is spoken in Mozambique.
3. Complete the following sentences by choosing the correct word in brackets.
- (a) (Why/What/Where) can you hear the most English spoken?
 - (b) (When/Who) is the best time to start learning English?
 - (c) (Why/What) do you want to learn another language?
 - (d) In Canada they speak (many/more/most) English than French.
4. Use the connector in brackets to make one sentence.
- (a) You can speak English. You can speak another language too. (and)
 - (b) In Zimbabwe you can speak English. You can speak Shona. (or)
 - (c) You should learn to speak English. You can use it all over the world. (because)
 - (d) I speak English. I speak Portuguese better. (but)
 - (e) In Mozambique we speak Portuguese. There also many other local languages. (but/because)

5. Complete this paragraph about a famous English-speaking actor using the past continuous tense or past simple tense for the verbs in brackets.



Leonardo Wilhelm Dicaprio was born on 11 November 1974 in Los Angeles, California. He (grow up) in California. Leo (go) to school at the Centre for Enriched Studies and to John Marshall High when he (live) in Los Angeles.

When he (is) at school, he (make) television advertisements. Leonardo's first big acting job (is) in the film *This Boy's Life*. He has made many films now and (win) many awards.

6. Rewrite the following sentences in the active or passive form.

- She speaks English slowly.
- The men tell jokes every day.
- Languages are taught by teachers in our schools.
- Swaziland borders Mozambique.
- People speak more than one language in Mozambique.
- English is not spoken by people in rural areas.

7. Complete this table following the example in (a).

(a)	happy	happier	happiest
(b)		slower	
(c)	sad		
(d)			best
(e)	old		
(f)		more beautiful	
(g)			most clever

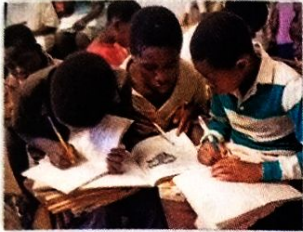
8. Complete the sentences by choosing the correct article in brackets.

- In India (the/a/an) traditional dress for women is called (the/a/an) sari.
- One of (the/a/an) most popular foods in Britain is fish and chips.
- (The/A/An) music called reggae was started in Jamaica.
- (The/A/An) typical English breakfast would include bacon and (the/a/an) egg.

Add your review answers to your portfolio.



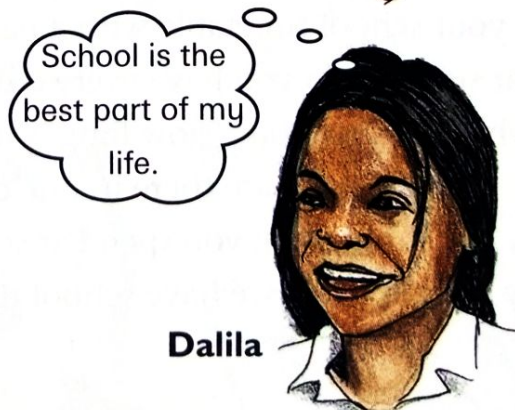
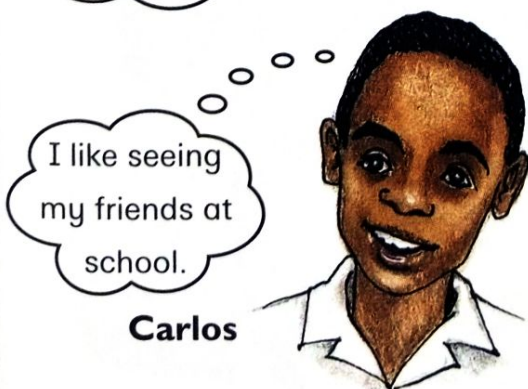
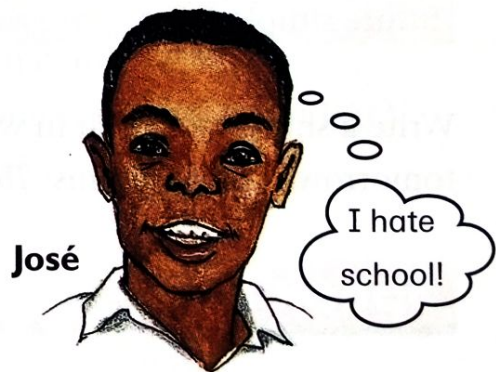
School and daily activities



Lesson 1 What do you like or dislike about school?

Read

Read out loud with a friend what these students are thinking about school.



Listen

Ask four students in your class about what they think of school. Listen to what they say. Ask them questions about the reasons for their likes and dislikes. Then use their answers to complete this table.

Name of student	Likes/dislikes school	Reasons



Which wh- questions are you going to use?

Learn

The future simple tense, using *will*

We use **will** to say what we think will happen, or what we plan to do.

The sun **will** shine tomorrow. I **will** do my homework after lunch.

When we are talking we often shorten what we are saying. **I'll** instead of **I will**; **he'll** instead of **he will**; **she'll** instead of **she will**; **they'll** instead of **they will**; **we'll** means **we will**.

28

Look at page 160 in the Grammar Reference section on how to form the future simple tense.

Write a short paragraph in which you describe everything you plan to do tomorrow. Begin like this: *Tomorrow I will ...*

Speak

Look at your school timetable with a partner, and answer these questions.

1. What subjects do you have every day?
2. At what time is break? How long is it?
3. How many lessons are there in one day?
4. How many hours do you spend at school each day?
5. Why do you think we have school timetables?

Learn

Reflexive pronouns

We use reflexive pronouns when the subject and object of a sentence are the same.

I hurt **myself** when I was playing soccer.

She hurt **herself** on the basketball court.

Look at page 170 in the Grammar Reference section on how to use reflexive pronouns.

Complete the sentences with the correct reflexive pronoun.

1. The boy did his homework ____.
2. Tito and I did not enjoy ____ at the school play festival.
3. I can take care of ____.

Speak

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Talk to the members of your group about the student activities you all take part in. Here are some ideas to guide you:

- Which activities do you like?
- Do all of you take part in similar activities? What are they?
- Does anyone take part in an activity that no one else does? What is it?
- Do you wear special clothes for these activities?



Lesson 2 Planning your day

Read

Look at these clocks and watches. Tell your partner the time on each one.



Learn

30

Sequence markers

Sequence means order.



We use expressions called sequence markers to show the order in which things happen.

1. If things are happening at the same time, we use **while** and **when**.

When I was out, my mother phoned.

I listen to music **while** I clean my room.

2. If we want to talk about things that happen one after the other we use **before**, **after**, **when** and **as soon as**.

Before I go, I will feed the cat.

As soon as I get there, I will phone you.

3. If we want to talk about the order in which things happened, we use **first**, **then**, **after that** and **finally**.

First, I washed the dishes, **then** I swept the floor and **after that** I did the laundry. **Finally**, I went to bed.

Look at page 176 in the Grammar Reference section on how to use sequence markers.

Choose the correct expression from the ones in brackets in these sentences.

1. (After/While) I finished my work, I went to visit José.
2. My mother fell (as soon as/when) she was running for the bus.
3. They waited until 7 p.m. (before/after/finally) they began the meeting.
4. (While/As soon as) I get home you may come over.
5. I was there (when/then) the accident happened.
6. We will make supper and (after that/as soon) we will call them to eat.

Write

What do you do each day? Draw up a timetable for a week showing the time you start each activity, and how long it takes you.

Are you spending your time on the most important things? Make a list of your most important activities and see how much time you spend on them.

Learn

Adverbs

Adverbs tell us more about the verb or action word.

The man spoke English **fluently**.

The girl learned **quickly**.

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Look at page 173 in the Grammar Reference section on how to use adverbs.

Form adverbs to describe the verb.

1. I can read English (quick).
2. I want to write English (easy).
3. I will work (slow) to be sure to understand English.
4. She (happy) received her award for excellence in English.
5. I want to speak English (good).

Did you notice that the adverb form for *good* is **well**?



Lesson 3 What else is important at school?

Read

Read the following paragraphs with a partner.

Sports and hobbies are important, too!

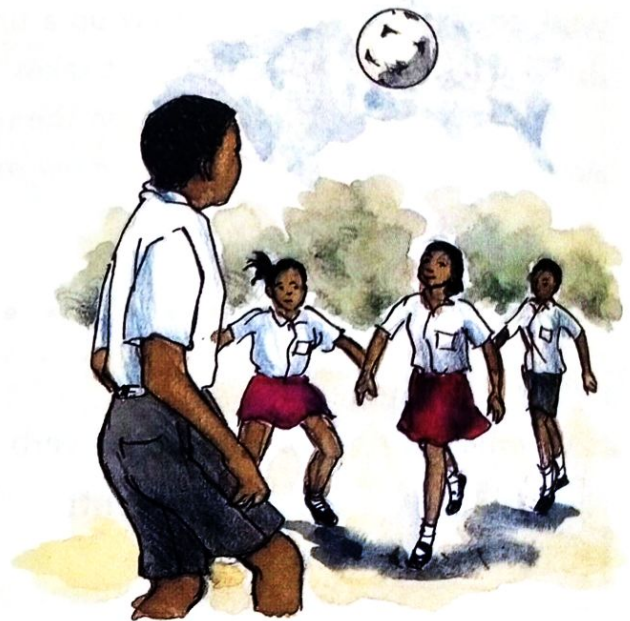
At school, lessons are very important but so are sports, hobbies and other activities. If we spend all our time learning, we won't develop our other abilities. We need to be able to play together as well as learn together.

Playing sports at school helps us to do things well with other people. It also teaches us how to lose as well as how to win. When we play sport, we get fit and we improve our health.

Having a hobby teaches us special skills. Collecting stamps, for example, shows us that we need to be patient. Putting together a

collection can take many years. Sometimes a hobby can turn into a way to make money. For example, someone who knits as a hobby might be able to sell the jerseys they make.

We should always have a balance between our school work, our physical activities and our hobbies.



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Write

Portfolio
U U U U U

Write a paragraph about your favourite hobby or sport. Follow these guidelines.

1. In the first sentence say what the hobby or sport is.
2. Write two sentences describing the hobby or sport. You should say what you do or how you play it.
3. Write two sentences saying why you enjoy the hobby or sport.
4. In the final sentence, encourage someone else to try the hobby or sport.

Place the paragraph in your portfolio.

Learn

Adverbs of time, frequency and probability

- Adverbs of **time** tell us when something happens or is done.
I was at home **yesterday**. I am **now** at school.
- Adverbs of **frequency** tell us how often or how seldom something is done.
I am **never** late. I **always** arrive on time but **sometimes** other people don't.
- Adverbs of **probability** tell us if something is likely or unlikely to happen.
Perhaps it will rain later. I will **probably** get wet because I have no umbrella.

33

Look at page 173 in the Grammar Reference section to find out how to use adverbs.

Use the best adverb from those in brackets to complete this paragraph.

Maria's mother is (often/never/seldom) sick and has to go to hospital. She was admitted to hospital (yesterday/tomorrow). Maria (always/seldom) visits her mother when she is in hospital. Maria will (definitely/probably/perhaps) visit her mother this afternoon. She leaves home early so she is (always/seldom/never) late. After the visit, she will (sometimes/probably) go home to watch television.

Lesson 4 Health and cleanliness at school

Speak

Remember to use good describing words or adjectives!



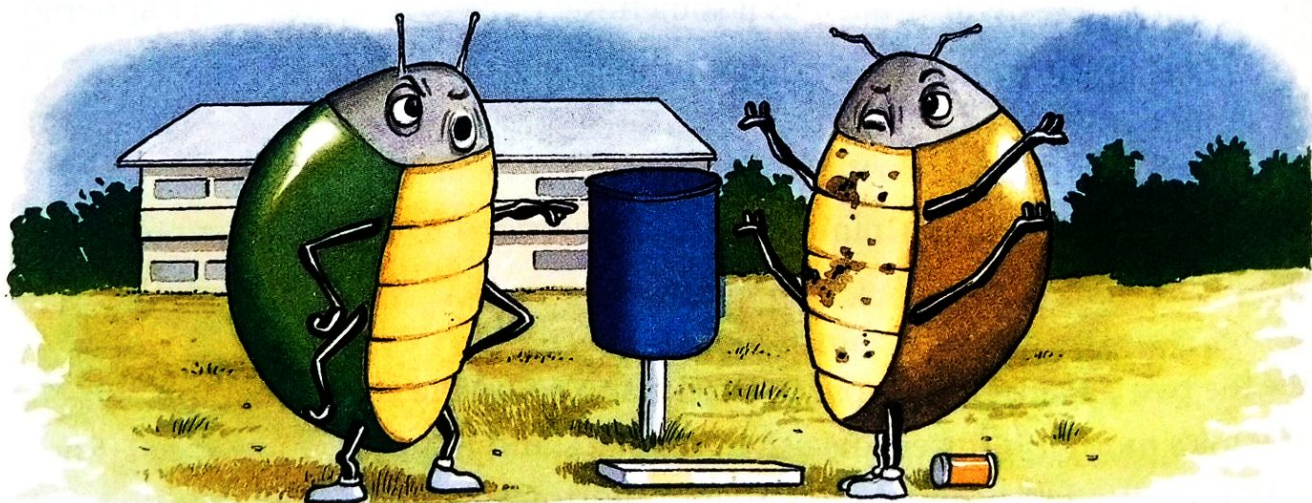
What does your school look like? Think carefully for a minute, and then describe your school in detail to your partner. Check to see if he or she leaves any detail out of his or her description.

Read

Act out this dialogue between Greenbug and Litterbug with a partner. You should each choose a role. Then change roles and read it again.

Greenbug: (*Touches Litterbug on the shoulder*) Excuse me! (*Points to litter on the ground*) You just left that dirty pizza box and your cold drink can on the ground. (*Points to the litter bin*) There's a litter bin.

Litterbug: So what? If it bothers you then why don't you pick them up? I don't care.



Greenbug: But you must care! Litter puts us all in danger. (*Picks up the box*) Look at the bits of meat still stuck on the cardboard. (*Points to these*) These will rot. This could attract rats.

Litterbug: I hate rats! They carry illnesses.

Greenbug: Yes, they do! Litter can bring illness. That's why we mustn't litter.

Now answer these questions.

1. Which character do you think understands why a school should be kept clean? Why?
2. Why does Litterbug leave his rubbish on the ground?
3. Where should we all put our rubbish? Why?

Dictation

Listen carefully to your teacher and follow his or her instructions for the dictation.

Learn

The future continuous tense

We use the future continuous form **going to** when we have decided to do something.

He **is going to** play soccer today.

I **am going to** ask Mrs Fernandes for help.

We use **going to** when we talk about something that we can see will happen in the future because of something in the present.

You did not study so you **are going to** fail.



Look at page 160 in the Grammar Reference section to find out how to use the future continuous tense.

You have talked about your school and read about the importance of keeping a school clean.

Write a list of five things that you are going to do to improve the cleanliness of your school. Use the future continuous tense and list them in order of importance.

Share your list with the class and see if there are things you can do immediately to improve the school.

Lesson 5 Which subjects are important?

Think

Which subjects do you think are the most important? Spend a few minutes thinking about this. Answer these questions for yourself:

- Why do you think these subjects are most important?
- Why do you think that other subjects are less important?

Speak

Work in a small group. Take turns to talk about the importance of different subjects at school. Make sure that everyone gets a chance to speak. Listen carefully as your classmates tell you their ideas.

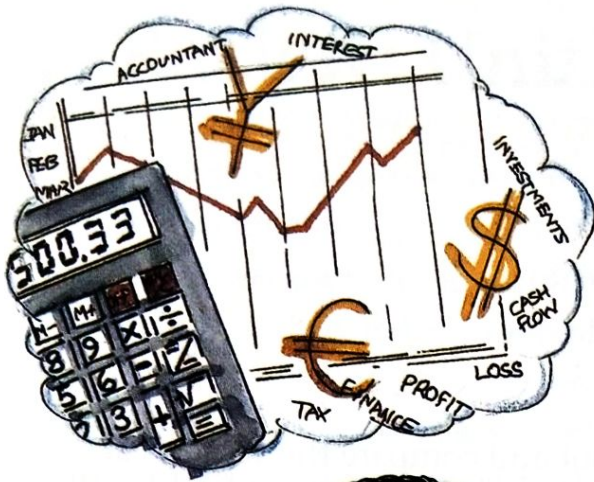
Read

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Read this dialogue carefully. Then answer the questions that follow.

Mário: I want to become an international newspaper journalist so English is very important to me. One day I will be a famous foreign correspondent for an international paper. The biggest newspapers in the world are written in English so I will have to write good English.





Carla: Words don't interest me very much. I only care about numbers! Everything that is important can be measured. Mathematics and Accounting are the most important subjects in the world!



Célia: I want to find a vaccine for HIV. I must get excellent marks in Physics and Chemistry if I want to do this research work. I will also need to communicate with people all over the world so learning a major language like English or French is very important.



1. What does Carla think about all important things in the world?
2. Who wants to be a foreign correspondent for a newspaper?
3. Do you think Mário is interested in Physics and Chemistry? Why?
4. Who wants to be able to communicate with many people? Why?
5. Why does Célia think that Physics and Chemistry are the most important subjects?
6. Do you think that any of these students would believe that Art is the most important subject? Why do you think this?

Learn

Comparatives

We use comparatives to compare things.

Mário dislikes school **as much as** José does.

Rosa likes school **more than** Fernando does.

Write a paragraph in which you talk about and compare the subjects at school that you like and dislike. You could begin like this:

My name is ____ and I like ____ as much as ____ but I don't like ____ at all!
Write three more sentences.

Read

Look at the picture, and then answer the questions.

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1. Who came second?
2. Who will come sixth?
3. Complete this sentence: In first place is number ____, in ____ place is number 567 and in ____ place is number 921.
4. There were 1 000 runners in this race. We can see six. How many are still running?

Review: Unit 3, Lessons 1-5

1. Complete these sentences using the future tense.
 - (a) Do you think it ____ be sunny tomorrow?
 - (b) The clouds are heavy. It ____ ____ ____ rain.
 - (c) Maria ____ help Isabel with her homework tonight.
 - (d) I think you ____ ____ ____ like this film.
 - (e) Perhaps you ____ be here later?
2. Use adverbs of time to complete these sentences.
 - (a) They went to town ____.
 - (b) We had sports practice ____.
 - (c) Are you at home ____?
 - (d) Are you going to school ____?
3. Use the sequence markers in the box to complete the following sentences.

after when while before as soon as first then

- (a) ____ I am at school, my parents are at work.
- (b) ____ I go to school, I feed the chickens.
- (c) ____ choir practice, I do my homework.
- (d) I do my homework ____ and ____ I do my chores.
- (e) ____ I have finished my chores, I eat supper.
- (f) I talk to my mother about the day ____ I eat supper.



4. Use adverbs of frequency to answer these questions. Choose from the adverbs in the box.

always never sometimes seldom

- (a) How often do you brush your teeth?
(b) Does it rain in winter?
(c) Do you tell lies?
(d) Are you ever late for school?
(e) Does it get cold at night?
(f) How often do you forget things?
5. At what time do you do these things? Write the time in words and draw a clock.
(a) wake up in the morning
(b) leave for school
(c) get home from school
(d) go to bed
6. Complete these sentences with the correct reflexive pronoun.
(a) "Who did you do your homework with?" asked the teacher.
"Nobody, I did it by _____," replied the student.
(b) They need help cleaning the playground.
They can't do it by _____.
(c) "Did someone help you in this test, or did you do it all by _____?"
(d) He collects stamps because he likes to do things by _____.
7. Complete these sentences by using the correct form of the word in brackets.
(a) Our school is _____ than the one in town. (clean)
(b) You will be _____ than you are now, if you play basketball. (fit)
(c) I find Art _____ than Mathematics. (easy)
(d) Mário wants to be _____ than Ivo. (tall)
(e) Anna thinks that her school uniform is _____ than her cousin's. (smart)
(f) The girls prefer dresses to trousers because dresses are _____. (cool)



Health



Lesson 1 Common diseases

Learn

Stay well by looking after your health at all times.



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Words

Be sure that you know the meanings of these words.

fever	infected	rash	cough	contact	antibiotics
illness	symptoms	cause	treatment	allergy	

Read

Read about some of the diseases that infect people.

Sometimes a person doesn't feel very well. They could just have a cold that will soon pass. But, if it is something worse and the *symptoms* (signs) don't clear up, here is what you should do.

- Put the patient to bed.
- Take the patient's temperature.
- Look for a rash on the body.
- Call a doctor or speak to a nurse at the clinic.



Here are some facts about diseases that you should know.

Disease	Symptoms	Cause	Prevention/treatment
Cholera	Diarrhoea (runny stomach)	Infected water, food	Boil water before drinking
Malaria	Fever	Mosquito bites	Antibiotics from the doctor
Measles	Fever, rash	Contact with infected person	Keep away from others until the rash clears
Tuberculosis (TB)	Fever, weight loss, cough	Germ or contact with someone who has TB	Treatment by a doctor

Answer these questions.

1. Which disease is caused by a mosquito bite?
2. Which disease gives you a rash and a fever?
3. How can you prevent cholera?
4. What are the symptoms of TB?
5. What disease could you get from infected water?

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Write

You might have to fill in a form before a doctor or nursing sister sees you. Complete this form.

Name: _____
 Age: _____ Date of birth: _____
 Previous illnesses: _____
 Previous operations: _____
 Allergies: _____

Role-play

Work with a partner. Pretend one of you is a nurse at the local clinic and one of you is a sick person. Make up five questions for the nurse to ask the sick person and five answers for the sick person.

Remember to use your wh- question words!



Lesson 2 HIV and AIDS affect us all!

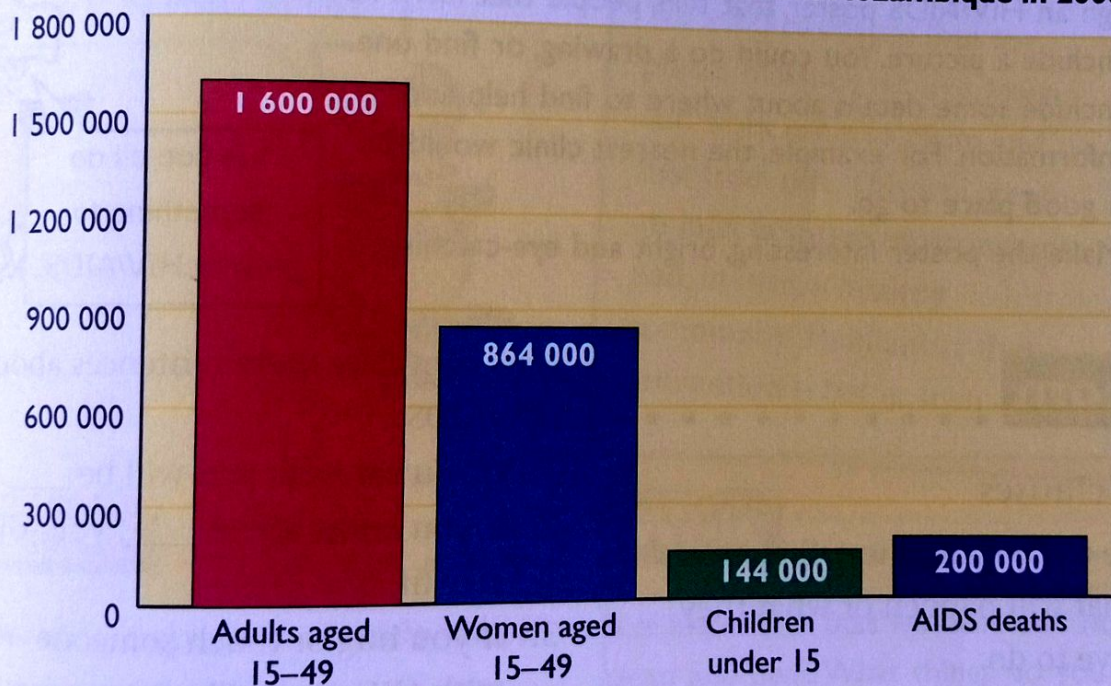
Speak

Work in your group and tell each other all that you know about HIV/AIDS and how HIV is spread. If there is something you don't know or cannot agree on, ask your teacher for help.

Read

Here is a graph that tells us about AIDS in Mozambique in 2008. Read this information and answer these questions.

Persons with HIV/AIDS and number of AIDS deaths in Mozambique in 2008



Source: Conselho Nacional de Combate ao HIV/SIDA (adapted from <http://www.cnccs.org.mz/index.php/por/HIV-SIDA-em-Mocambique/Incidencia-e-impacto-demografico-do-HIV>)

1. How many adults between the ages of 15 and 49 had HIV/AIDS in 2008?
2. How many AIDS deaths were there in 2008?
3. How many women aged 15-49 and children were living with HIV/AIDS?
4. How many men aged 15-49 had HIV/AIDS? Hint: you will have to look at the figures for adults and women.

Learn

Imperatives

We use imperatives to give commands and give instructions.

Stand up! Sit down! Take two tablets every day.

Look at page 162 in the Grammar Reference section to find out how to use imperatives.

Rewrite these sentences as commands or instructions.

1. You must go to bed.
2. You must take two tablets after meals.
3. You must drink a glass of water every night.

Write

Design an HIV/AIDS poster that tells people that HIV/AIDS affects all of us.

- Include a picture. You could do a drawing, or find one.
- Include some details about where to find help and information. For example, the nearest clinic would be a good place to go.
- Make the poster interesting, bright and eye-catching.

We can all do something to prevent HIV/AIDS.



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Learn

If clauses

We use *if* clauses to tell people what will happen or what they have to do.

If you use a condom, you will prevent the spread of HIV.

If you have diarrhoea, you will feel weak.

If you do not feel well, you will have to see a doctor.

Now complete these sentences about HIV/AIDS.

1. If you eat well, you will be ____.
2. If you know about ____, you will stay fit.
3. If you hug or touch someone with HIV, you will not become ____.
4. If you need help, you will have to speak to ____.
5. If you ____ others, you will be a caregiver.

Lesson 3 Hygiene at school and in the community

Read

Read the newspaper article and answer the questions.

1. What does hygiene mean? Try to define it in your own words.
2. List three rules of personal hygiene. Remember to use the imperative when you write them.

Even parrots need to keep clean to be infection-free.



Hygiene is important

We all live together in communities. This means that people depend on one another. If the environment in which we live is going to be a healthy one, we need to follow the rules of personal hygiene. Hygiene means keeping yourself and your environment clean in order to keep healthy. We need to ensure that the places in which we live, learn and work are also clean and free from dirt. This will create an infection-free environment and, in turn, a healthy community. Remember that prevention is better than cure!

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Speak

If we are going to live a healthy life, it is important that we keep ourselves and our environment clean.

Tell the class about how to make sure that the playground at school is always clean. Remember that you should always try to give reasons for what you are saying.

Write

It is important that we keep our homes clean and neat. What things do you think should be done every day?

Write a list of these tasks. Write careful instructions saying what must be done, and how it must be done. You can put your list up in your kitchen.

Speak

1. Read the following with a partner.

I go to the doctor when I'm feeling sick or not feeling too well. She will first examine me to find out exactly what is wrong. She will be looking for symptoms. When she has made a diagnosis and decided what is wrong, she might give me an injection or prescribe some medicine. This will help to fight the germs or infection and make sure that I am soon healthy again. However, there are also times when I have to go to the doctor for a check-up so that the doctor can make sure that everything is in working order and that I am healthy.

2. Doctors keep our bodies healthy. What do dentists and optometrists do to keep us healthy? Tell your partner.
3. Prepare a role-play about a visit to the dentist or an optometrist. Practise the role-play before you perform it for the class.

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Learn

Determiners

Determiners are words that come before a noun to show which thing or things you mean.

a boy the girl

Determiners can also help to tell you how many things you are talking about.

all boys most girls
few women many men

Other examples of determiners are: **most, none, either, neither, little, many.**

Complete the following sentences by using the words from the box.

**all most none either
neither little few many**

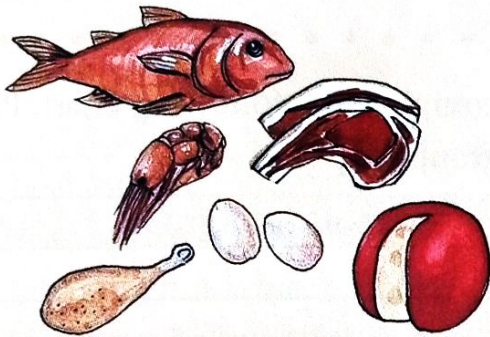
1. Keep the environment clean. It only takes a ___ effort.
2. ___ people are careful about personal hygiene. Very ___ are careless about cleanliness.
3. ___ of the rubbish was thrown away. It ___ just lay rotting.
4. ___ you are careful about your health or you will get sick. ___ people don't care enough.
5. ___ of the two brothers brushed their teeth regularly.

Lesson 4 Good diet for healthy living

Listen

Listen to your teacher read some information about nutrition.

The nutrients in food can be divided into certain groups. These nutrients are necessary for the body to function properly. If you eat a balanced diet and avoid alcohol and drugs you should live a happier, healthier life.



Proteins

These are necessary for growth and the repair of cells. Proteins help build blood and help to fight infections. They also supply energy. Foods that contain protein include meat, poultry and cheese.

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Carbohydrates

These supply quick energy. Carbohydrates are found in cereals, rice, noodles, honey, sugar, syrup and milk.

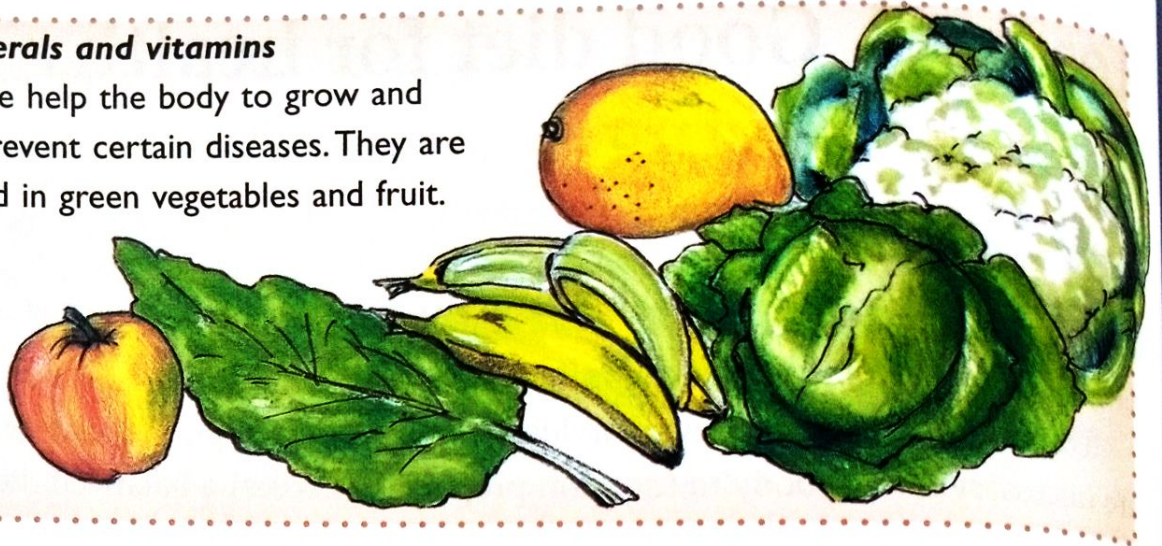


Fats

These supply energy, but cannot be used for quick energy. Fats are found in cream, margarine, cheese and nuts. Meat also contains fats.

Minerals and vitamins

These help the body to grow and to prevent certain diseases. They are found in green vegetables and fruit.



Read

Now re-read the passage. Work in pairs to complete the following chart. Place the food types listed here into the correct group.

Food	Nutrient group
Apples	
Bread	
Butter	
Cabbage	
Chocolate	
Eggs	
Fish	
Honey	

Speak

Work in pairs. Ask the following questions and see if your partner can answer them.

- What nutrient would you advise for the following?
 - I need to get over a cold.
 - I need to make sure I grow properly.
 - I need to run a race.
 - I need to walk a long distance.
- What two foods should I eat to get these nutrients?

Lesson 5 Using and storing medicines

Listen

When you are ill there are two ways to find a remedy. You might go to the doctor or you could consult a traditional healer. If you had a cold you could be given the following advice. Listen to your teacher read the remedies.

Modern doctor	Traditional healer
Go to bed for rest.	Use the bark of the tree called <i>Warburgia salutaris</i> . The name in East Africa is <i>Greenheart</i> . It is a tonic for fever, coughs and colds.
<ul style="list-style-type: none"> • Take aspirin: follow the instructions on the box. • Take cough mixture to ease coughing. Follow the instructions on the box. 	You may take <i>Warburgia salutaris</i> by mouth in a powdered form. You will need to boil it, then dry it, then grind it.
Drink plenty of fluids.	

49

Role-play

Work with a partner. One should play the part of the doctor, the other the part of the patient. The patient should explain to the doctor that he or she has a cold. Then the doctor must tell the patient what to do. Then change roles and have the patient become a traditional healer. The student who played the doctor should now become the patient.



Learn

Adjectives

Adjectives are words that we use to describe people, places or things.

The **old** man wore a **thick** scarf to protect his **sore** throat from the **cold** wind.

Use adjectives to fit into these sentences.

1. A ___ healer can also help when you are not feeling well.
2. Always put medicines in a ___ place.
3. I had an ___ stomach.
4. If you have a ___ cough, you might need to see a doctor.
5. The ___ mixture had a sweet taste.

Speak

50

Every box or bottle of medicine has instructions on how it must be used. Look at this picture which shows the care we should take when storing medicines.

1. Store medicine on a high shelf that children cannot reach.
2. Make sure the bottle is clearly labelled as medicine.



3. Store medicine away from heat and light.
4. Make sure the cap is firmly on.

Explain to a partner how to store medicines. Discuss with your partner why we need to follow these rules when storing medicines.

Learn

Modal verbs

We use modal verbs:

1. to talk about things that are possible or certain.
You have a fever. You **must** be sick.
You **might** have flu. You **could** have pneumonia.
2. to talk about willingness and ability.
Can you swallow tablets?
3. to say that something has to happen.
We call this obligation.
You **must** take these tablets after eating.
4. to ask for permission.
May I go to the doctor this afternoon?

Must, might, will, can, and may are all modal verbs.



Look at pages 164 and 165 in the Grammar Reference section to find out more about modal verbs.

51

Correct these sentences using the right modal verb in place of the ones in bold type.

1. You didn't sleep much last night so you **can** be tired.
2. Please **must** you get this prescription for me?
3. **Will** you use medicine when it has expired?
4. Do you think you **must** have a temperature?
5. **Can** I borrow your book?
6. We have to go to the doctor so you **may** be home before it's time for us to go.

You cannot use medicine which has expired.



Review: Unit 4, Lessons 1-5

- Write a paragraph about cholera. Look back to Lesson 1 if you need some help. You should include the symptoms, the causes and the treatment. Remember to write in full sentences and to give your paragraph a title.
- Use the following words to complete these sentences.

what when where who why

- ___ should I store medicines in a safe place?
 - ___ can visit a traditional healer?
 - ___ you find healthy people, you will find a healthy community.
 - ___ you have a rash you might have measles.
 - ___ is good advice to give someone with HIV?
- Choose the correct determiner from the list in brackets.
(All/Few/Little/Many/Most) people should try to keep healthy. Sadly (few/little/many/most/neither) will become ill. (All/Few/Little/Many/Most/Neither/None) of them will not be able to afford to go for medical treatment and they will get very ill. (Few/Little/Most/Neither/None) sick people cannot take care of themselves. Without our help, (all/few/little/many/most/neither/none) of them may die.
 - What are these people saying? Match the sentence to the picture.
 - Turn the music down.
 - Please take a seat.
 - Don't touch that!



Add your review answers to your portfolio.



Agriculture



Lesson 1 Why is farming important?

Speak

53

Answer these questions with a partner.

1. What would you find on a farm?
2. Why is farming important?
3. Can farming help protect the environment?
4. What would happen to Mozambique if we didn't have any farms?

Read

Read this passage carefully and then answer the questions.

Farming in Mozambique

Mozambique has about 36 million hectares of land that can be used for farming, but only 10 percent is presently being used. On the land that is being used, crop and animal farming takes place.

The country has many different kinds of soil and many different climate patterns. This means that many different crops can be grown.

These include coconut, cashew nuts, sugar cane, cotton fibre, tea, sisal, tobacco, *mafurra* and sunflowers. Mozambique also farms cattle, pigs, goats, rabbits and poultry.

Fish farming is very important, too. It provides work for more than 100 000 people. Many of these people catch the fish or work in fish processing and marketing activities. The main export species include crayfish, shrimp, fish, and langoustine.

1. Is Mozambique making good use of all the available farming land? Give a reason for your answer.
2. Name three types of crops that are grown in Mozambique.
3. Is fish farming important in Mozambique? Why do you say so?

Learn

Adverbs

An adverb of **manner** tells us **how** something happens or happened.

She harvests the nuts **carefully**.

He presented the weather **well**.

An adverb of **place** tells us **where** something happens or happened.

They planted the crop **in the field**.

The farmer is **here**.

An adverb of **degree** comments on adjectives or other adverbs.

The fishing was **quite** successful.

I am **very** interested in pig farming.

If there is more than one adverb in a sentence, they are put in this order: manner, place and time.

Complete these sentences by putting the adverbs in brackets in the correct order.

1. Mário has been planting crops (all day/in the fields).
2. Isabel fished (at the dam/yesterday/successfully).
3. The rain has been falling (in Mozambique/for two weeks/heavily).
4. I fetched the seeds (early this morning/at the farmer's market).

Write

Use the notes in this table to write a paragraph on the differences between the old and the new ways of farming in Mozambique. Try to use your own words.

Old way of farming	New way of farming
<ul style="list-style-type: none"> rain is the main way of irrigating crops farms are owned and run by families grow only enough to feed the family 	<ul style="list-style-type: none"> special machines take water from the rivers to the farms farms are owned and run by large commercial companies grow crops to sell

Learn

Co-ordinating conjunctions

Co-ordinating conjunctions are words that join

1. single words:

crops **and** animals

2. sentences:

The group of boys was saved. The herd of cows drowned.

The group of boys was saved **but** the herd of cows drowned.

These are the most common co-ordinating conjunctions.

for	gives a reason
and	joins two or more things
but	shows that something is different from something else
or	joins alternatives
so	gives a reason

Join the following sentences with a co-ordinating conjunction.

- The farmer had prepared the soil, ____ he could plant the crop.
- Maria tried to farm pigs, ____ it was too difficult.
- When you decide to farm livestock, you can raise cows, ____ you can raise sheep.
- It rained a lot last week ____ it was not enough to save the crops.

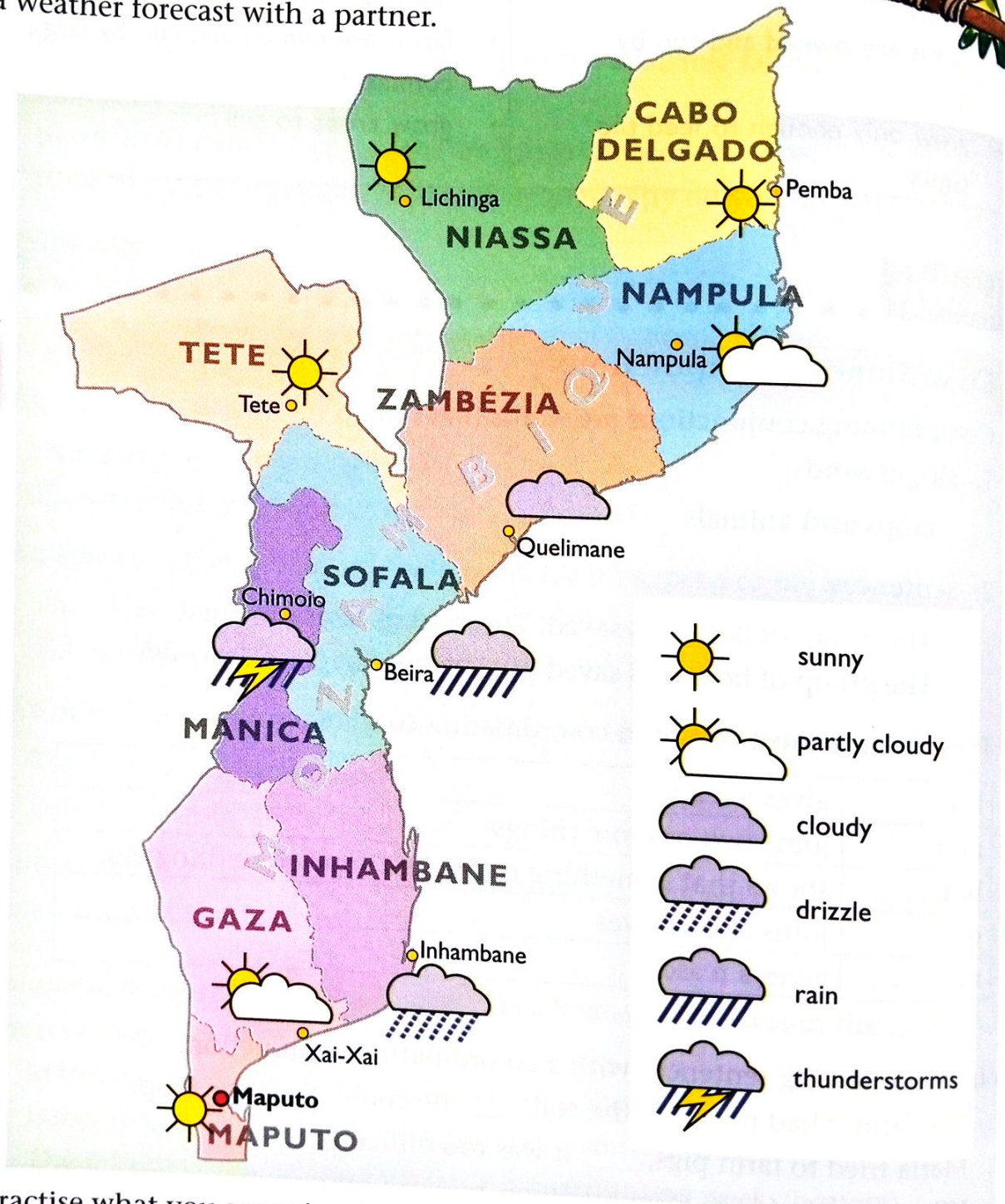
Lesson 2 Save our country!

Speak

Drought is a killer!



You have to present the weather forecast on TV. Use the information in the map below to help you prepare a weather forecast with a partner.



Practise what you are going to say before one of you presents the forecast to the class.

Write

Read these sentences about earth dams.

1. Earth dams, which are built across gullies, are a good way to save water.
2. They help to lessen the effects of drought.
3. They conserve water.
4. The earth dams channel precious rainwater runoff to make water available for local people.
5. Nomadic herders of animals use the water.
6. Animals are also able to use the water sources.
7. It is important that people don't pollute these dams.
8. People will not have clean water to drink.

Now, following the instructions, join these sentences above into longer sentences by using **and**, **because** and **but**. (You may need to leave some words out.)

Instructions

1. Join sentences 1, 2 and 3.
2. Join sentences 4, 5 and 6.
3. Join sentences 7 and 8.



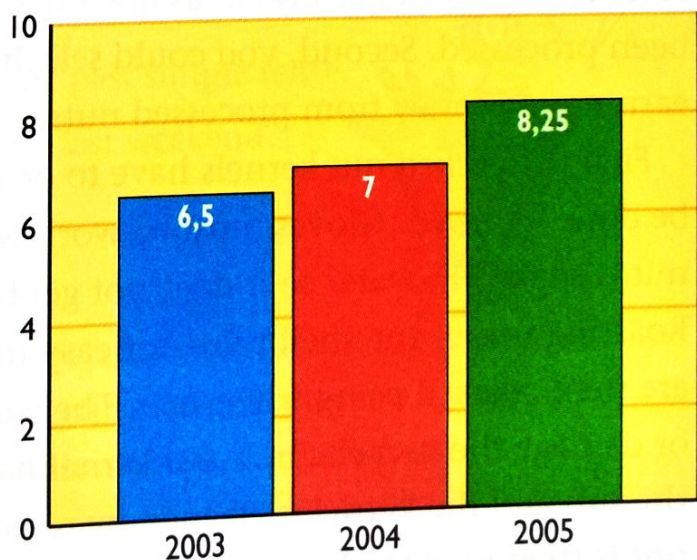
57

Read

Read this graph which shows how much food was produced over three years in one area, and then answer the questions.

1. In which year was the most food produced?
2. How much more food was produced in 2004 than in 2003?
3. How much food was produced in total over the three years?

Tonnes of food produced over three years



Lesson 3 Looking after our food supplies

Speak

Follow these instructions to play the *Question and Answer Game*.

1. Work in teams of four students.
2. Think up six questions about how food is preserved in Mozambique. Discuss the questions and make sure that you know all the answers. Check these answers with your teacher.
3. Now work with another team. Each team will ask the members of the other team their six questions.
4. One member of each team should keep the score. One correct answer means one point.
5. At the end of the *Question and Answer Game* the team with the greater number of points wins.

58

Read

Read the following passage and fill in the flow chart on page 59.

How cashew nuts are processed

Cashew nuts can provide a country with a large income when the nuts are sold outside of the country. There are two choices when the nuts are sold. First, you can sell them as raw nuts. This means that they have not been processed. Second, you could sell them as processed nuts. You can earn more money from processed nuts.

First the picked nut kernels have to be removed from the shell. This can be done by hand. Gloves must be worn when shelling the cashews. The nut is soaked in water so it does not get burned in the next step, roasting. Roasting makes the shell brittle or easy to break. After roasting, the nuts are then cracked using a hammer. The worker must be careful not to split or damage the kernel. Once the kernel has been removed, it is dried in the sun and the kernel is cleaned by removing the outer covering. The nut is then ready to be packed and sold.

Use the information in the passage to complete this flow chart.



Dictation

Listen to your teacher read a passage and then copy it down carefully.

Learn

59

do and did

We use **do** or **does** to form **questions** in the present tense.

"Do you like animals?"

"Yes, I **do**."

"Does Carla like working on the farm?"

"Yes, she **does**."

We use **did** to form questions in the past simple tense.

"Did you go and visit your family last weekend?"

"Yes, I **did**."

"Did you see everybody?"

"No, I **didn't**."

We can shorten **do not** to **don't** and **did not** to **didn't**.



Rewrite the following sentences, correcting them if they are wrong.

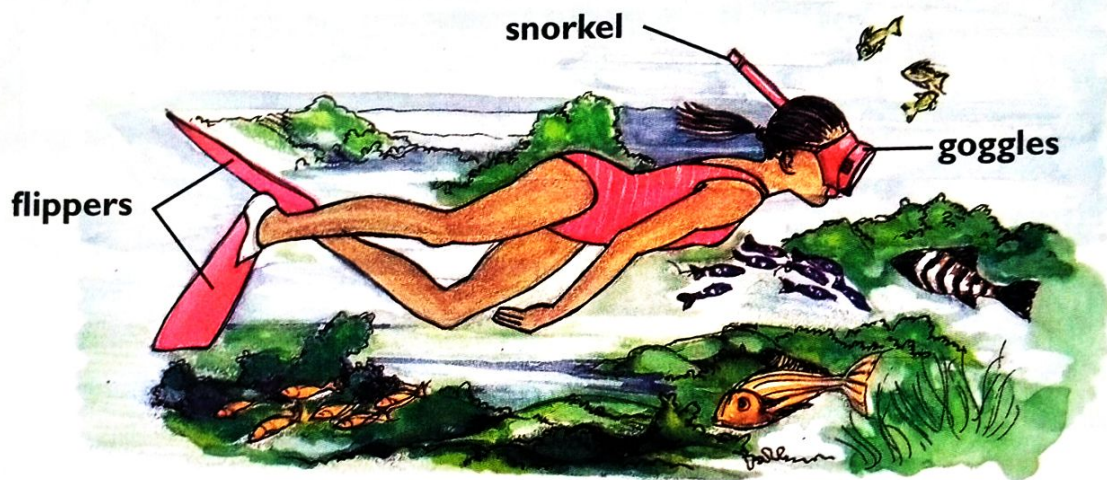
1. Do your sister help you when you harvest the cashew nuts?
2. Did she leave early? Yes, she do.
3. Does you like coconut? No, I don't.

Lesson 4 Running a small business

Speak

Snorkelling is a sport in which you swim just under the water wearing special equipment called a snorkel that allows you to breathe. You also wear goggles. You can then see all the beautiful fish.

What do you need to set up a small business renting out snorkelling equipment to tourists on the beach? Work in groups of four.



60

Some things to think about:

- What would you need to buy?
- Where would you buy the equipment?
- Where would you store it?
- How much could you charge?
- How could you be sure that you would get the equipment back when the tourists were finished swimming?

Present your ideas to the class. Compare the ideas of other students with your own.

Write

Design and draw an advertisement for your snorkelling equipment rental business. Remember to say how much it costs to rent the items. Include all the important information about your business. Make the advertisement interesting, bright and eye-catching.

Learn

The first conditional (if clauses)

We use the first conditional when there is a chance that something will happen in the future.

If we look after the wild animals, our tourism industry **will** grow and develop.

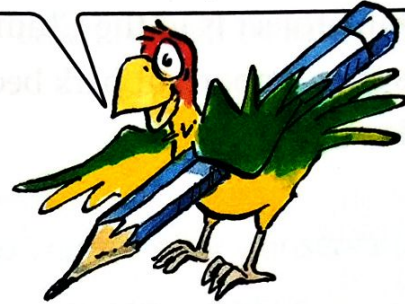
The first conditional is formed as follows:

If we **don't work hard at conservation** (*if clause*), we (subject) **will suffer** (verb).

Complete these sentences.

1. If we have no tourists, we ...
2. If all the nesting turtles die, ...
3. If we ..., we will lose a lot of money.
4. If we don't look after the environment, ...
5. We must obey the environmental authorities because if we don't, ...

Read Unit 4 for more information about imperatives, and Unit 3 for more information about sequence markers.



Write

61

Recipe for banana treats

You need:

- 4 wooden skewers
- 4 banana halves
- 190 ml peanut butter
- 30 ml vegetable oil
- 500 ml crushed cereal

How to do it:

1. Insert a skewer in each banana half.
2. Melt peanut butter with oil.
3. Pour into a tall glass.
4. Dip banana halves into the melted peanut butter mixture.
5. Roll into cereal.
6. Freeze.

1. List all the imperatives used in the recipe.
2. Rewrite the "How to do it" section as a paragraph. Use sequence markers instead of the numbers.
3. How many skewers do you need for four bananas?
4. How much cereal do you need for this recipe?



We use **How many** for countable nouns.
We use **How much** for uncountable nouns.

Lesson 5 Managing wildlife in Mozambique

Read

We have so much in our country to take care of.



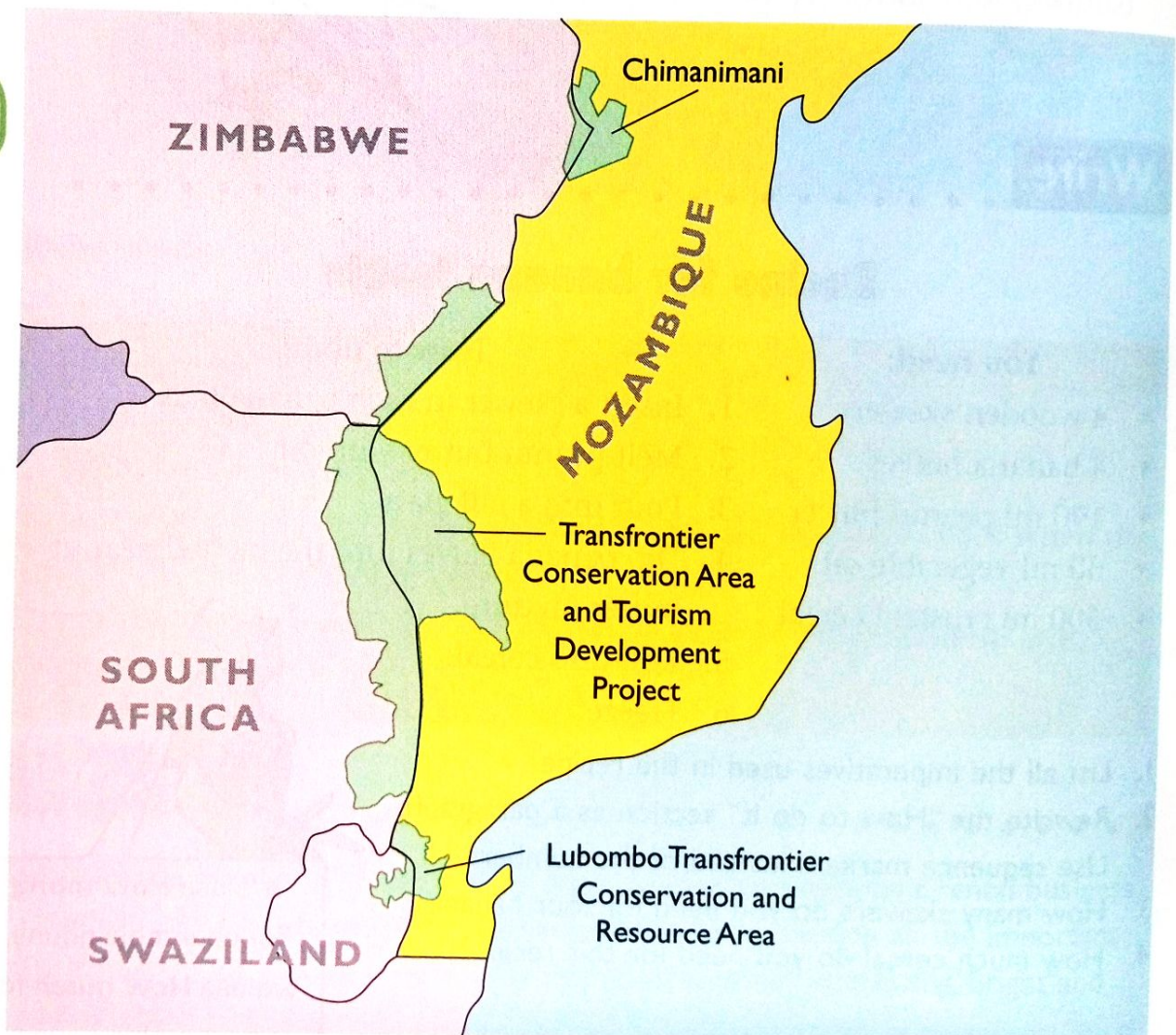
Read this passage about conservation in Mozambique. Then write down the answers to the questions that follow.

Conservation in Mozambique

Mozambique is working hard to conserve its unique marine and land creatures. There are many conservation projects in Mozambique.

One project is in the Chimanimani mountains that border Zimbabwe. This is an important park because Chimanimani is famous for its rare birds.

62



Another project is the Transfrontier Conservation Area and Tourism Development Project. This project is helping to keep safe the many different species living in our country. The project is encouraging the kind of tourism that helps to protect the land and its animals.

Another project is the Lubombo Transfrontier Conservation and Resource Area which is shared by three countries – Mozambique, South Africa and Swaziland. Here nesting turtles, whales, dolphins and whale-sharks, as well as huge numbers of waterfowl such as pelicans, storks, herons and terns, are protected. Elephants, too, will be looked after here. The Mozambican side of the park covers about 40 000 square kilometres. Nearly 6 000 wild animals such as giraffes, zebras, impalas, gazelles and warthogs have been relocated into Mozambique from South Africa.

If we keep working together, our wonderful creatures will be safe for people to enjoy forever.

1. Why is Chimanimani an important park?
2. Which three countries manage the Lubombo Transfrontier Conservation and Resource Area?
3. What is Mozambique doing to make sure future generations will be able to see our wildlife?

Write

Design a two-page tourist brochure to advertise the Lubombo Transfrontier Conservation and Resource Area.

- Include some information on the location and size of the nature reserve and the birds, animals and sea creatures you will find there.
- Include some pictures of these creatures. You could draw them or cut them out of magazines.
- Make the brochure interesting, bright and eye-catching.

Speak

Talk to your teacher about why wild animals are important to us in Mozambique. What use do they have? Why do we have to protect them?

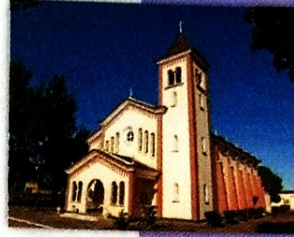
Review: Unit 5, Lessons 1–5

1. Decide if the noun is countable or uncountable, and then fill in **How much** or **How many**.
 - (a) _____ sugar will you need for that recipe?
 - (b) _____ cashew nuts can you shell in an hour?
 - (c) _____ animals have been killed by poachers this year?
 - (d) _____ time do we have before all the animals are killed?
 - (e) _____ crops do you grow on your farm?
2. Rewrite these sentences in the passive voice.
 - (a) The vet treated the sick elephant.
 - (b) The ants stored their grain.
 - (c) The grasshopper searched for food.
 - (d) A woman won the prize.
 - (e) We dried eight kilograms of fish.
3. Write a paragraph about one of these topics.
 - (a) We need to preserve food
 - (b) Wildlife is a source of income
 - (c) We must conserve water
4. Complete these sentences by adding a good adverb.
 - (a) The elephant is sleeping _____ (time).
 - (b) I saw the animals _____ (place).
 - (c) He goes to the nature reserve _____ (degree).
 - (d) He is _____ (manner).
5. Correct these sentences.
 - (a) If you leave now, you arrive on time.
 - (b) When snow melts, it turn to water.
 - (c) If we look after the animals, we enjoy them forever.
 - (d) If water freezes, it become a solid.
6. Complete the sentences with **do**, **did**, or **does**.
 - (a) I like ice cream, _____ he?
 - (b) You don't need glasses, but I _____.
 - (c) I don't know him very well, but my friends _____.
 - (d) She said she would do it and she _____.

Add your review answers to your portfolio.



Community



Lesson 1 What do people do in your community?

Speak

65

Work with a partner. Talk about the jobs people do in your own community. Describe what they do every day.

Listen carefully to each other and ask questions about these different occupations.

We have teachers, nurses, business people and many others in different occupations.



Write

What do you want to do when you leave school?

Write a paragraph describing this job or occupation. Here are a few questions to help you.

- What kind of work do you want to do?
- Where will you work?
- Will you go to university for more education first?

Read

Look at these pictures. Read the notes next to each one. Choose a word that fits each description from the word box.

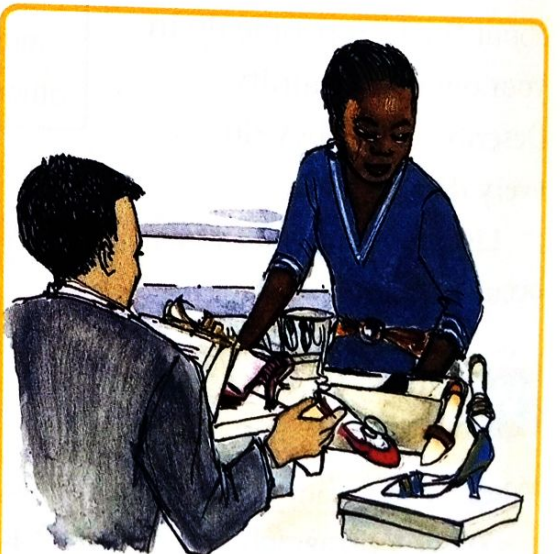
doctor hawker salesman nurse teacher architect

1. This person is a health care worker. She looks after sick people at the clinic or in the hospital. She helps the doctors.



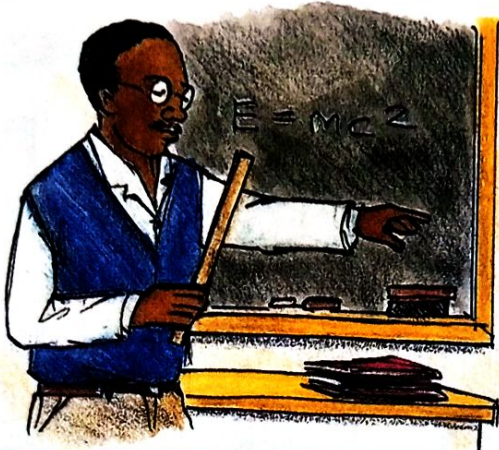
2. She examines sick people and tells them what medicine to take. She also operates on ill and injured patients.

3. He designs buildings and draws up the plans for them.



4. He sells things like shoes, school stationery and pans for a company.

5. He works in a school or in a college. He teaches students various subjects like English, Mathematics and Natural Science.



6. He sells things like vegetables or even electrical goods on the street.

Learn

Determiners

Determiners tell you more about a noun. They are used before a noun:

The boy didn't want **any** food.

Determiners also come before an adjective + a noun.

other sick patients

less hungry people

some good work

few good jobs

67

Complete these sentences by using the determiners in the box.

all most none less much some few
many some another either neither

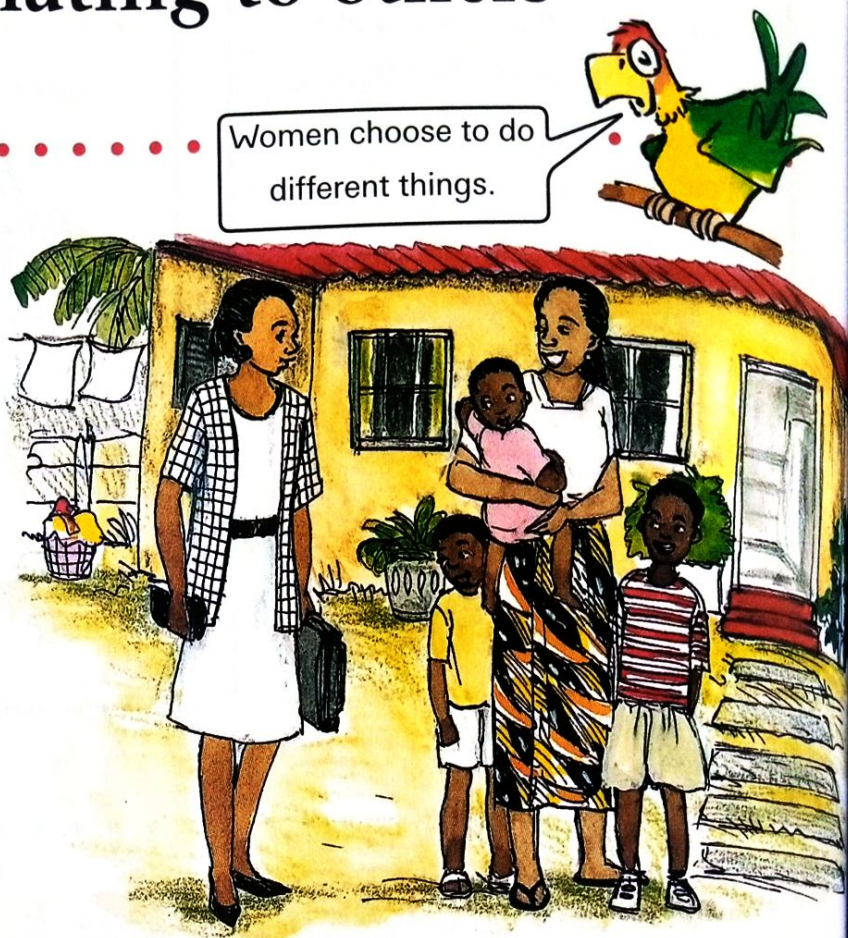
1. She cooked lunch for ___ the children.
2. ___ of the children in the class worked hard. The teacher gave these ones good marks.
3. ___ José nor Jorge came to school today. They were both sick.
4. I need two pairs of shoes. I have one pair, but I must still buy ___ pair.
5. After we cleaned the house, there was ___ rubbish lying around.

Lesson 2 Relating to others

Speak

Look carefully at this picture of two sisters.

1. What differences do you notice between them? Talk to your partner about these differences.
2. Which woman would you rather be? Tell your partner why you would choose to be a business woman or a full-time homemaker.



68

Read

Read this dialogue with your partner. First decide who will read the part of Polite Pedro and who will read the part of Rude Ricardo.

Imagine the scene as you read it and act it out. Use suitable actions and expressions.

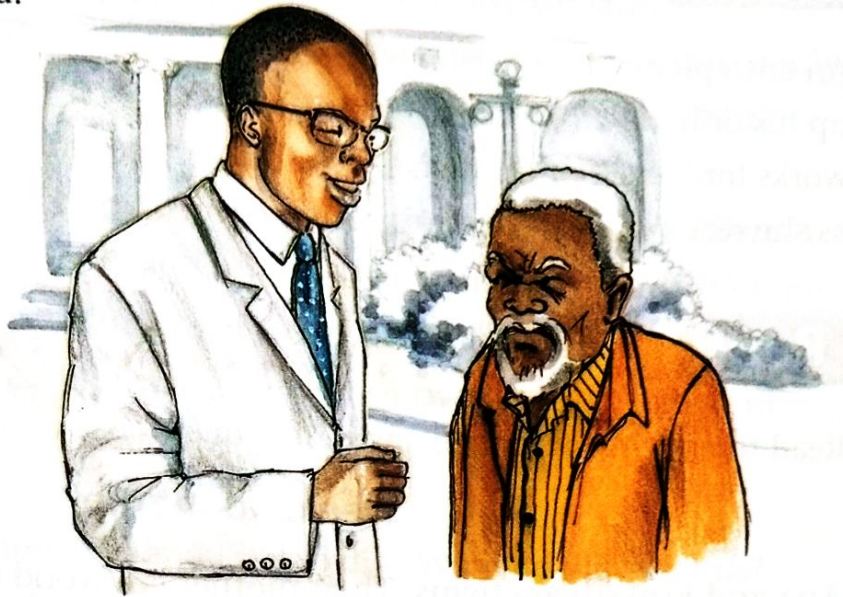
Polite Pedro: *(walking up to a man who is working on his car)* Excuse me, please. I am lost and I need help to find ...

Rude Ricardo: *(looking up from his work with great impatience)* Can't you see that I am busy? I have no time to help anyone.

Polite Pedro: *(smiling and staying very polite)* Yes, I can see that you are busy and I am sorry to interrupt you. It will take you only a little while to help me. I am looking for ...

Rude Ricardo: *(interrupting Polite Pedro and waving his arm to show Polite Pedro that he should go away)* I don't care who or what you are looking for. Find the person or place yourself! I am busy. Go away and leave me alone. I do not want to see you again. I will never help you!

Polite Pedro: *(walking away from Rude Ricardo and talking to himself as he takes an envelope full of money out of his pocket)* What a pity I can't find the man called Ricardo who won first prize in the competition. I will have to give it to the person who came second.



Write

- Complete these sentences by choosing one word from the words in brackets.
 - We should always be (rude/polite) to people.
 - If we are (honest/dishonest) with people, they will be able to trust us.
 - Helping a stranger with directions is the (bad-mannered/well-mannered) way to behave.
 - Behaving correctly will make us (proud/ashamed) of ourselves.
 - If we want others to think (well/badly) of our community, we will be (unhelpful/helpful).
- Now use the words you did **not** choose in sentences of your own.



Speak

- Talk to your teacher about the ways in which the different roles of people in your community have changed over the years.
- Talk about how behaviour and manners have changed.
- Then, work with a partner to write your own dialogue about these changes. You could have an older person as one of your characters in the dialogue and a younger person as the other character.

Lesson 3 Entrepreneurship

Listen

Entrepreneurs run their own businesses.



An entrepreneur is a person who sets up his or her own business. This person works for herself or himself. Listen to your teacher as she reads you a passage on entrepreneurship.

Read

Read the passage and then answer the questions.

Weekend Market

Ana and Ernesto are twins. Their mother is a wood carver and their father paints pictures. Their parents used to sell their art to a man who took it to a weekend tourist stall in the nearby town where he sold it to tourists. He used to pay them half of what he got from the tourists.

Last year very few tourists visited this stall so their parents did not make much money. This was hard for the family. Ana and Ernesto are also good artists. They decided to become entrepreneurs who would sell their family's art directly to tourists.

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The twins first found out what tourists like to buy in their area. They discovered that most tourists at this market buy pieces of painted fabric because fabric can be folded up and packed, very easily, into their suitcases. Pictures and flat wood carvings are also easy to pack. They do not often buy large things and never buy things that can be broken easily.

Ana and Ernesto borrowed money from an uncle to buy plain fabric and fabric paint. They borrowed enough to pay a month's rent for a stall at the weekend tourist market. They designed and painted different patterns on pieces of fabric. Their father painted small pictures which he framed. Their mother made small flat wood carvings.

They opened their weekend stall and, within two months, had paid back their loan. Ana and Ernesto are successful entrepreneurs.

1. What was the first thing Ana and Ernesto did? Why did they do this?
2. Do you think that it was a sensible thing to do? Why?
3. What did the family do then?
4. Why do you think Ana and Ernesto are successful?

Write

71

Adverbs of time tell us when something happens or is done.

Use the best adverb from the box to complete the sentences below.

yesterday today tomorrow early late now

1. When are you going to church? I am going ____.
2. Our teacher is always ____ so she can be there before school starts.
3. Sometimes I have to work ____ because there is so much to do.
4. The builder had to finish the house ____ so we could move in today.
5. The manager wants to have a meeting ____.

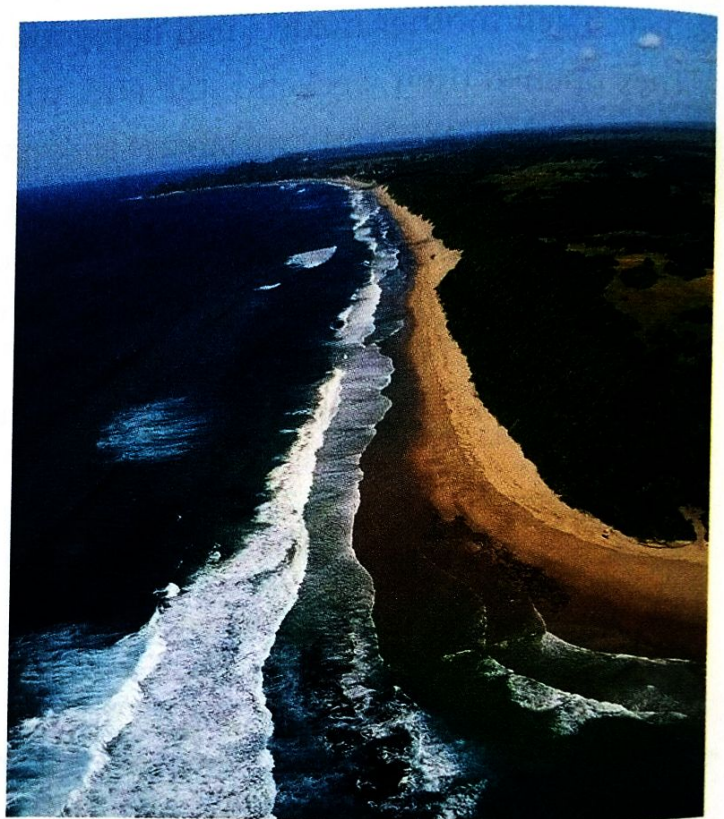


Lesson 4 Tourism and the environment

Read

Work with a partner. Take turns to read a paragraph each. Then talk to each other about what you have read.

In the Maputaland Coastal Forest Mosaic eco-region there are more than 200 indigenous plants. There are plants such as shrubs, climbers, grasses and trees. Two very common trees are the yellowwood and the white witch hazel. Climbers like the spike-thorn and the cat-thorn, which are both very common, grow here. There are many different grasses, too. Amongst these is basket-grass.

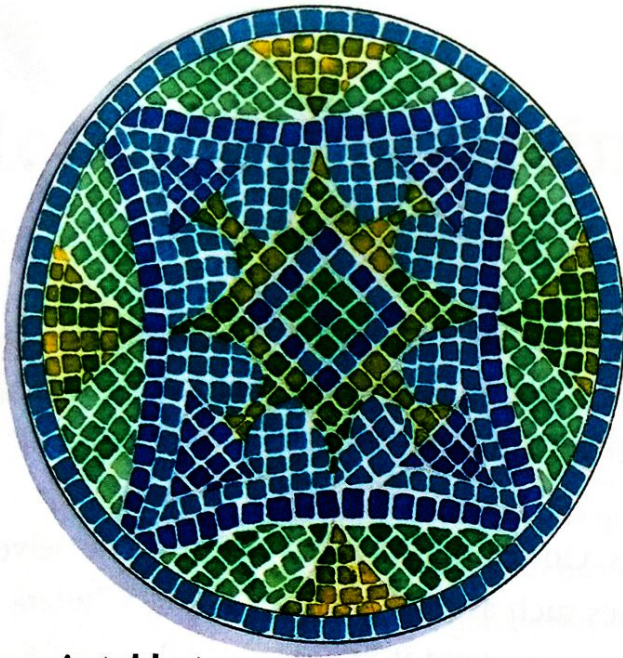


72

We find many different medicinal plants and herbs in this region. It has one of the biggest sources of these herbs and plants in southern Africa. There are more than 900 of them. The trade in these plants and herbs is important to Mozambique's income.

There are many different kinds of reptiles in this region, including lots of snakes.

Parts of this beautiful area are in danger of being destroyed by titanium mines. Many farmers want to turn this land into fields for crops. Others want to plant eucalyptus and pine trees for the paper and timber industries.



You may wonder why this area is called the Maputaland Coastal Forest Mosaic. A mosaic is made up of a number of different shapes and colours. This region is called a mosaic region because there are so many different kinds of forests.

mosaic table-top

Write

Portfolio
U.U.U.U

Write a notice about protecting the environment for tourists visiting the Maputaland Coastal Forest Mosaic eco-region.

Decide what you think should go into the notice. For example, you could tell the tourists not to pick any of the plants and you could tell them to be careful not to disturb the snakes.

Design your notice so that it looks interesting. You could illustrate it if you like. Add this notice to your portfolio.

Speak

Talk to your partner about tourism in your area of Mozambique. Use these questions to guide you:

- How would you describe your area? Are there any places of interest? What are they? Do you have a conservation park in your area?
- If you were a tour guide, where would you take tourists in your area?
- How would tourism improve the standard of living in your area?
- How could people in your area attract tourists? What are local people doing to preserve your beautiful environment?

Role-play

Now role-play being a tourist and a tour guide. Take turns to play each role.

Read

Read the following passage and discuss the questions in groups.

We need to protect our environment from uncontrolled fires. They burn down the vegetation that holds the soil together. Without vegetation, soil erosion will happen and the land will be unusable. You can't plant crops or build houses on eroded land.

We also need to protect ourselves. One of the ways of protecting ourselves is by preventing the spread of diseases such as cholera and malaria. Cholera is spread through infected water. We can prevent it by boiling water before drinking it and not using rivers as toilets. Malaria is spread by mosquitoes. We can use insect repellent and mosquito nets to stop mosquitoes biting us.

1. Why is soil erosion a problem?
2. What can we do to prevent uncontrolled fires?
3. How can we prevent the spread of cholera and malaria?

74

Learn

The zero conditional (*if* clauses)

We use the zero conditional to talk about things that almost always happen.

If water is heated to 100 degrees Celsius, it boils.



If you protect animals,
they survive!

Complete these sentences.

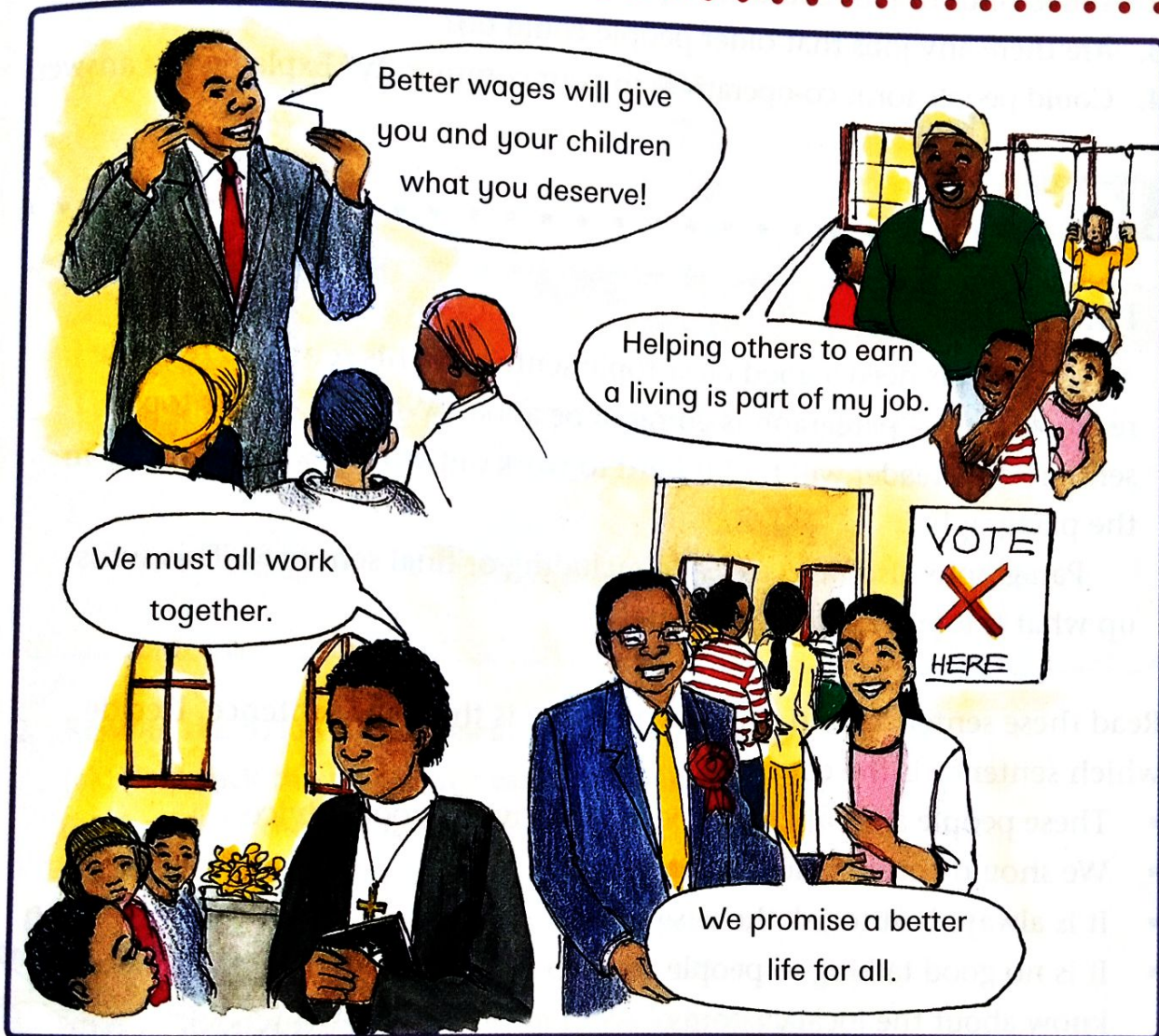
1. If animals don't eat, they ____.
2. If it does not rain, the rivers don't ____.
3. Ice melts, if ____.
4. ____ water freezes, it turns to ice.



We can use **when**
instead of **if** in these
clauses too!

Lesson 5 Improving the standard of living in your area

Read



75

Work with a friend. Describe the people in these pictures. Talk about what they are saying. Do you agree with all their statements?

1. If you were a trade unionist, what would you say to the workers in your area?
2. If you were managing a crèche, what advice would you give to the local mothers of small children?
3. If you were a minister, what advice would you give to people in your area?
4. Imagine that you are members of a political party during an election. What would you say to your local voters?

Speak

Talk to your partner about how you think people's lives could be improved in your community. Ask each other these questions:

1. What kinds of jobs could unemployed people do to earn a living?
2. What kinds of jobs could entrepreneurs do?
3. Are there any jobs that older people could do?
4. Could people form co-operatives in your community? Explain your answer.

Learn

Paragraphs

All paragraphs need a good clear topic sentence. This sentence tells the reader what the paragraph is going to be about. Without a clear topic sentence the reader will find it hard to work out what you want to say in the paragraph.

Paragraphs also need a clear concluding or final sentence. This sums up what it is you have been saying.

76

Read these sentences and decide which one is the topic sentence. Decide which sentence is the concluding one.

- These people are unlikely to be able to give us good advice.
- We should consult them when we need help.
- It is always best to ask the wise ones.
- It is no good talking to people who do not know about the local customs.
- The wise members of the community are those people who can see what is best for us all.
- This is because they cannot understand the importance of these customs.



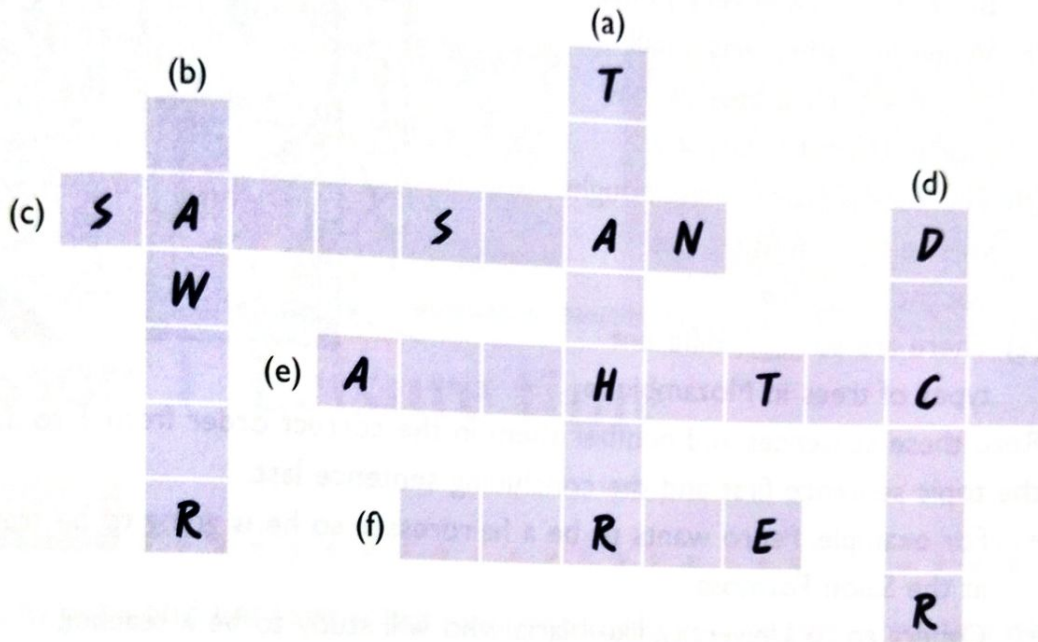
These sentences are in the wrong order!

Write down the topic sentence first. Then add the rest of the sentences, except for the concluding sentence, in the right order. Then write down the concluding sentence.

Review: Unit 6, Lessons 1–5

1. Copy the puzzle into your exercise book. Fill in the missing letters of each word to find six occupations. The words in the box will help you.

doctor teacher hawker architect nurse salesman



2. Rewrite the following sentences in the passive tense.
- They pack the fabric very easily into suitcases.
 - Ana and Ernesto's father paints beautiful pictures.
 - Mozambique trades in plants and herbs.
 - Many tourists visit Mozambique every year.
 - Some people make cheese from goat's milk.
3. Choose the correct pronoun from those in brackets.
- How often do (them, they, themselves) visit you?
 - (Me, I, Mine,) am going to be a tourist guide when I leave school.
 - João said that (they, he, his) wants to be an engineer.
 - You look cold. You should wear (yours, you, your) jacket.
 - The teacher gave (ours, we, us) a lot of work. We'll have to work hard to finish it.

4. Choose one of the following determiners to complete these sentences.

all most none less much some few
many some other another either neither

- (a) I spent ____ of my pocket money but I still have ____ left.
(b) The one bus driver was rude but the ____ was very polite.
(c) When my father was small ____ he nor his brother had money to go to school.
(d) The painting the tourist bought was so beautiful that she bought ____ one.
(e) There are so ____ different types of trees in Mozambique.



5. Read these sentences and number them in the correct order from 1 to 5, with the topic sentence first and the concluding sentence last.

- For example, Pedro wants to be a hairdresser so he is going to be trained at the Salon Formosa.
- Others go to University, like Maria who will study to be a teacher.
- It is therefore important that we find a job that we enjoy and that pays enough money.
- Some boys and girls go to work for someone who will train them.
- All of us have to find the right work after we leave school.

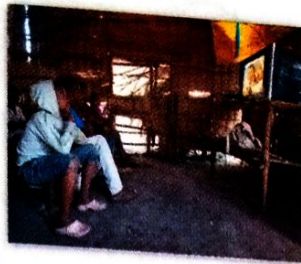
6. Correct these sentences.

- (a) I come to visit you next week.
(b) It was my brother's birthday yesterday and he will have a lovely party.
(c) Tourists are liking to visit Mozambique.
(d) Our whole family is eating eggs every day.
(e) I know you have been sick. Were you feeling better?

Add your review answers to your portfolio.



Entertainment



Lesson 1 Leisure time

Speak

Work in pairs and tell each other what you do in your leisure time. You need to listen carefully because you will have to repeat the information to another student afterwards. Once you have both finished talking, move on to a different partner. Try to repeat the information you heard correctly.

Learn

The present perfect tense

We use the present perfect tense when we want to connect the past with the present.

Past: I was at the movies at 10 o'clock.

Present Perfect: I have been at the movies for an hour.

Present: I am still at the movies at 11 o'clock.

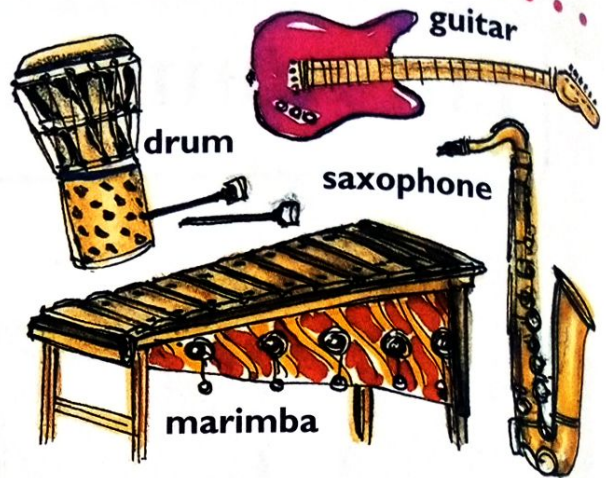
Complete these sentences by using the present perfect form of the verbs in brackets.

1. He lives overseas as he (be) an international soccer player for six years.
2. I love watching sport as I (live) near the stadium all my life.
3. I (eat) pasta as I need energy for athletics.
4. She is playing better now as her father (give) her a new tennis racquet.

Speak

Talk to your friend about what kind of music you like. Think about these kinds of questions and their answers:

- Do you listen to music?
- Do you play a musical instrument?
- What is your favourite music?



Write

Write a sentence in which you compare dance music and church music. Now write a paragraph in which you compare ballet dancing and ballroom dancing. Then write a paragraph in which you compare films and plays.

Read

Read this timetable and then answer the questions.

Chimoio Sports Club		
January 2013		
Saturday 12	Place	Activity
10–11.30 a.m.	Lower track	Athletics training
10.15–11.45 a.m.	Upper track	Long jump practice
2 p.m.	Main stadium	Soccer match: Barracudas vs Eagles
4–5.30 p.m.	Matola Hall	Sports Exercise Programme
6–8 p.m.	Upper field	Hockey practice: A and B teams
6.30–10 p.m.	Matola Hall	Indoor Cricket: Chimoio High School vs Dombe Technical College

1. Where must Carlota go to watch the soccer match?
2. At what time must José be on the Upper track for long jump practice?
3. Where will the indoor cricket event take place?
4. How long will the hockey practice last?
5. How many different sports can the Chimoio Sports Club host at the same time?

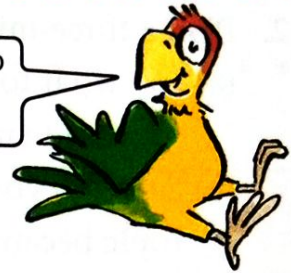
Lesson 2 What do you like doing?

Speak

You are going to interview a classmate.
Choose one of these topics:

- their favourite sport
- their favourite kind of entertainment
- their favourite kind of holiday
- their favourite leisure activity.

What do you do
for fun?



Write down at least five questions that you want to ask. Remember to use wh- questions like what, who, why, when and where.

Now interview a partner on one of these topics. Take notes as you listen.

Read

Copy this questionnaire into your exercise book and complete it.

You must choose only one answer to each question. Put a tick in the box to show which answer you have chosen.

Once you have answered the questionnaire, get into groups to discuss your answers.

1. What kind of holiday do you like?
 - A: camping
 - B: staying in a hotel
 - C: staying with friends or relatives
2. Do you prefer to
 - A: watch sport?
 - B: play sport?
 - C: talk about sport?
3. Do you prefer
 - A: gospel music?
 - B: pop music?
 - C: rave music?
4. Do you think that students
 - A: should go out at night?
 - B: should only go out on weekends?
 - C: should always stay home and study?

Write

Choose a famous person who interests you. Find out about this person and make notes. Now write a paragraph about him or her.

Speak

You are going to present a speech to the class.

1. Use the notes that you made while you were interviewing your partner.
2. Plan a three-minute speech on the topic of this interview.
 - (a) Say what topic you are going to talk about. You could start like this: "Today, I am going to tell you about ...".
 - (b) Say why you chose the topic. You could start like this: "I chose this topic because ...".
 - (c) Now talk about what your partner told you in the interview. You could start like this: "My partner likes ...".
3. Give your speech to the class. Allow your classmates to ask questions. Answer their questions as well as you can.
4. Listen carefully to the other speeches. Ask questions if you would like to know more.

Write

82

Make a poster that tells people about the kind of entertainment you like best. Use drawings and photos to make your poster as interesting as possible. Add this poster to your portfolio.

Portfolio

Learn

Question tags

We put expressions like **isn't it?** and **have you?** at the end of statements to turn them into questions. These expressions are called question tags.

You are not very late, **are you?**

You enjoy listening to music, **don't you?**

You can cook, **can't you?**

Put a suitable question tag at the end of each of these statements.

1. You like soccer.
2. Dalila is at school today.
3. He hasn't arrived.
4. There is plenty of food.
5. You can do the work.

Lesson 3 Are sport and leisure activities important?

Read

Read this newspaper report about a school play.

School News Update

Our School News Update high school reporter was invited to attend a very special class at the PPP High School last week. The Class 8 students had all worked together in small groups to write and present a series of plays to the rest of the class.

They used their own experiences as

the material for these plays. Afterwards the students discussed the plays. Most of them spoke about how close these plays were to their own high school experiences. Others felt differently because their experiences had not been the same. A lively discussion followed.

Speak

83

Work in a group of four. Talk to your group members about your experiences of sport at high school. Listen to the experiences of the others in the group. Now use these experiences in a short play that you all make up together. You will present this play to the rest of the class.

- First practise your play. Each of you should take a different role.
- Present your play to the class.
- When you have finished, ask your classmates to tell you what they thought about your play. If they ask you any questions, answer them as carefully as you can.
- Listen carefully as the other groups present their plays. When each group has finished, comment on their presentation or ask a question about it. Support your opinion with reasons.

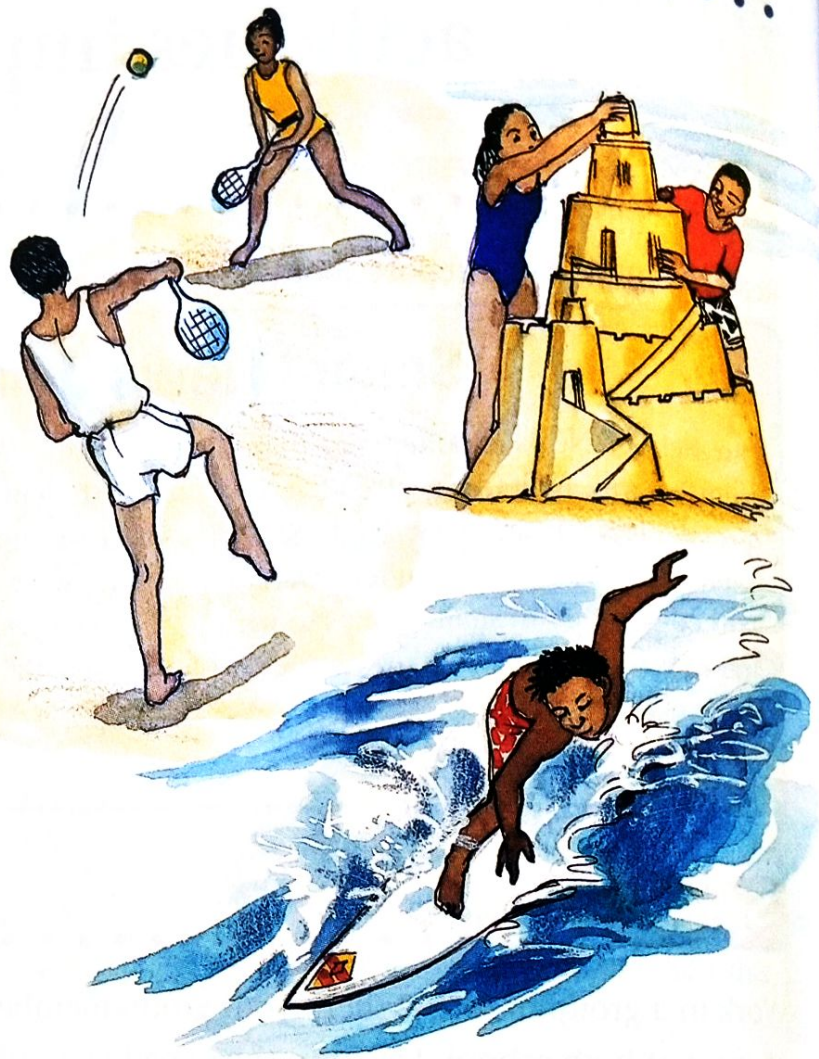
We have one mouth and two ears so we should listen twice as much as we speak!



Write

Imagine that your school is planning to hold a special Sea and Beach leisure activity exhibition. There will be people explaining activities such as how to build sand castles, how to surf the waves, how to play beach tennis and so on.

Write a letter of invitation to the Class 8 students of another high school to visit this exhibition. Tell them about what will be happening. Include careful instructions about where they will find this exhibition. You will need to give them exact directions.



84

Learn

The future tense, using *will* and *going to*

We use **will** to talk about what we think or believe will happen. We use **going to** to talk about a result of something in the present.

We are **going to** present an end-of-term concert at our school.







We believe that this concert **will** be a great success.

Look at the Beira High School Concert Programme on page 85.

1. Write down what people will enjoy at the concert.
2. Now write three sentences about what is going to happen at the concert.

Beira High School Concert Programme

Sofala Sports Club 8 p.m. Saturday 09 March 2013

-  Sing along with your old friends Garcia and Humberto – back by popular demand!
-  Introducing the new All-Girl Band – The Maputo Mommas
-  Joseph the Magician – from far away lands – will enchant you with his skill!
-  Meet the Teachers – as played by their students
-  The Beira High School Choir presents extracts from Madame Butterfly and other operas
-  The winners of the Open School Music Festival competition perform for you!

Learn

85

Indefinite pronouns

We use indefinite pronouns when we want to say something generally about people or things, instead of talking about someone or something particular.

Everyone likes doing leisure activities.

There must be **something** that you like doing.



I like **everyone** and **everything**!

Fill in the missing words in these sentences. Use any of the following words only once.

anyone	anybody	somebody	someone	something	
everybody	everyone	everything	nobody	no one	nothing

- ___ must do what they enjoy.
- Maria likes reading and ___ in her family likes reading too.
- When you go to basketball practice, you must do ___ the coach tells you.
- If you don't follow the rules of the game, ___ might get hurt.
- If you are rude to people, ___ will like you.

Lesson 4 Making sports better

Read

A newspaper reporter went to look at the places where local children play sport. This is what she found.

1 The goal posts on the soccer field at the local school are both broken.

3 Wild bees have set up hives under the spectator stands at Bilene High School's sports stadium.

2 There are holes in the ground on the river bank where the local children play cricket.

4 A lot of broken glass has been found on the field where a number of local students practise track events.

86

- Re-read the notes with a partner. Then ask each other these questions. Make sure that you use the text to support your answers.
 - Has glass been found on the soccer field at the local school?
 - Where have the wild bees settled?
 - Are the soccer goal posts at Bilene High School's sports stadium broken?
 - Are there holes in the ground on the river bank?
 - Do the local children play cricket where the broken glass was found?
- What do you think can be done about all these problems?
- Talk about the sports which are played in your area. How can the grounds be improved?



How can we fix all these problems?

Write

Portfolio

Write a paragraph of four or five sentences about a sports game or a film or concert that you have seen. Write the topic sentence first, followed by other sentences in the correct order. Remember to sum up with a concluding sentence. Put your paragraph in your portfolio.

Speak

Work with a partner. Plan a short speech in which you report a sports event to the class. This could be a real event or an imaginary one. Say something about the following points:

- Where was the sport event held?
- What sort of an event was it?
- Who was there?
- Who won?

Learn

More modal verbs

Must, might, will, can, and may are modal verbs.

It's very early still. If you are ready to sleep you **must** be tired. (certainty)

You **might** feel better if you have a long sleep. (possibility)

Will you come here?
(willingness)

Can you swim? (ability)

You **must** do all your homework. (obligation)

May I sit on this chair?
(permission)

Could, would, shall, should, ought to, need and dare are also modal verbs.

I **would** like to be a doctor when I finish school.

We **should** always be polite and helpful to other people.

His mother works all day so he **ought to** help make the dinner.

The carpenter **could not** work because there was no wood.

Complete the following sentences by using one of the modal verbs listed above.

1. The teacher said that we ___ swim after school if we did all our work.
2. If we want to play sport, we ___ look after our sports fields.
3. I'll call you if I ___ your help.
4. ___ you come with me to the dance tonight? I don't want to go alone.

Lesson 5 What do people in other countries do for fun?

Read

Look at the pictures below. How are they the same and how are they different?



88



Write

1. Write six sentences in which you compare and contrast these two scenes.
2. Imagine that you are at one of these places. You are hungry and want to have a meal. What sorts of things do you think you will eat? Remember that it is a cold evening in Canada but a very hot day in Australia.

Speak

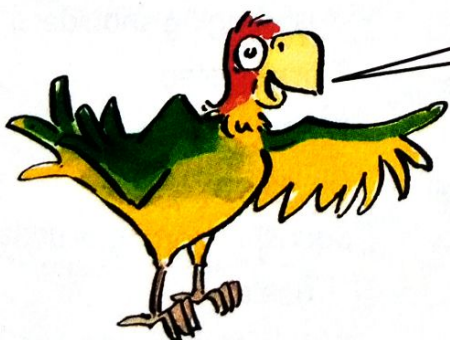
Work with a partner. Complain about the bad service you have experienced somewhere, maybe in a shop or a place that serves food.

As you work together, practise interrupting each other politely. For example if you disagree with your partner you could say something like this: "Excuse me, but I think this isn't correct." Or you could say: "I think that there is a better way of doing this."

Listen

Your teacher will read a radio entertainment programme to you. Listen carefully and don't write anything down. Your teacher will read it to you again. This time you must take notes about the main ideas in the programme. Don't try to write down everything you hear. Just write down the main points.

Compare your notes with those taken down by your partner. Discuss any differences you may have. Decide on who is right. As you talk, remember to be well-mannered. If you interrupt, do it politely.



Pardon me, but
you are making a
mistake!

Read

Dancing is a great leisure activity for people all over the world. Dancing combines social interaction with a fun way to exercise. Hip hop dancing is a skill that requires you to listen carefully to the music and dance between the beats.

Work in groups of five students. Choose a piece of music that you all like. It must have English words and a good hip hop rhythm. Make up a dance to go to the music and practise it together. Perform your dance for the class. You can also decide to dress up for the dance. The words of the song and the dance steps must be written down and handed to your teacher before you perform the dance. Here are some of the main hip hop dance steps. You can make up English names for other steps you use.



90

Types of movements

Locking movements – this is an exaggerated movement that is held for at least one beat. It is usually done on beat two or four of the music.

Popping movements – this is a series of small movements leading up to a lock.

Breaking movements – this is when you release a locking movement.

Levels

Level 1 – standing

Level 2 – waist height

Level 3 – near the ground

Some other dance steps

Superman

Run

Push

Wind it up (car window)

Wind it down (car window)

Snap (clicking fingers)

Punch

Twist

I don't know

(shrugging shoulders)

Crossing step

Waves

Glides

Squashing oranges under your heels

Kick front, kick side, kick back

Learn

Forming negatives

We form the negative by putting **not** or **n't** after the modal verb.

She **can't** swim.

We **shouldn't** stay too long.

You **might not** feel better.

They **must not** go out after dark.

Turn these sentences into the negative.

1. I would do that sport.
2. The boy should be told that he is no good at soccer.
3. João must play cricket during the holidays.
4. Teresa might play tennis with Maria this weekend.
5. Ivo can paint pictures with oil paints.



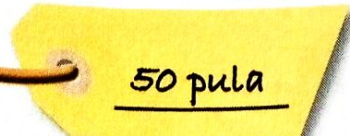
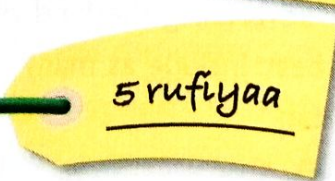

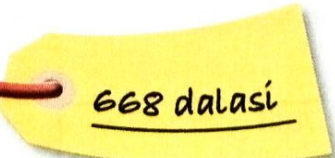
Read

Different countries use different currencies. Here are a few of them.

Angola	kwanza	The Gambia	dalasi
Australia	dollar	India	rupee
Botswana	pula	Malawi	kwacha
Ethiopia	birr	Maldives	rufiyaa

91

Read these pricing labels and say where you would expect to find them.

1.  
2. 
3. 
4. 
5. 

Review: Unit 7, Lessons 1–5

1. Complete these sentences by using the present perfect form of the verbs in brackets.
 - (a) Maria (read) each of these books.
 - (b) The clock (stop).
 - (c) José (clean) his room.
 - (d) My mother said that her sister (change) a lot over the years.
 - (e) They (see) this film.
2. Draw up a timetable of your planned leisure activities for next week. Include sports as well as entertainment.
3. Write a paragraph about your favourite character in a book or your favourite film or TV star. Describe this character or person. Say why you like her or him.
4. Add appropriate tags to these sentences to turn them into questions.
 - (a) He hasn't done his homework, ____
 - (b) There is enough to drink, ____
 - (c) You can come to the party, ____
 - (d) You are well, ____
 - (e) The cat is under the table, ____
5. Make a poster advertising the kind of hotel you like best. Include as many details as you can.



92



Add your review answers to your portfolio.



Shopping



Lesson 1 Shops and shopping places

Listen

93

Listen carefully while your teacher reads two passages to you. The first one describes Denga's visit to a busy shopping centre and the second one describes José's visit to a traditional open-air market.

The main shopping area is a very busy place. There are people moving from shop to shop. Some are dressed very smartly, while others are more casual, wearing jeans, shorts and T-shirts.

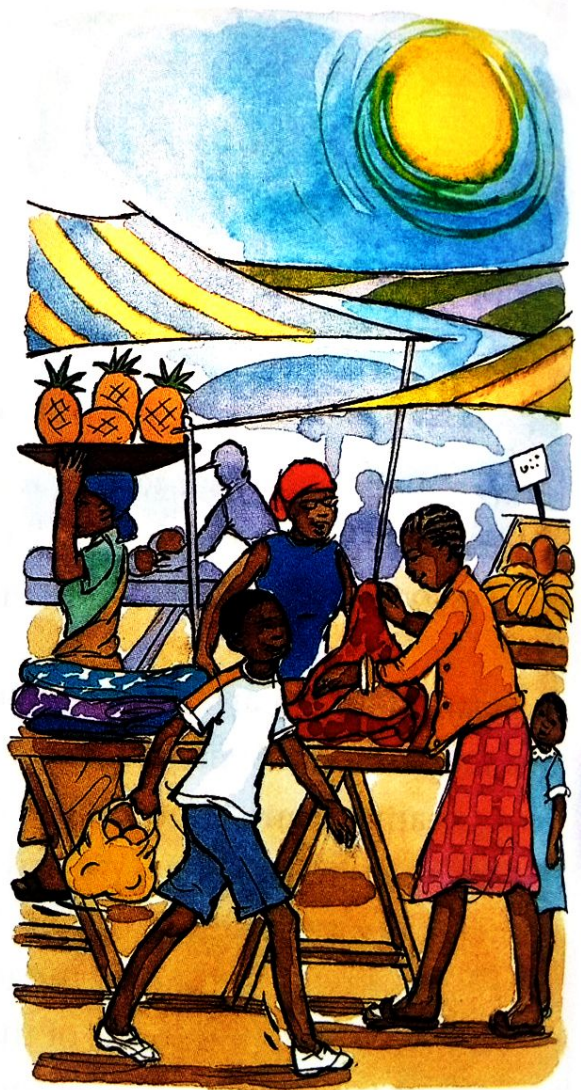
There are so many shops. We had to buy bread so we found a bakery. The rest of our groceries we bought from the supermarket. There are many clothing shops. Some of these sell only ladies' clothes.

For lunch we stopped at one of the many restaurants. Afterwards we bought ice creams from a special shop that sells only ice cream. We also found shops that sell African curios so that visitors can take home something made by the local people.

José walked through an open-air market. He found very unusual things to look at and buy.

Wherever you go there are different smells. They come from the spices and food on display. There are baskets with vegetables and stalls that sell only fruit. The goods are displayed in the open for all to see – and even touch. Some stalls have beautiful materials in all the colours of the rainbow. People pay for the goods with cash. The produce is often weighed to decide on the price. Traders even exchange goods instead of using money. It is all open and exciting, with people in traditional dress walking around and sitting in groups.

94



Now work in groups. Where do you prefer to shop? What are the advantages of shopping in the town or in the open-air market? Write a list comparing the town and the open-air market.

Read

Read the following passage and then answer the questions that follow.

Open-air markets are used for buying, selling and trading. The market is always found in the same place. People do not only visit the market to shop. They may also meet friends, talk about the latest news or just look at what is on display.

Items on sale will not be the same every week. It will depend on what is available. On sale will be local produce, craft products, livestock and cloth. These are the things that people need for daily life. The smells and sounds add to the atmosphere of fun and shopping.

Copy the following table into your exercise book. Mark an ✓ in either the Yes or No column.

	Yes	No
1. Open-air markets are used only for shopping.		
2. The goods sold in markets change weekly.		
3. This is a place to hear the latest news.		
4. Items made by local people are on sale.		
5. Shopping here is a difficult experience.		

95

Write

You have read about open-air markets. You might even have visited one. Now write a short composition about these markets. Think about including: the place; the people; how goods are purchased; type of goods sold; the atmosphere. Add this piece of writing to your portfolio.

Portfolio

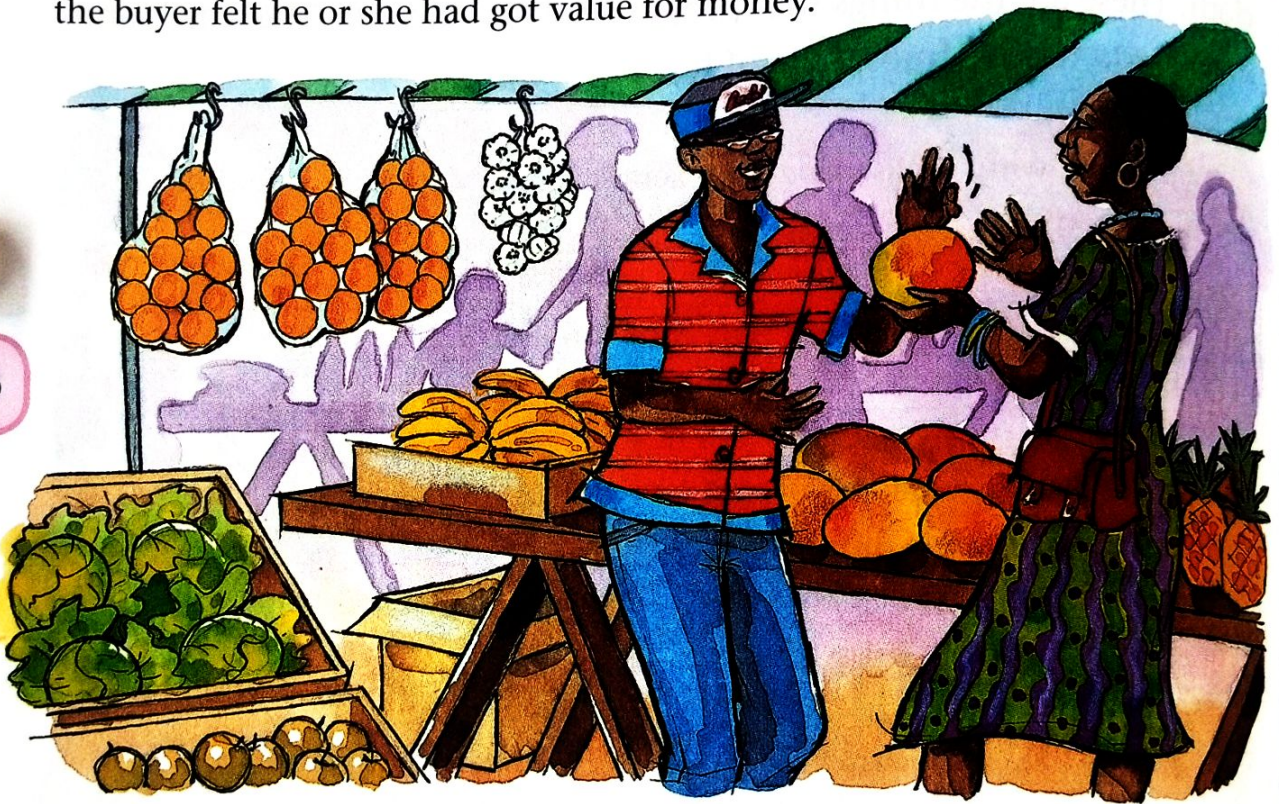
Speak

Think about what it is that makes shopping pleasant: the weather, the place, the exciting smells and sounds, the way goods are displayed and the other shoppers. Then work with a partner and tell each other why you enjoy shopping.

Lesson 2 Bargaining and value for money

Speak

When José went to the open-air market he saw people bargaining. The seller gave one price for the goods and the buyer suggested another lower price. They were both polite and they seemed to enjoy the bargaining. They each gave reasons for their suggested prices. They eventually agreed on a price and the buyer felt he or she had got value for money.



96

Work with a partner to do a role-play of bargaining. Decide what you are selling and buying. Take it in turns to be the buyer and the seller.

Listen

Shopping can be difficult if you are not sure what you need to buy. It is always best to go with a shopping list. Work with a partner. One person thinks of a favourite meal. List all the ingredients you would need for this meal. Tell your partner about the meal. He or she now has to repeat all the ingredients you have talked about.

Write

Sometimes you need to complain about something you purchased. You will then have to write a letter of complaint.

You bought a T-shirt. When you arrived home you found that it had a dirty mark on the back that you couldn't get out. The shop is in Bulawayo, Zimbabwe. You decide to return the item, together with a letter of complaint.

Work with a partner to fill in the missing sections.

234 Eduardo Mondlane Avenue
Maputo
24 August 2013

The Manager
True Stores
P.O. Box 145
Bulawayo
Zimbabwe

Dear Sir

Damaged goods

Last week I _____ a T-shirt from your store. I am sending it
_____. As you can see, it has a _____ that I cannot _____

I am very unhappy about this. I would like you _____ to
replace the _____ or to send my money back. I think you
should also _____ for the cost of the postage. I look forward
to hearing from _____

Yours faithfully

Machunga

José Machunga

Lesson 3 Fashion and culture

Role-play



Some parents think children should wear traditional dress and do not like the fashionable clothes their children choose. Work with a partner to do a role-play. Pretend that you are a mother and her daughter shopping for clothes together. The daughter chooses a mini skirt and the mother is very unhappy. Think and talk about what the mother and daughter would say to one another. Practise your role-play and present it to the class.

98

Read

1. Read the following signs and then decide in what type of shop you would find the goods.

For example: Taste the coolest icy flavours = ice cream shop.

(a)

A new book
that must be read!

(b)

**School shoes
in stock**

(c)

*The freshest meat
in town*

(d)

*Today's bargain!
Skirts at half price!*

(e)

**Washing
powder on sale
today only!**

2. Look at these signs that show when some shops open and close. Answer the questions that follow.

**CDs and DVDs
for All**
8.00–17.00 daily

**Sam's
Supermarket**
Mondays–Saturdays:
8.00–18.00
Sundays: 8.00–14.00

Best Dressed Girl
Monday–Friday: 9.00–16.00
Saturdays: 9.00–13.00
Closed Sundays

Books for All
9.00–20.00

- Which shop stays open every day of the week?
- Which shop is closed on Sundays?
- Which shop stays open the latest?
- Which shop closes early on Saturdays?
- Which shop is open for nine hours a day?

99

Dictation

Listen carefully as your teacher reads a passage. You will then have to write down what your teacher has read. Remember to watch your spelling.

Write

Look at the following sentences. In each one, the word in brackets should be an adjective which describes the noun. Rewrite all of the sentences correctly.

- (Fashion) people spend a lot of money on clothes.
- There are (attract) T-shirts on sale.
- If the prices are high, (carefully) shoppers will not buy.
- I enjoy wearing (colour) skirts.
- (Tradition) dress can be smart and elegant.

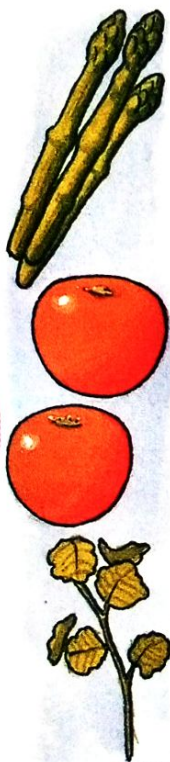
Lesson 4 Shopping wisely for your health

Listen

I'm proudly vegetarian!



Many people choose to eat only vegetables. Listen to your teacher read to you about vegetarians and vegetarian cooking and then answer the questions that follow.



Vegetarians do not eat any products that come from the slaughter of animals, fish or birds. They find other things to eat. Vegetarians are usually healthier. They do not suffer so much from heart disease. They are not overweight. If you want to cut down on meat and animal products, you should eat fresh vegetables and fruit, and plenty of bread, pasta, rice, grains, nuts and potatoes. Millions of people eat nothing but vegetarian food. Many of the traditional African dishes are meat-free. Vegetarians will tell you that you don't really need meat. You won't even miss it because there are so many delicious vegetarian recipes.



100

	Yes	No
1. Vegetarians eat vegetables and fish.		
2. Vegetarians are usually healthier.		
3. Vegetarians are often overweight.		
4. Vegetarians can eat bread.		
5. They can also eat rice.		
5. Some traditional African recipes are meat-free.		
6. Vegetarians tell you that they miss meat.		
7. There are only a few vegetarian recipes.		

Write

1. Look carefully at these foodstuffs. Your mother has asked you to do some shopping for her. She has left a list of things for you to buy. However, she only eats healthy food. So she has told you exactly what she wants. Complete this list.

Dear Carlos

Please go to the supermarket for me this afternoon. Buy the following:

(a)

(b)

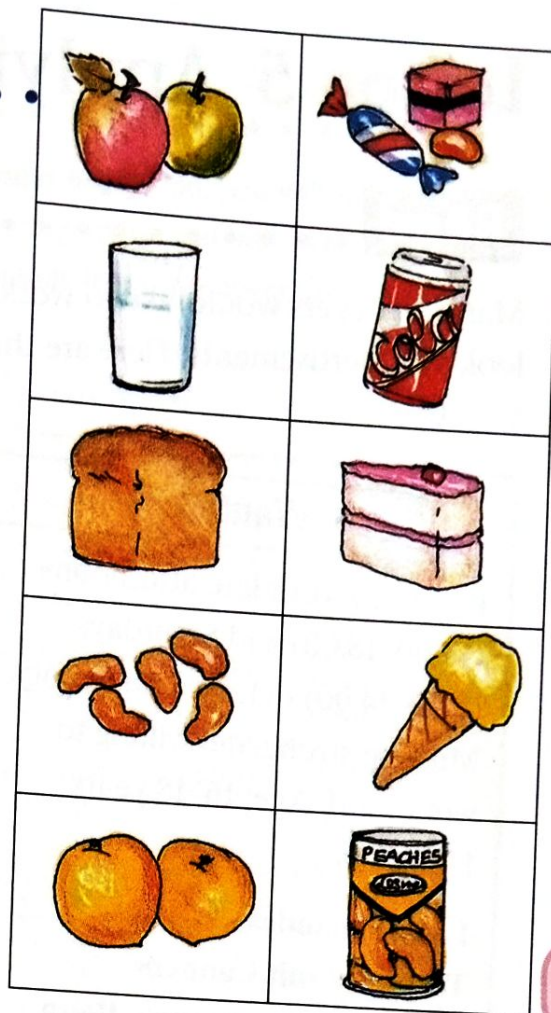
(c)

(d)

(e)

Thanks

Mom



2. Now write a note to your mother. On this list you should put six things you really enjoy and want to eat. Use the same style as your mother's note.

101

Learn

Adverbs

You have learned about adverbs before. They are the words that tell us more about the verb. Look at page 173 in the Grammar Reference section to remind yourself how to use adverbs.

Copy this paragraph into your exercise book. Underline the adverbs.

Mother opened the packet of groceries carefully. She had bought them yesterday at the supermarket. It was not nearby. She had to walk far to do the shopping. She had been very tired after this trip. She seldom went into the town. But she really believed in eating good food.

Lesson 5 Applying for jobs

Read

Many teenagers would like to work part-time. To find these jobs they might look at advertisements. Here are three advertisements that could interest you.

Wanted

Packer to work late afternoons (16.00–18.00) and Saturdays (8.00–14.00) in large jam factory. Must be strong and willing to work hard. Age: 16–18 years. Hourly pay.

Luís Fernandes
Tropical Fruit Cannery
Julius Nyerere Avenue, Beira

Do you have a pleasant telephone voice?

If you do, then we would like to speak to you. Our firm does telesales. You will be expected to sell our product to possible customers. Saturdays full day and Sundays half-day only. Good pay for the right person. Applicants should be over the age of 16.

Contact Carlota Rodrigues,
P.O. Box 254, Nampula

Childcare

I have two small children (16 months and two years). I need help looking after them in the afternoons. If you are a teenager (16 years and over), care about children and think you can look after my children, I would like to hear from you. We can talk about payment.

Write to: Denga Gomes, 14 Heroes Road, Maputo.

Work in groups. Talk about which job you would choose. You will have to give reasons for your choice. Explain to the group what it is about this job that interests you. What abilities do you have to do this job?

Write

Now that you have decided which job you would like to do, you will need to write a letter of application. To complete this assignment you will have to fill in the missing details on the letter below. Use the details from the advertisement.

Your address [...
...
The date ... 20—

... The person's name

... The company's name and address

Dear ... Sir or madam

Application for job

I read your ... and would like to apply for the job.

I am ... years old. I am a student at ... School

I think I could do this job because ... Give your reasons

The working hours ... Finish this sentence:
are the hours good
for you?

I would like to find out more about the ...

You can write to me at the above ...
or you can phone me at ... Your telephone number

Yours sincerely

_____ Your name goes here

Review: Unit 8, Lessons 1-5

1. Write a few sentences about a shopping experience in which you describe each of the following words in the box.

colours goods payment people bargaining

2. Change the following past tense words (verbs) into the present tense.

Example: I **bought** my dress at my favourite shop =

I **buy** my dress at my favourite shop.

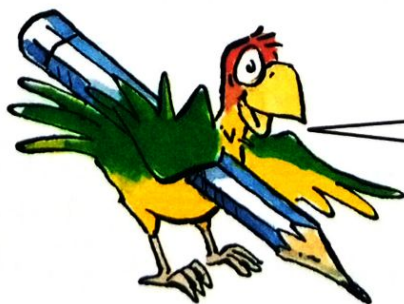
Hint: there might be more than one verb in some sentences.

- (a) I shopped for fish in the supermarket.
 (b) Because he was vegetarian he ate only fruit at night.
 (c) I applied for the job and I got it.
 (d) My favourite colours were blue and pink.
 (e) The T-shirt fitted me as though it was made for me.
3. Write a short paragraph of four or five sentences about what you have learnt about vegetarians and vegetarianism.
4. The person who works in the shoe store has been very rude to you. She would not let you try on the shoes. She would not give you the price when you asked. Finally she told you to leave the shop as you weren't going to buy anything anyway.

Talk to a partner. Explain how you dealt with this by going to the manager of the store and complaining about poor service.

5. Look at the chart on the right. It shows the sales of jeans in a clothing store for the first half of the year.
- (a) How many jeans were sold in this time?
 (b) What do you notice about the sales as the year goes on? Can you think of a reason for this? Hint: think about the weather.

Month	Pairs sold
January	120
February	133
March	135
April	141
May	184
June	210



Add your review answers to your portfolio.

Occupations and professions



Lesson 1 How do people earn their living?

Read

Tinker, tailor,
soldier, sailor ...

105



All cultures have their own different stories, songs or rhymes (poems). These are usually passed down by word of mouth from generation to generation. They usually tell us something about the history and the customs of that culture.

The beginning of a very old English rhyme tells us about what people used to do for a living.

Tinker, tailor, soldier, sailor ...

- A tinker was a person who used to travel from village to village mending cooking pots and kettles. Today there aren't any tinkers in England.
- A tailor is a person who makes clothes. We still see many of them in our towns and villages.
- Soldiers serve in the army and get paid a salary.
- Sailors are people who work on ships that sail the seas.

Write

Have a competition in the class.

Work with a partner and make a list of all the jobs and professions you can think of. The pair of students with the highest number wins.

Your teacher will give you a chance to read your list to the class.

Listen

Listen to all the pairs of students as they read out their lists of jobs and professions. Tick off any on your list that you hear mentioned. If you have any that no one has read out, tell your teacher.

Role-play

Work with a partner to play *Guess what we do!*

- Pick an occupation that interests you both.
- Present your chosen occupation in a short silent play or mime to the class.
- Prepare your mime carefully. Remember that you cannot say anything but you must act out your chosen occupation.
- When you have presented your mime, ask your classmates to guess what you do.

106

Write

Portfolio

Which jobs or professions do you think are the most important in your community?

Write a composition in which you list these and in which you describe them. Say why you think they are so important.

Remember to write full sentences and to use paragraphs!



Speak

Think about all the professionals that you know such as teachers, doctors, accountants, lawyers and engineers. Take turns to tell your group members about your own experiences with a professional person.



107


Write

1. Write out an imaginary dialogue in which you and a friend talk about the importance of the professions and occupations in your community. Start with a greeting. Ask and answer questions about how the development of the community depends on these professions and occupations. Try to make your conversations at least eight sentences long.
2. Write four sentences about the professions or occupations that interest you. Compare and contrast these jobs or professions. Use as many adjectives as you can.
3. Write six short sentences about your family and their occupations. Join these sentences up into longer ones by using **and**, **but** and **therefore** in these sentences.
4. Complete these sentences using **can** or **could**.
 - (a) ___ Maria farm successfully?
 - (b) ___ Maria farm successfully when she was younger?
 - (c) ___ you run a business when you were younger?
 - (d) ___ you run a business?

Lesson 2 What do people in your community do at work?

Speak

Work in groups of four. Take turns to describe the jobs and professions of the members of your community. Compare these occupations. Discuss what is similar about each of them. Then contrast them; talk about how they differ from each other.



What do members of your community do at work?



108

Listen

Work in a small group to discuss what people in different occupations do at work. You must each choose an occupation or profession. Tell the members of your group how you think someone in this job or profession spends her or his time. Allow your listeners to ask questions or to offer suggestions. You may agree or disagree with your group members but you must do so politely.

Read

In any profession or occupation, people have to pass on information to their colleagues (the people they work with). When they write this down, it is called a memo. For example:

MEMO

To: All staff

From: The Financial Manager

Date: 13 September 2013

The company is buying new computers next week. This means we will all need to be trained on how to use them.

There will be three training sessions in the boardroom next week. Please note which training group you are in, and the time and day you will attend.

Group one: Accounts staff – Wednesday,
25 September at 14.00

Group two: Delivery staff – Thursday,
26 September at 09.00

Group three: Sales staff – Friday,
27 September at 09.00

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Write

Imagine that you are in charge of developing a vegetable garden big enough for two families in your community. You have been given a piece of land and you have two people to help you complete this task.

Write a memo in which you tell each of these people what you are all going to do. Remember to list all the jobs in the correct order.

Add this memo to your portfolio.

What do you need to do first and second and third ...?



Learn

The second conditional

We use the second conditional to talk about:

- imaginary present situations, where we imagine something different from what is really the case
- things in the future that are unlikely to happen.

If I won a lot of money, I **would** use it to start my own small business.

If you owned your own business, you **would** become a millionaire.

Fill in the following sentences with the **past tense of the verb** or **would**.

1. If we lived in America, we ___ all be very rich.
2. If we ___ a big boat, we ___ sail to Australia.
3. If all the animals spoke, we ___ hear wonderful stories.
4. If I had four legs, I ___ run much faster.
5. If it snowed in Mozambique, we ___ be able to ski.

110

Write

Write a story which you will read to the class. Choose one of these opening sentences:

- This was my first visit to a farm.
- My aunt is a professor at the university.

Remember to make your story believable. This means that it must be about something that could really have happened.

Take turns to read your story out loud.



Lesson 3 What occupation would you like to do?

Read

The following is a conversation between two boys in Class 8. Choose two good readers to present this dialogue to the rest of the class. The other students must listen carefully.

Yaya: I really don't know what I want to do after I have finished school. Do you?

Carlos: Oh yes! I plan to be an architect.

Yaya: But that means years and years of study. I want to earn money right away.

Carlos: Well, it will be hard not to have money but money isn't the only important thing in the world. I want to have a profession that I will enjoy. It will bring in money but not for the first few years.

Yaya: I think you are crazy. If I get a job right away selling goods at the market, I could be earning within a week.

Carlos: But what if there are no jobs? What will you do then? You will have no training at all.

Yaya: Oh! I'll think of something.



Discuss this passage in your group. What do you think about Carlos' attitude? What emotions does he express through his words? What is his point of view? What does Yaya believe? How do you know this?

Speak

Work with a partner to compile a questionnaire to collect information about which occupations your classmates prefer. They must also tell you the reasons for their particular preferences.

Perhaps a student wants to do what a parent or a caregiver does. Perhaps he or she wants to do something totally different. Perhaps the amount of money one can earn is the reason for a particular choice.

Add appropriate questions to this questionnaire. The first two questions have already been filled in to help you.



Ask the right questions!

112

Name of student:	
Questions	Answers
1. What do your parents or caregivers do for a living?	
2. What do you want to do when you leave school?	
3.	
4.	
5.	
6.	

Write

Portfolio Think about the occupation you would like to follow when you leave school or college. Imagine that you are now thirty years old. Write a story about what you have done to earn your living since you left school. Include details about your studies as well as where you have worked. Add this story to your portfolio.

Lesson 4 How do you follow different professions?

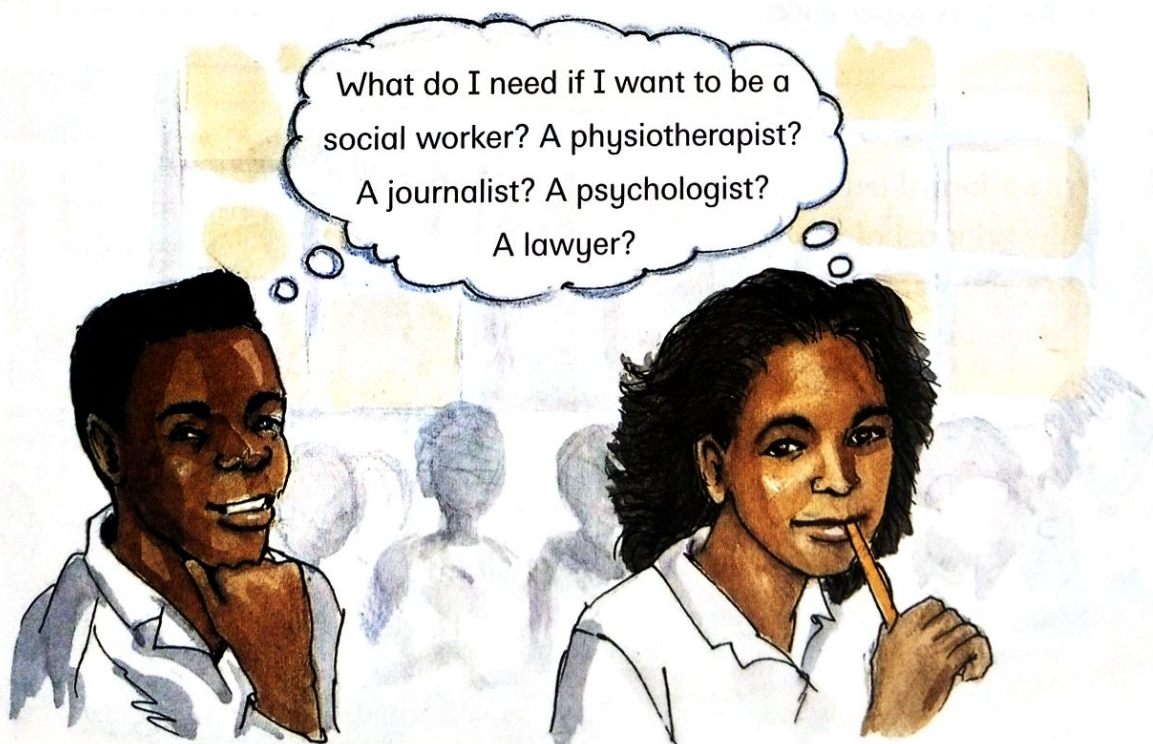
Speak

Talk to a partner about what you want to do when you leave school. Which subjects do you think you will need in order to follow this profession or occupation?

Work together on this table and try to match the subjects in column 1 with the occupations in column 2. Remember that some professions might need more than one subject.

Column 1 Subjects	Column 2 Occupations/professions
<ul style="list-style-type: none"> • English • Mathematics • Natural Science • History • Accountancy 	<ul style="list-style-type: none"> • Law • Medicine • Journalism • Teaching • Lecturing • Social work • Nursing • Accounting and bookkeeping • Actuarial science • Early Childhood teaching • Physiotherapy • Psychology

113



Read

The letters CV stand for two Latin words: *Curriculum Vitae*. A CV is a list of your scholarly and academic qualifications. It is also an account of what experience you have had in a particular field. For example, if you were writing your CV as part of an application to become a nurse you could list any first aid courses you have done. If you had helped out as a volunteer in a clinic, you could mention this too.

Write

Portfolio

Imagine that you want to work as a nursery school assistant during the school holidays. You have been asked to send your CV to the principal.

1. Complete your CV. Add this CV to your portfolio.

CV

Full name:

Address:

Phone number:

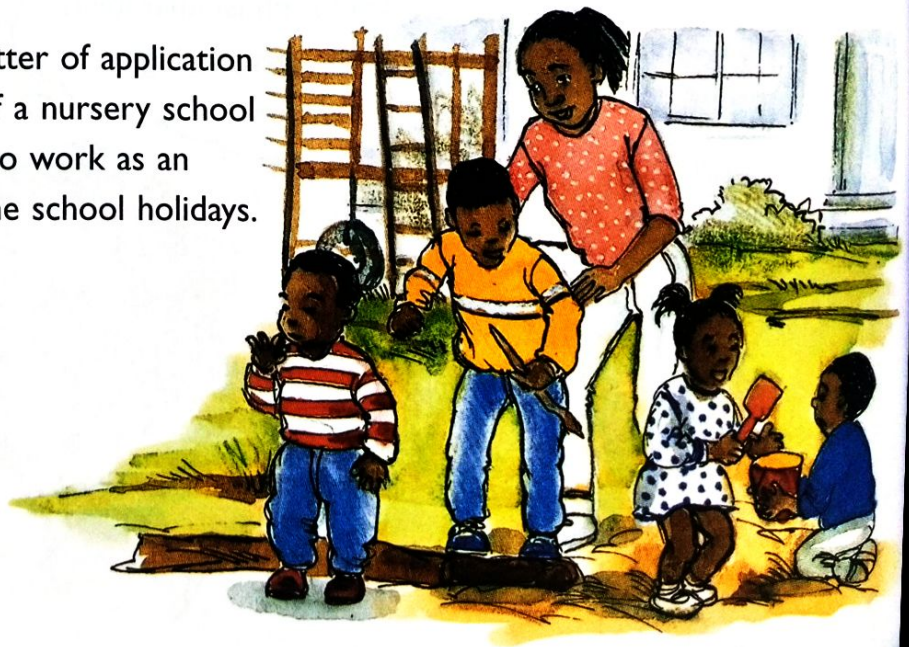
Date of birth:

Last year passed at school:

Subjects taken:

Previous experience:

2. Write a formal letter of application to the principal of a nursery school where you want to work as an assistant during the school holidays.



Lesson 5 Ethical behaviour

Read

The word ethics refers to the rules of conduct of a particular person or group of people. For example, a school guidance counsellor is ethically obliged not to tell other people what he or she knows about particular students. If a counsellor is told a secret, he or she has to keep it. This is part of the ethics of counselling. The counsellor has an obligation to observe these ethics.

Your secrets are safe with your counsellor.



Write

Work in groups of four. Each student should choose one of these professions: Medicine, Law, Teaching, Social Work.

Then work on your own and write out a paragraph about what you think the ethical responsibilities are of someone in the profession you chose. Say why you think these ethics are necessary to this profession. Discuss why each professional should be obliged to keep to them. What do you think should happen to professionals who fail to be ethical?

115

Listen

Work in groups. Take turns to read your views on ethics to the group. Don't speak too quickly. Give your listeners a chance to take short notes on your paragraph. The listeners can ask the reader to repeat a point and to explain anything they don't understand. Offer your opinions on each other's ideas.



Read

Read these notes and short messages. Say what sort of professional person may have written each one. To whom do you think they may have been written?

1

Mrs Simango needs to be moved to a dry house. Her home is very damp and this is causing frequent chest problems. She is elderly and unable to care properly for herself.

2

Mr Machel is suffering from pain in his right shoulder. He fell off a ladder this morning. Please arrange to have him X-rayed right away.

3

Gloria is not doing her homework at all. She comes to school every day with a new excuse. Her latest excuse is a claim that you are not allowing her to write at the kitchen table. Yesterday she said that the dog had eaten her homework. Please arrange to see me later this week.

116

Write

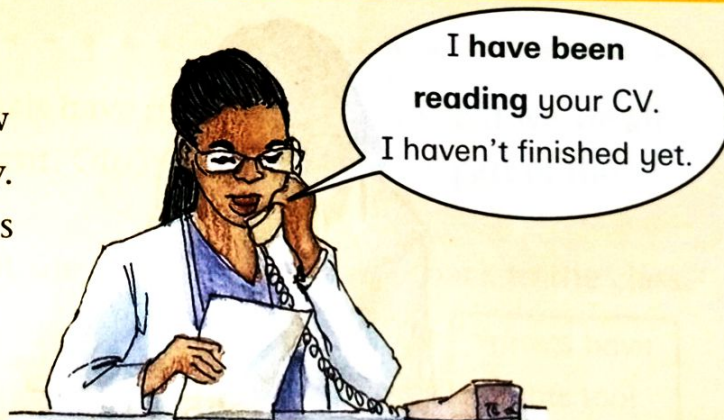
- Write six sentences in which you compare what you would like to do when you leave school with what you would not like to do. You should compare various professions or occupations.
- Write a short paragraph in which you describe what you plan to do when you leave school. List your ambitions and your hopes for the future. Use the expressions **will** and **going to**.
- Write five sentences comparing and contrasting these two builders in the picture on page 117. Use as many comparative adjectives as you can.
Example: One builder is thinner than the other one.



Learn

The present perfect continuous tense

We use the present perfect continuous tense to emphasise the duration (how long) of a recent past activity. It can also be used for actions that began in the past and are still going on now.



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Fill in the missing part of each of the present perfect continuous verbs in the following sentences.

1. My father has been _____ very hard.
2. The soccer team have _____ practising every day. They want to win the championship.
3. It _____ been raining all day. I hope it stops soon.
4. We have been _____ cakes and biscuits for my birthday party tomorrow.
5. You have _____ reading that book all week. May I borrow it when you have finished it?

You have been working hard! You have almost finished this unit!



Review: Unit 9, Lessons 1–5

1. Write six short sentences about any profession or occupation that interests you. Then join these sentences up into longer ones by using **and**, **but** and **therefore** in these sentences.
2. Complete these sentences to show how we use the **zero conditional** to talk about things that almost always happen.
 - (a) If we don't eat, we will ____.
 - (b) ____ it rains too much, we can have floods.
 - (c) ____ you spill boiling water on yourself, you will get burnt.
 - (d) If you get up very early, you can ____ the sunrise.
3. Complete these sentences by adding a suitable adverb or adverbial phrase.
 - (a) She does her homework _____. (manner)
 - (b) They had the party _____. (place)
 - (c) Mario wrote his speech _____. (manner)
 - (d) I eat vegetables _____. (degree)

4. Imagine that you have decided to give a dinner party. You are going to invite José, Ivo, Maria, Miguel, Samora and Isaia. Write out a shopping list for what you will need.



5. Use modal verbs to complete these sentences.
 - (a) My sister ____ visit later today. (possibility)
 - (b) ____ I come in? (permission)
 - (c) ____ you do Mathematics? (ability)
 - (d) I ____ do as I promised. (obligation)
 - (e) You haven't eaten all day. You ____ be hungry. (certainty)
 - (f) ____ you move that table closer to the door, please? (willingness)

Add your review answers to your portfolio.



Human rights



Lesson 1 What are rights?

Speak

119

We all have rights – even animals have rights. This means that we are all entitled to just and fair treatment. Often human rights are part of the constitution of a country.

Work in a group. Talk about the following and report back to the class.

- What are rights?
- What are human rights?
- What rights do women have?
- Do men have specific rights?
- What rights do children have?
- What rights do people with disabilities have?
- Do people with HIV/AIDS have rights?
- Do old people have rights?
- Do animals really have rights?
- What responsibilities come with rights?
- Are there duties that have to be carried out when we have rights?
- Who (or what organisation) ensures that these rights are looked after?

Parrots have rights too!



Read

In 1948 a Universal Declaration of Human Rights was drawn up. Here are the first six rights listed. The first column shows the original, while the second column gives you the same information, but this time in simple language.

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

When children are born, they are free and each one should be treated in the same way. They have reason and conscience and should act towards one another in a friendly way.

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without any distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, racial or social origin, property, birth or other status

Everyone has the same rights, despite

- his or her sex
- his or her skin colour
- speaking a different language
- thinking different things
- believing in another religion
- owning more or less
- being born in another social group
- coming from another country.

Article 3

Everyone has the right to life, liberty and security of person.

You have the right to live, and to live in freedom and safety.

Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Nobody has the right to treat you as his or her slave and you should not make anyone your slave.

Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Nobody has the right to torture you.

Article 6

Everyone has the right to recognition everywhere as a person before the law.

You should be legally protected in the same way everywhere and like everyone else.

Source: UN Declaration of Human Rights (adapted from <http://www.un.org/en/documents/udhr/>)

Here is a list of human rights violations. Which article is being violated (broken)?

1. As a woman, you cannot open a bank account. Article ____
2. Some children are treated differently to others. Article ____
3. The law in a particular country only protects the rights of rich people. Article ____
4. The police in a certain country believe in torturing prisoners. Article ____
5. Women are being used as prostitutes against their will. Article ____
6. You are being kept out of a job because of your skin colour. Article ____
7. You are constantly being threatened and you feel unsafe. Article ____
8. You can't go to school because you come from a different (foreign) country. Article ____

Write

Work with a partner. Write a paragraph of about ten lines in which you explain why it is important that all people should have rights. You can use information and examples from this lesson to help make your point.

121

Learn

Words

brotherhood	conscience
dignity	prohibited
rational	threatened
torture	violation



I am busy writing a Universal Declaration of Parrot Rights!

Complete these sentences by changing the verbs to show that something happened in the past.

1. I (walk) home because I was not allowed to travel on the bus.
2. My teacher (go) to university to study human rights.
3. The police (torture) the prisoners to make them talk.
4. The architect (design) a new school for our area.
5. Carlota and Ivo (learn) about the Universal Declaration of Human Rights last week.

Lesson 2 Who protects your rights?

Listen

Listen to your teacher read the following.

The United Nations International Children's Emergency Fund (UNICEF) has been involved in Mozambique for many years. In fact, it all started in the late 1960s. At this time



UNICEF provided assistance and emergency relief to the Portuguese African territories. After independence, UNICEF opened the first Maputo office in July 1975.

The goal of the present programme is to support and strengthen Mozambique's pledge to promote and protect children's rights. They are committed to meet children's basic needs and create opportunities for children, so that they can achieve to their potential. Amongst others, they promote girls' education. UNICEF also works at preventing HIV infection and caring for those who are already infected – especially young people.

Now explain to a partner why UNICEF works in Mozambique. Also tell your partner some details of the work that UNICEF does.

Read

Here is a newspaper article that tells what UNICEF is doing for children in Mozambique. Answer the questions that follow.

UNICEF helps children in Mozambique

MOZAMBIQUE has one of the highest child death rates in the world. One out of four children dies before the age of 5. That means that every year we lose about 170 000 children below the age of five. What is the reason for these deaths? There are a variety of illnesses, such as malaria, diarrhoea, lung infections, and measles.

UNICEF wants to make sure that all children have a good start in life. That means they

need to eat properly. They also have to be taken care of and grow up in a safe environment. If this happens, then UNICEF is sure that small children will be physically healthy, mentally clear, emotionally protected and able to live in their own society. If all these things are in place, children should be able to learn, grow and eventually, when they are adults, take their place in Mozambique society.

123

1. Why do so many children under the age of five die in Mozambique?
2. One out of how many children die before the age of five?
3. In total, how many children is this every year?
4. In one sentence, explain what you think UNICEF is trying to do to make sure that children not only survive but grow up strong and healthy.
5. Complete this sentence. All children in Mozambique should have the right to grow up ... and one day be able to ...

Write

There are times when things go wrong and we have to write a letter of complaint. Read the example on page 124.

Your address _____ ...

The date _____ ...

... _____ The name of the person to whom you are writing

... _____ The address of the firm/service

Dear Sir/Madam

Bad service at a petrol station _____ The topic sentence

Yesterday I had to fill up my car. I was very unhappy about the service.

First of all, I had to wait for about five minutes before anyone came to serve me. Then the young man who did arrive was rude when I asked him to clean my windscreen. He grumbled and did a poor job. Finally, he did not even bother to say 'thank you' when I paid him. The attendant's name is Carlos.

I think you should speak to Carlos about this. I look forward to hearing from you about this matter.

Yours faithfully

... _____ Your signature

... _____ Print your name

Now it is your turn to write a letter of complaint. Use the above letter as an example.

Write to your local council. The streets in your area have not been cleaned for weeks. In fact, there is refuse lying all over the place. The streets are unhygienic. It is only a matter of time before disease breaks out. Write about your concern and ask for action to be taken.

Lesson 3 Our rights and customs

Speak

Women in our society still suffer much abuse. In a group, discuss the following issues related to women and their rights in Mozambique.

- What is domestic violence against women?
- Why do we need to think and do something about violence against women?
- Is there a link between domestic violence and HIV infection in women?
- Does the government protect (or fail to protect) women from domestic violence?
- What should government do to prevent domestic violence against women?

Women have rights too!



Listen

Listen to your teacher read about women's rights and traditional customs. Make short notes while your teacher is reading.

125

Domestic violence is part of every society. However, in more traditional societies, there are also 'rules' that relate to marriage and family matters. Often these customs mean that women are under the control of their husbands. They are the possessions of their husbands. They have to listen to male authority. This means that they do not have any say in matters. The husband makes all the decisions.

There is the custom of 'bride price' that means a husband pays for the woman he wants to marry. By 'buying' a wife, many men feel that she is now his possession. This also means that she must do whatever he wants sexually. In some cases, he will use force to make her do what he wants. This could lead to sexual abuse and even the spread of HIV as the wife cannot refuse to have sex with her husband – even if she is afraid he might be infected.

Some women want to leave these unhealthy marriages but it is impossible. The family is not able to repay the 'bride price' – or they might not want to pay back the money.

We also know that it is a custom that a man can 'inherit' his brother's widow. Again, this means the woman might be exposed to unprotected sex and the risk of HIV infection.

In small groups, discuss the issue of traditional customs and rights of women. You might like to think of a possible solution to this problem. Ask each other questions about what solutions there might be and listen politely to other members of your group when they answer. Present your conclusions to the class.

Write

A survey will often give some interesting facts on what is happening in the community. Go out into your community and interview six people. Try to choose people of different sexes and varying ages. Here is the questionnaire.

126

QUESTION	REASON
1. Do you believe that women's rights are valued in Mozambique?	
2. Do you think that women should have the same rights as men in a marriage?	
3. Are some women at risk of HIV infection from their husbands?	
4. Do you think women should be able to leave a marriage if they are unhappy or feel abused?	
5. Should a woman be 'inherited' by his brother when her husband dies?	

Now write up the results of your survey in two paragraphs. Remember to use a topic sentence (the main idea) at the beginning of each paragraph. What have you learnt from the people you interviewed?

Lesson 4 Access for girls and people with disabilities

Speak

Children have special needs and rights. In a group, talk about how these issues are treated in your own home, the community and the country. Report back to the class.

Here are some ideas you might like to discuss.

- Financial problems
- Family problems
- Lack of education
- Schools that are not caring
- Broken homes
- Lack of food and shelter
- Sexual abuse



How lucky I am! No family problems! No financial problems!

Read

127

Read the following about people with disabilities.

Our constitution makes the point that citizens with disabilities must have the same rights that are enjoyed by all citizens. However, there are problems.

The first is the problem of money. There is not enough money to always help. Then there are other problems. There are few jobs available for people with disabilities. People living with disabilities still find they are not given the jobs they



deserve. There is the difficulty of transport, and of getting into and out of buildings. There is a big shortage of wheelchairs.

There are only four schools in Mozambique that provide education for the hearing and vision impaired and for persons with physical and mental disabilities.

Many parents with children with disabilities will not let them leave home. There is a tradition that still sees people with disabilities as being less-important citizens.

However, there is help. The Association of Disabled Mozambicans (ADEMO) is set up to look at the special needs of people with disabilities.

Answer Yes or No to these questions.

1. The Mozambican constitution does recognise the rights of people with disabilities. yes no
2. The government does not have financial problems in helping people with disabilities. yes no
3. Jobs are freely available to people with disabilities. yes no
4. People with disabilities are always given the jobs they deserve. yes no
5. Buildings have special facilities for people with disabilities who must enter. yes no
6. Wheelchairs are easily available. yes no
7. All schools provide for people with disabilities. yes no
8. Traditionally, people with disabilities are accepted by our society. yes no
9. ADEMO tries to deal with the special needs of people with disabilities. yes no
10. In Mozambique, we are doing enough for people with disabilities. yes no

Lesson 5 Gender issues

Speak

This is the time for debating. Divide into two groups. One group will support the motion, while the other will disagree. Your teacher will act as the adjudicator. He or she will have to decide which team makes the more convincing argument. Here is the issue.

There are more educated men than women in Mozambique. Men are responsible for bringing home money. They are responsible for the family. It stands to reason that men should have more rights and privileges than women.

Listen

Listen to your teacher read the following. Make brief notes of the main points in the passage.

129

In 1986 the United Nations laid out rules regarding prejudice against women. There are two types of discrimination.

The first is called Direct Discrimination. It means that someone is treated less favourably than someone of the opposite sex. For instance, not allowing a girl to study technology or work in a mine; not allowing women into certain places where men gather; insisting that women work in the fields; excluding a boy from taking cooking lessons.

Indirect Discrimination is more difficult to track down. For example, only the students who achieve above 60% are allowed to go on a school outing; or only boys are allowed to play soccer after school.

The United Nations feels that the law, as well as good sense, should make sure that men and women have equal opportunities.

Work in pairs and compare the notes you have taken. Decide what you agree on and what you disagree on. Support your opinion with good reasons.

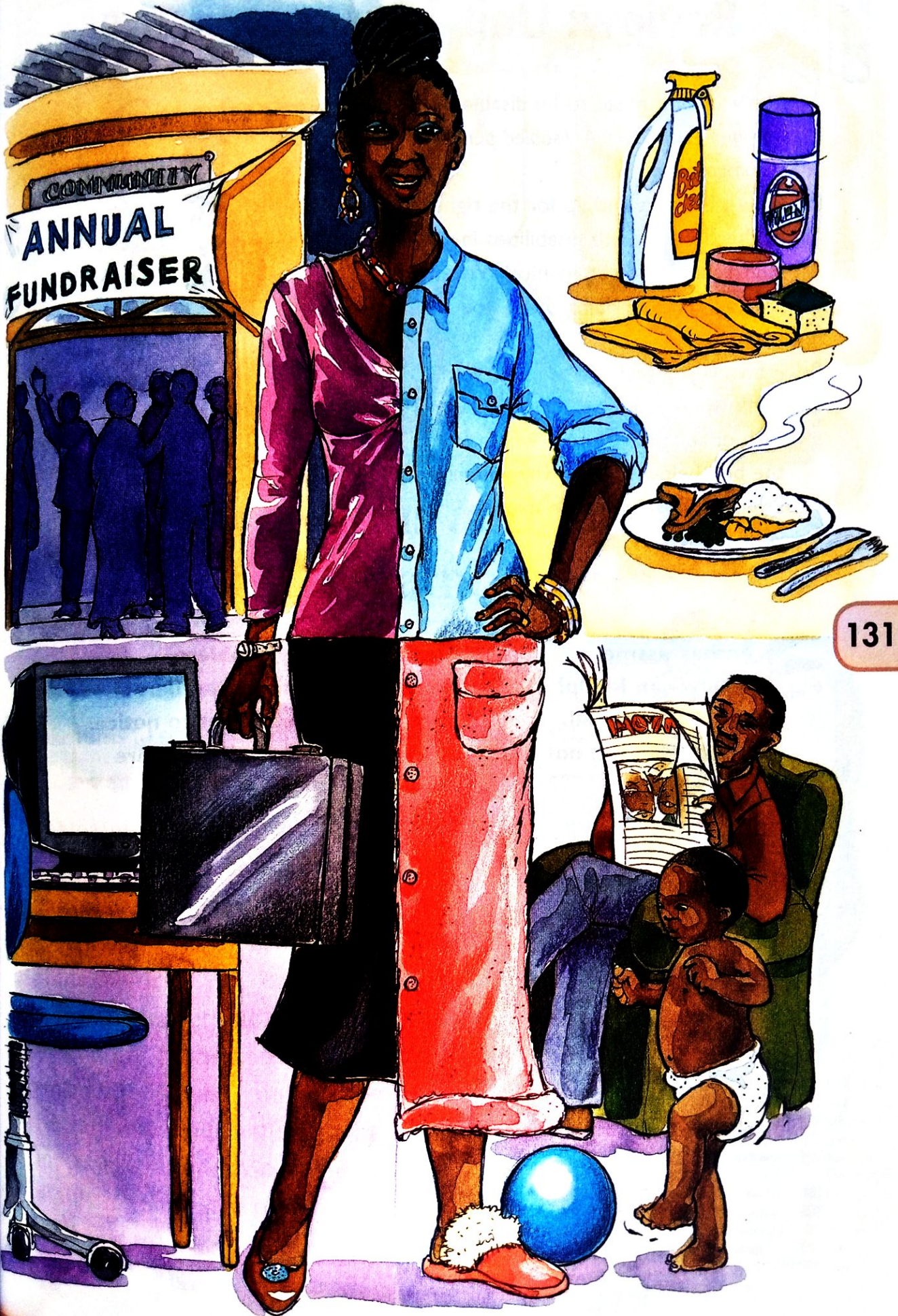
Write

1. Complete these sentences in the past continuous tense to show that one thing was happening while another thing took place.
 - (a) The two boys (walk) home from school when it started raining.
 - (b) Maria (study) at her kitchen table when her brother ran inside.
 - (c) He (say) that his friend Samora had fallen down and hurt himself.
 - (d) José (jump) over some rocks when a bird swooped down.
 - (e) The bird (try) to catch some worms to eat.
2. Complete these sentences by filling in the words **should**, **must** and **have/has to** in the blank spaces below.
 - (a) Mozambique ____ look after the health of its children.
 - (b) Parents ____ make sure that their children have plenty of food so that they don't go hungry.
 - (c) The local council ____ make sure that they keep our streets clean.
 - (d) In traditional society women ____ do what their husbands tell them to.
 - (e) Women ____ have more freedom to make their own decisions.
3. Complete the following sentences by changing the word in brackets to a **comparative** or **superlative** adjective.
 - (a) Mário is the (tall) boy in his class.
 - (b) When I went to your garage, I had the (bad) service I have ever experienced.
 - (c) Our school is (big) than the school down the road.
 - (d) The moon is (bright) tonight than it was last week when it was raining.
 - (e) António won the prize for the (good) essay in our class.

130

Write

Work in groups. Look carefully at the picture on page 131. It shows the many roles that women carry out during the course of a day. Talk about how the artist has shown these roles – and what they are. Now, as a group, design a similar poster for men. You will have to have an illustration – perhaps a similar one. You will also have to show the different roles that men play.



Review: Unit 10, Lessons 1-5

1. What does it mean to be disabled?
Answer as follows: *A disabled person is someone who ...*
2. How can you stand up for the rights of the children with disabilities in your school and community? Write a paragraph describing things you could do.
3. How do you feel and what do you think when you meet a person living with disabilities? Choose words from the box below. Explain why you have selected those words to express your feelings.



132

embarrassment pity fear not my problem love
 How can I help? He/She is just like me, only different.
 He/she is special. sympathy I'll pretend not to notice.
 I'm glad I'm not disabled. guilt curiosity care



Add your review answers to your portfolio.

Customs and traditions



Lesson 1 Customs and traditions in Mozambique

Read

We have a very rich culture.

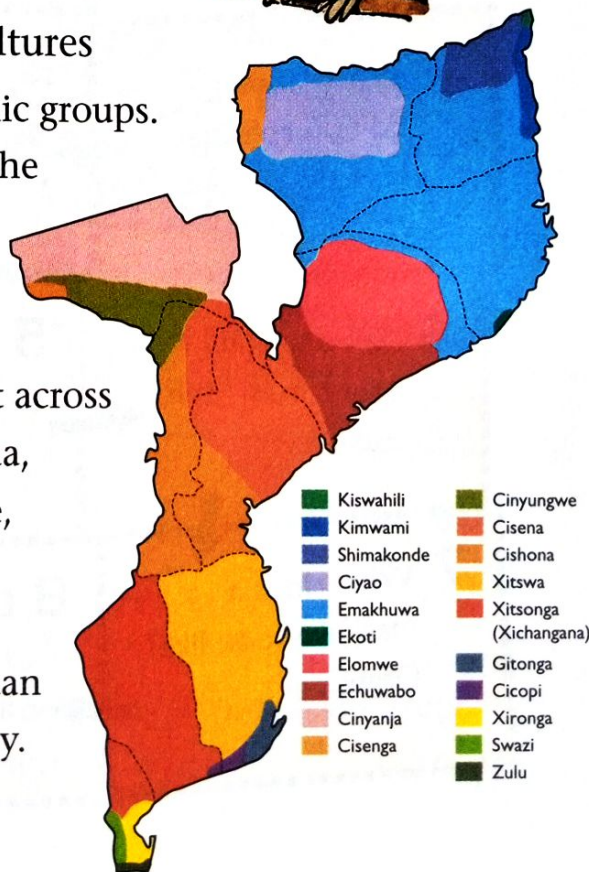


Take turns to read a sentence or two each of this passage.

Our wonderful cultures

In Mozambique we have sixteen major ethnic groups. Each group has its own language although the official language is Portuguese. English is spoken in the tourist centres in the south of the country.

The different ethnic groups are spread out across the country. In the north we have the Makua, which is the largest group and the Makonde, who are very famous throughout the world for their wooden carvings. The Sena live mostly in the central provinces. The Shangaan are found mainly in the south of the country.



Mozambique is admired for recovering from a brutal civil war and really bad floods. There has now been almost a decade of peace and Mozambique is once again becoming one of the most beautiful and fascinating countries in Africa.

Mozambique's capital, Maputo, is a gathering place for its multicultural and colourful peoples. It is famous throughout the world for its hospitality and its prawns.

Write

Make a poster showing the different ethnic groups in Mozambique. Show as many of the traditions, rituals and customs of the people as you can. Label everything carefully to make all the information as clear as possible.

Listen to your classmates as they present their posters. If you agree with the information they have shown, tell them. If you disagree, point out what you think is wrong. Do this politely and helpfully.

Speak

Play the *Interview Game* in pairs. Take turns to play. The first person to get to the last square wins. If you don't know an answer, skip a turn.



Lesson 2 Tourism and tradition

Speak

Work in groups of four. Each of you should choose one of these topics.

1. Let's tell the tourists about our music.
2. Let's tell the tourists about our carvings.
3. Let's tell the tourists about our oral story telling traditions.
4. Let's tell the tourists about our painters.

Ask your group what they think you should tell tourists interested in your area of our culture and traditions.

Take brief notes on the main ideas as you listen to what your group members have to say.



135

Write

Use the notes you took in your discussion group. Turn these notes into simple statements or sentences.

We should take tourists to an art gallery.

Speak

Discuss each other's list of statements. Make sure that everyone in the group agrees that what you have written down is correct.

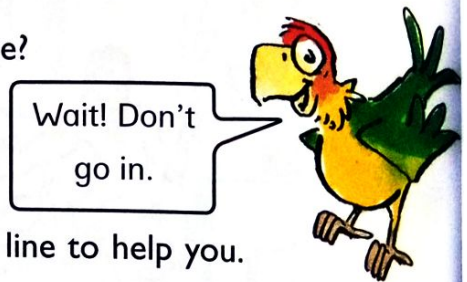
Write

1. Look at the example in the first line and then complete the table.

Active	Passive
Miguel is feeding all the fish.	All the fish are being fed by Miguel.
My brother cooks most of our meals.	(a)
(b)	The picture was painted by a famous artist.
We play a lot of traditional music in our home.	(c)
(d)	Many beautiful objects are carved by the Makonde people.
Many tourists visit the southern provinces.	(e)

2. Turn these requests into orders by using imperatives.

- (a) Please do this job right away.
- (b) Would you come over here as soon as possible?
- (c) I would like to have some help now.
- (d) Please eat your food quickly.
- (e) You may not do that now.



3. Complete this table. Use the example on the first line to help you.

If clause	Main clause
If we advertise our traditional events on TV,	tourists will come here to learn more about our country.
(a) If we don't include local people and customs in our advertisements,	
(b) If we are proud of our customs and traditions,	
(c) If we have traditional marimba concerts,	
(d) If our painters show their paintings at an art gallery,	

Lesson 3 Why is the way we behave important?

Speak

Work with a partner. Look carefully at this picture. Describe to each other what is happening.



137

Ask and answer these questions.

1. Why is it a bad idea to throw litter on the ground?
2. Should younger people shout at older people?
3. What do you think of the man who is writing on that clean white wall?
4. Is it ever acceptable to steal?
5. Why do you think that all communities and social groups of people have certain rules?



Why do we have rules? What would happen if we didn't?

Write

Write a story of three paragraphs about someone who does not follow the rules in her or his community. Say what he or she did wrong, and what happened.

Speak

Work with a partner and follow these instructions.

1. Decide who will be Student A and who will be Student B.
2. Student A tells Student B about his or her favourite custom or tradition.
3. Student B listens very carefully.
4. Student B repeats to Student A all that he or she heard. When Student A is happy with what Student B has remembered, they should swap roles.

Write

1. Choose a word from the box below to complete the paragraph. Use each word once only.

when	then	while	before	first	finally	after	as soon as
------	------	-------	--------	-------	---------	-------	------------

___ I came home from school I did a few things. ___ I changed out of my school clothes and ___ I had something to eat. I wanted to have a cup of tea ___ I did my homework. I put the kettle on and played with the dog ___ I waited for the water to boil. ___ it boiled I made my tea. I drank it and ___ that I did my homework. ___ I went out to play.

2. Choose the correct expression in these sentences.
 - (a) (As soon as/while) the boy reached the school gate the bell rang.
 - (b) I was home (when/then) my uncle arrived from South Africa.
 - (c) It was very late (as soon as/when) I (finally/after) went to bed.
 - (d) (After/before) I went out I washed my face and hands.
 - (e) I ate the apple (after/when) I was walking to school.
3. Use these determiners to complete this paragraph. Use each determiner once only.

all	most	none	less	much	little	few
	more	some	any	another	very	

They gave us so ___ to eat that we ___ wanted ___ food. We had spent ___ of the day working on the farm so we were ___ hungry. But we knew that the poor farmers didn't have ___ so we decided not to ask for ___ extra vegetables. ___ of us had brought a ___ things with us to eat, so we shared them with one ___. We went to bed with ___ food in our stomachs than we were used to, but ___ of us complained.

Lesson 4 How do traditions and customs differ?

Write

Different people have different customs.



Write a composition on one of the traditional ceremonies held in your community. Follow this plan:

Paragraph 1: Say what the ceremony is, and when or why it is held.

Paragraph 2: Describe everything that happens at the ceremony. Illustrate your composition with suitable drawings of these ceremonies.

Paragraph 3: Conclude your composition by stating why it is important to keep practising this ceremony in your community.



Listen

Present your composition to the class. Listen to your classmates as they present their compositions. If you would like to ask a classmate any questions, remember to do so politely. Remember, too, that customs and traditions are very important so make sure that your questions are respectful.

Learn

Words

customs traditions initiation ceremony culture rituals

Write

Change the comparative and superlative adjectives below so that each sentence means the opposite.

Example: José is (taller) than Ivo.

José is shorter than Ivo.

1. I have (less) homework than I had last year.
2. The shop sold (fewer) shoes in summer than in winter.
3. That boy's behaviour is the (worst) in the class.
4. The church is (further) than the school.
5. The kitchen table is (higher) than my school desk.

140

Read

Work with a partner to read this dialogue. Decide which role each of you will read. Now read the dialogue with expression. When you have finished reading it, swap roles and read it again.

Rude Girl: And where are you going?

Polite Girl: I'm going with my grandmother to the traditional healer. My grandmother doesn't see too well these days and she needs help on the bus. I always go with her.

Rude Girl: I think that people who believe in traditional medicine are stupid! Why doesn't your grandmother go to the clinic?

Polite Girl: The traditional healer works with the doctor at the clinic. The healer has been working with our people for a long time. She knows everything about herbs and plants that help people to get better. The doctor often asks her for advice. The healer gets help from the doctor when she needs it, too.

Speak

Work in small groups. Discuss the dialogue you have just read. Try to answer these questions.

- Why has Rude Girl been given this name?
- In what ways is she being rude?
- Do you think that Polite Girl has a name that suits her?
- What does she do to deserve her name?
- Do you think that modern medical people and traditional healers can work together in a community?
- Does Rude Girl think that this is so? How do you know this?
- What does Polite Girl think about doctors working together with traditional healers?

Rude Girl has a lot to learn! I hope you aren't like her.



Write

1. Write your own dialogue. Work with a partner to do this. In this new dialogue make both girls polite. They should ask and answer questions about doctors working with traditional healers.
2. Copy these sentences into your exercise book. Underline the articles and determiners in the sentences.
 - (a) How many children are there in the hospital?
 - (b) All people should be respectful of other people's customs.
 - (c) Every community has customs and traditions.
 - (d) The ceremonies are carried out every year.
 - (e) What are you carrying in that box?
 - (f) Would you like some sugar in your tea?
3. Use adverbs of frequency to complete these sentences. You may use the same adverb more than once if it fits correctly into more than one sentence.
 - (a) We ____ visit my aunt.
 - (b) ____ I run and ____ I walk to school.
 - (c) I ____ get up early so that I am ____ late for school.
 - (d) I have a good memory so it is ____ that I forget to do things I have promised to do.
 - (e) How ____ do you drink coffee? I ____ drink it because it makes me feel ill!

Lesson 5 TV and traditions

Speak



Look carefully at this picture on the left. Describe it to your partner. Imagine that you are a tourist who has never been to Mozambique. If you were watching this TV programme about Mozambique's lovely beaches, what would you be thinking?

142

On the right is another scene from this TV programme.

1. What do you notice here? Talk to your partner about this picture.
2. Do you see any local people in it?
3. How much of this person can you see?
4. Why do you think you can see so little of him?
5. Are there any local people in the first picture?
6. Do you think that this is a good way to advertise Mozambique to tourists?



Write

1. Draw a picture of a cultural event to advertise Mozambique to tourists on TV. Choose an event that you think people from all over Mozambique and from the rest of the world would like to see. Put as much detail in your picture as you can.
2. Write a paragraph about what you think the TV announcer can say about this event.
 - Describe the event.
 - Say why you think local people would like to see it.
 - Say why you think foreign tourists would like to see it.



143

Write

Look at the pictures on page 142 again. Write a letter of complaint to the TV station manager about them.

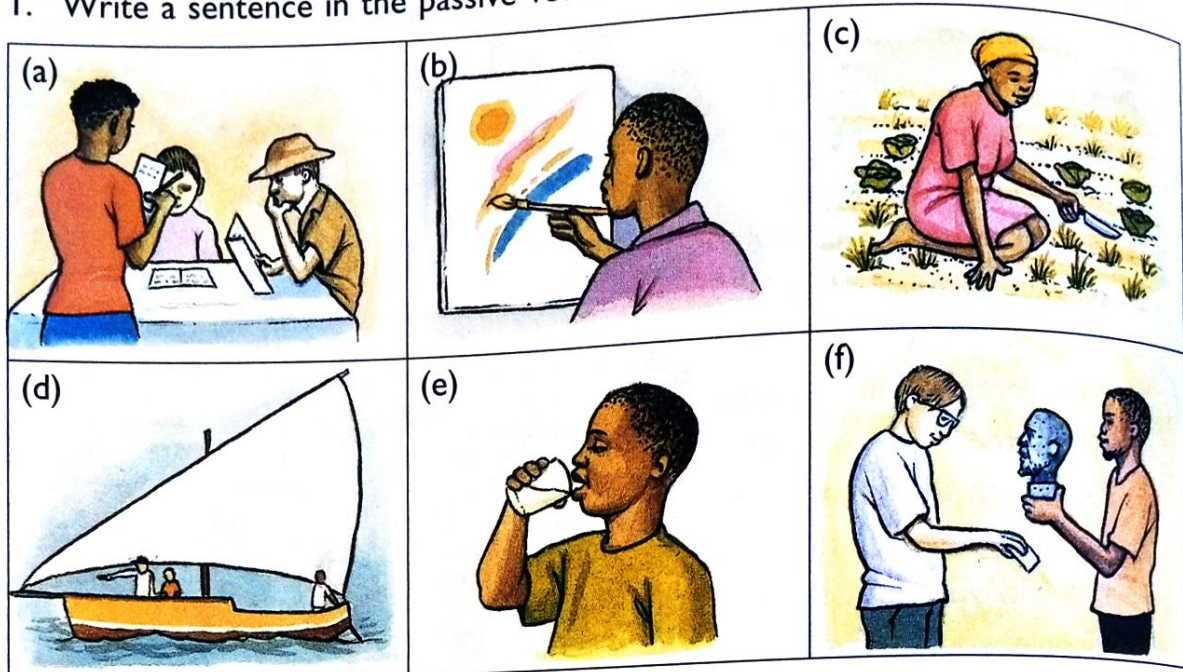
Complain about the fact that there are no local people in the pictures. Suggest that it is the local people who have made Mozambique a success. Suggest ways in which TV and other media such as newspapers and the Internet can advertise Mozambique's customs and traditions to the rest of the world.

We are proud of
our culture!



Review: Unit 11, Lessons 1-5

1. Write a sentence in the passive voice describing each of these pictures.



2. Write a paragraph in which you use at least six of these determiners.

when then while before after first
finally after that as soon as

3. Use an adverb of frequency to complete these sentences.

- I ____ buy food at the market.
- We ____ have our picnics next to the river.
- Isabel ____ forgets to do her homework.
- We all go to school ____ day during the week.
- The sun shines ____ in the summertime.

4. Write four sentences using the adverbs of degree in the box.

fairly quite rather very

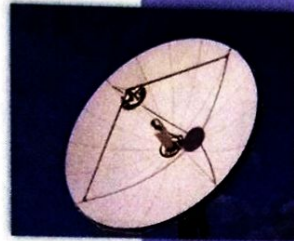
5. Complete these sentences by putting the adverbs in brackets in the correct order.

- I went to buy some food (early yesterday evening/at the market).
- Fátima played the piano (at the school concert/this morning/very well).
- We had a picnic (on Sunday/in the park).
- Isabel has been working (all day/in the garden).
- The sun has been shining (in Tete/for two weeks).

Add your review answers
to your portfolio.



Technology



Lesson 1 Technology at school

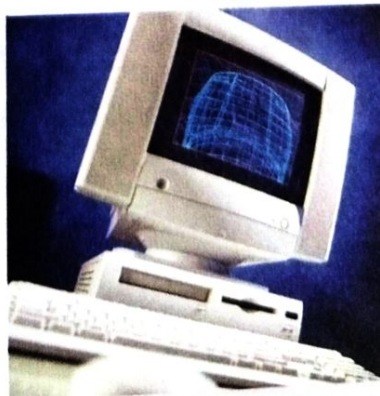
Speak

145

Technology is part of our lives. Every day we use technology of some sort - and often we use more than one type of technology at the same time.

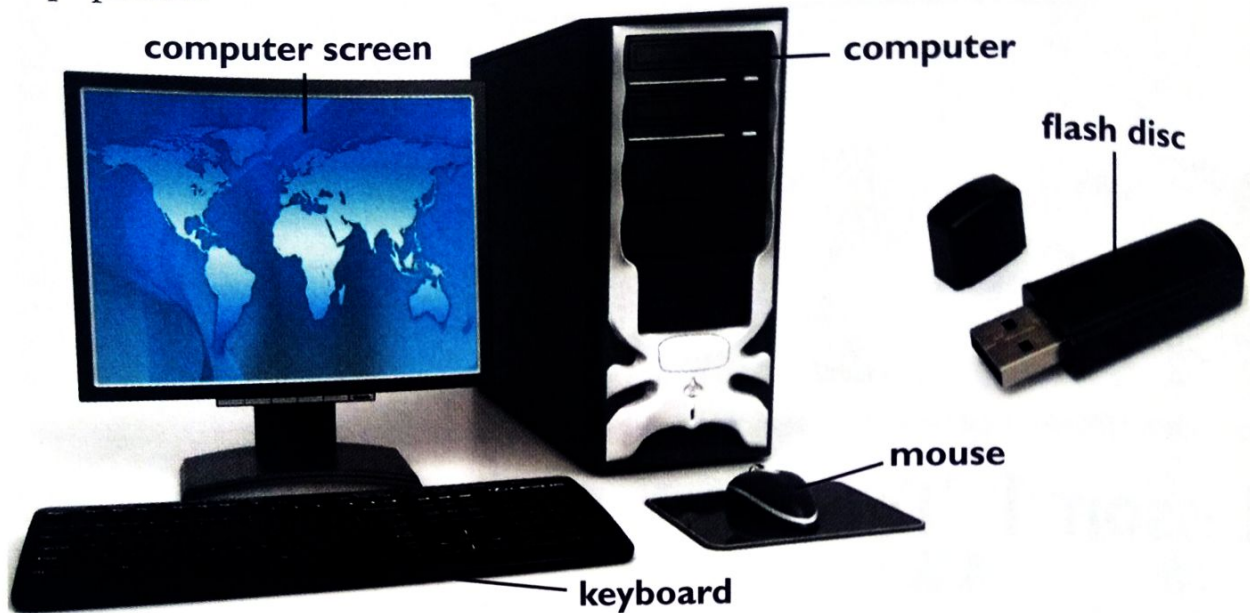
Work with a partner. You, as the interviewer, need to find out from your partner what technological equipment is available at the school. Here are some questions you might like to ask.

- Why do you think it is necessary to use modern technology at school?
- Can you tell me what technology exists at school?
- What do you think is the most important piece of technology that we have at school?
- Is everyone able to use the technology at school?
- Why do we have to have special people to operate some of the technology?

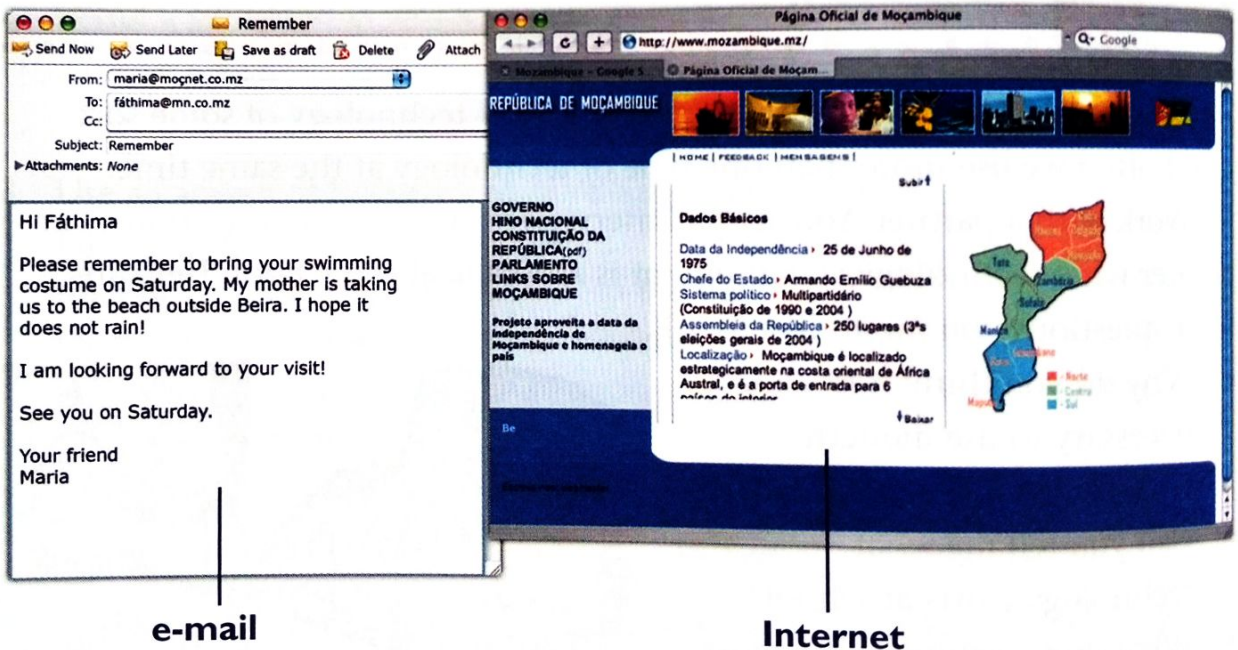


Read

Look carefully at these examples of modern equipment. Practise reading the labels. Tell your partner what these labels mean and how you use the equipment.



146



Write

Complete the following statements. You use ...

1. a computer to
2. a mouse to
3. a flash disc to
4. e-mail to
5. the Internet to
6. the keyboard to

Learn

The future simple and future continuous tenses

Remember we use the **future simple tense** (**shall** and **will**) to give or ask for information about the future.

Who do you think **will** win the computer game?

We use the **future continuous tense** to say that something will be happening at a certain time in the future.

I **will be getting up** early tomorrow morning to watch the game on TV.

Look at page 160 in the Grammar Reference section on the future simple and future continuous tenses.

- Change the verb in the following sentences to show that these things will happen in the future.
 - Everybody (have) a computer in the next 20 years.
 - When I finish school, I (buy) myself an MP3 player.
 - The teacher (put) the information for our History lesson on the diskette so we can all have a copy when we need it.
 - You (type) faster if you learn the keyboard better.
 - Ivo's parents (give) him a cell phone for his birthday.
- Change the verb in the following sentences to show that these things will be happening at a certain time in the future. You will also need to choose one of the following phrases to complete the sentences:

this evening	the holidays	next week
whole weekend	end of the month	

- My grandmother (visit) us in _____.
- Will you (stay) home _____?
- She (use) her computer the _____.
- My father (need) the money by the _____.
- Our teacher (give) extra lessons after school _____.

Lesson 2 What technology can we use at home?

Speak

Work in groups. Talk amongst yourselves about the importance of new technologies. Think about using the following headings.

- Type of technology (e.g. CD player)
- How you use each item and how it works.
- The importance of these in your modern-day lives.
- How this piece of technology has made life easier OR how it has made our lives more difficult.

Now present your findings to the class. Share your ideas and allow other groups to tell about their findings.

Read

148

Look carefully at the examples of modern equipment. You will see that these are things we mostly have at home. Practise reading the labels. Tell a partner what these labels mean and how you use the equipment.

television



telephone



cell phone



DVD player



radio and cassette player

Write

Complete the following statements.

1. The telephone is the easiest way to
2. Cell phones are used when
3. We listen to the radio to
4. We watch television to ... and
5. Tape recorders allow us to
6. We use a DVD player or a video player to
7. Today the latest is an MP3 player that allows you to
8. We use a microwave oven to

Now write a few sentences in which you tell which of these domestic appliances you have in your own home.

**Listen**

149

Listen as your teacher describes some technological appliances. You will then have to decide and write down what your teacher is describing.

Learn**Words**

technology	modern-day lives	electronic equipment
cell phone	diskette	flash disc
	e-mail	the Internet

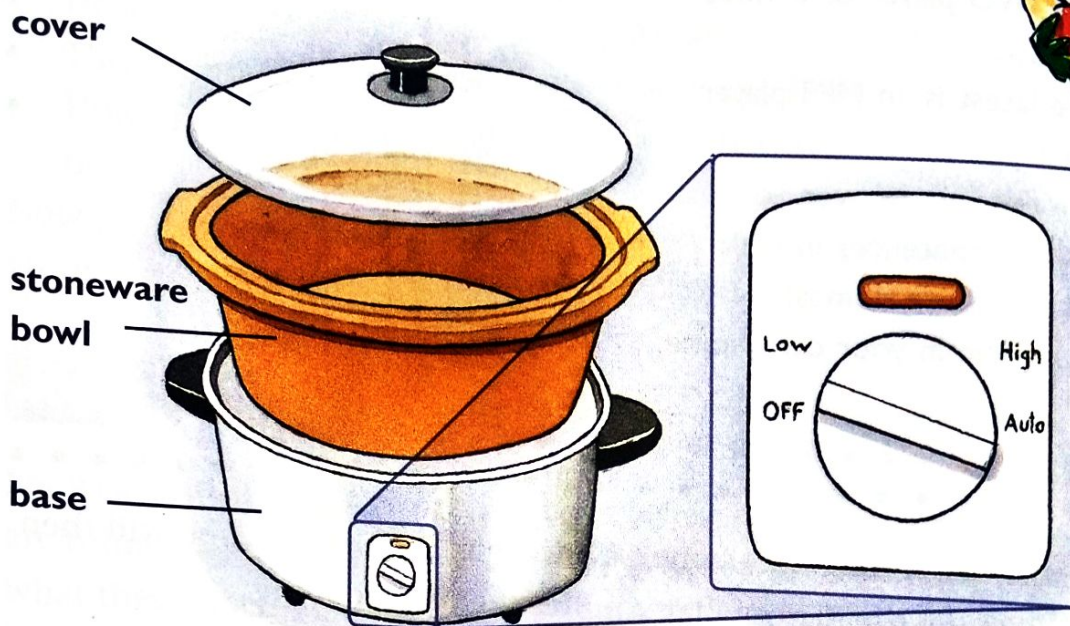
1. Look up the meanings of the words and phrases in your dictionary and write them in your exercise book.
2. Choose three of the words or phrases and write three sentences using each of them.

Lesson 3 How do we use appliances?

Speak

Here is an appliance you might not know.
It is called a *slow cooker*.

Slow cookers make the most delicious soups and stews because they can cook for so long.



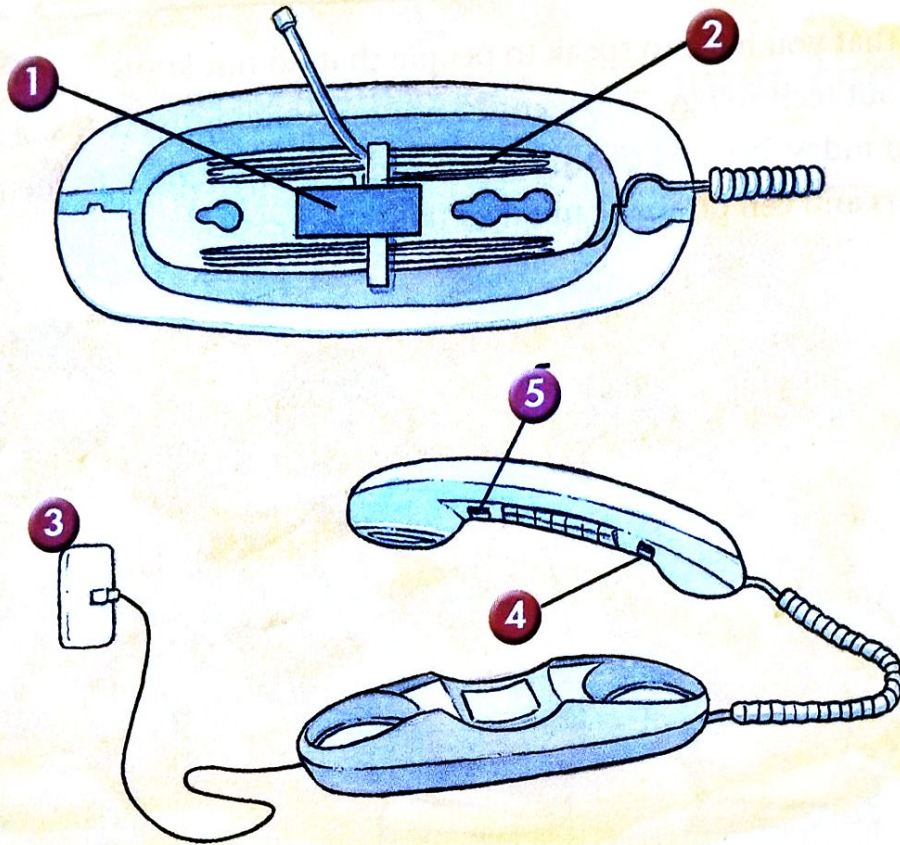
150

Work with a partner. Here are the instructions on how to use the slow cooker. But the instructions are not in the right order. Decide on the correct order and tell your partner how to use the slow cooker.

- Before first use, wash the cover and stoneware bowl in hot, soapy water. Rinse and dry. Do not put the base in water.
- Connect the plug to an electricity supply.
- Let the stoneware bowl and the cover cool before washing.
- Prepare the recipe according to the instructions. Place the food in the stoneware bowl and cover.
- Remove the cooked food from the stoneware bowl.
- Select the temperature setting.
- When finished, turn the slow cooker off and remove the plug from the mains supply.

Listen

Here are the instructions on how to install a telephone. Look at the numbered sketch. As you read, your partner follows on the diagram.



- 1 Remove telephone line cord from the pocket on the bottom of the phone.
- 2 Run telephone line cord through the guides on the bottom of the phone.
- 3 Connect the telephone line cord to a modular telephone jack.
- 4 Slide the RINGER switch on the handset to ON.
- 5 Set the PULSE/TONE switch (on the handset) to TONE for touch-tone service.

Write

As a class, talk about how to use a cell phone. Try to be as practical as possible. Then work with a partner. Write down, step-by-step, how to make a call and how to receive a call. You might like to use numbered sentences to make the instructions clear. If you feel you are able, explain how to send an SMS message.

Lesson 4 Technology makes a difference

Speak

I always say a demonstration is worth a thousand words.



Imagine that you have to speak to people that do not know much about technology. You want to convince them that it is a better world we live in today, because of all the new appliances. Explain to them how computers and cell phones can make their lives easier.

152



Write

Portfolio Now write two or three paragraphs in which you explain how technology has made a difference in your life. Use this plan.

- The technology that you have at home and at school.
- How this technology has changed the way you do things.
- What other appliances you would like and that you plan to buy in the future.

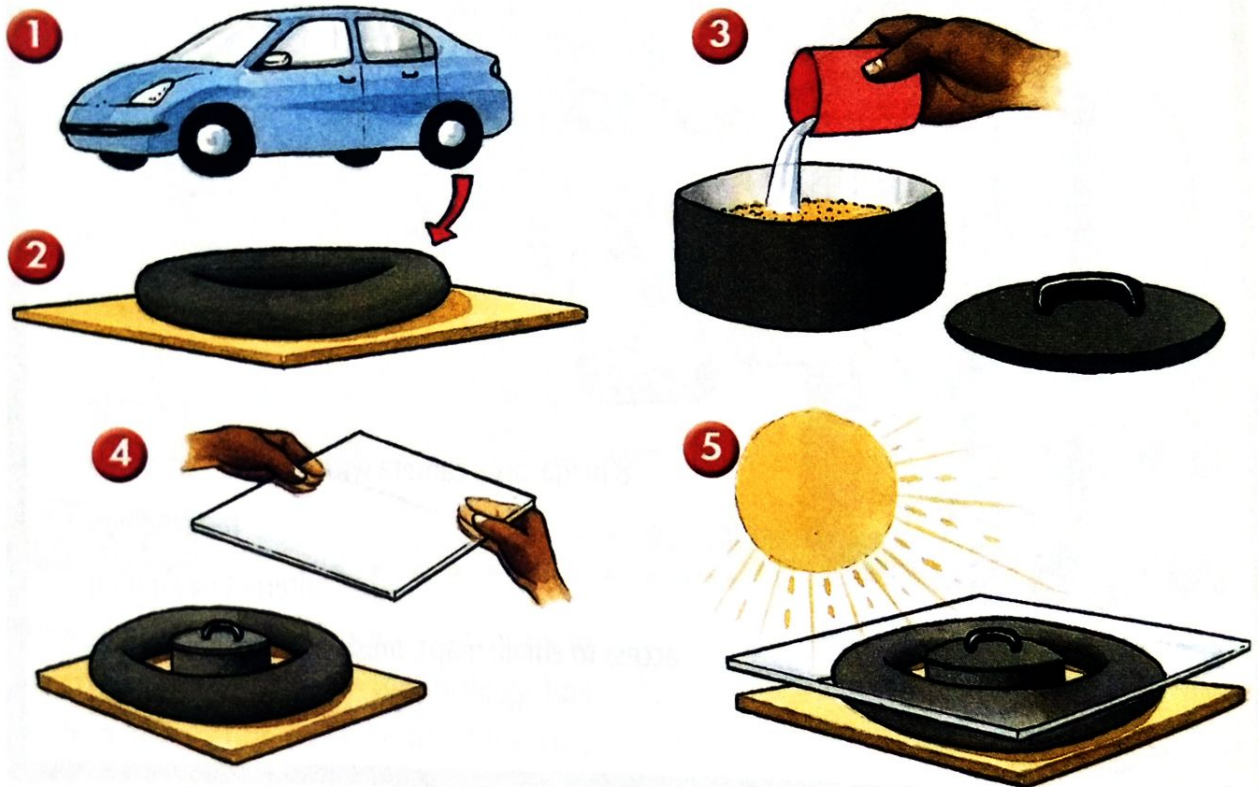


Lesson 5 Can you make your own appliances?

Read

Here is something useful that can be made simply: a **tyre cooker** that uses simple materials and the sun to cook food. It was designed by an architect, Suresh Vaidyaranjan, who was looking for an alternative to using a stove. His answer was to use the power of the sun.

However, the instructions are muddled. Look at the sketches and then place the instructions in the correct order.



154

- Cover the tube with a piece of clear (transparent) glass.
- Inflate the tube.
- Leave out in the sun.
- Now put it on a wooden board.
- Put all the ingredients for cooking in the cooking pot.
- Put the cooking pot inside the tube.
- Take an old car tube. If the tube is punctured, you will have to patch it.
- Use an aluminium cooking pot with a lid. Paint it black on the outside.
- Within three hours your food will be cooked.

Listen

Talk to a partner. Explain how you think the tyre cooker works. Think about the following:

- closing up the tyre so that it is sealed
- making a 'window'
- what the piece of glass does
- the sun's rays that are trapped
- the temperature that rises.

Learn

Prepositions of time

We use the **prepositions of time** (**by, for, during** and **until**) to tell more detail about the time that something happened, is happening or will happen.

He said he would send us an e-mail **during** the week.

Fill in the missing prepositions of time in the sentences below.

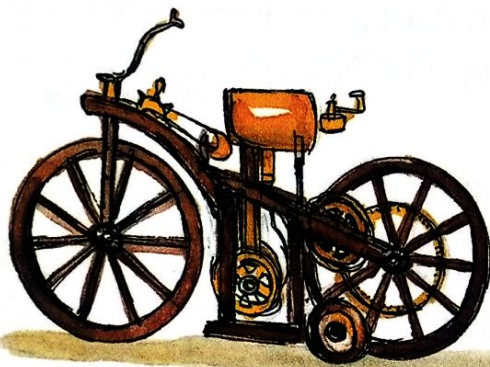
1. I need to finish this e-mail ____ 12 o'clock.
2. We met ____ the new cell phone demonstration.
3. She surfed the Internet ____ a long time.
4. We won't be able to phone each other ____ after the school holidays.
5. It rained ____ the night ____ a few hours.

Speak

Work in groups to make a time capsule. A time capsule is a box containing information about a particular time in history. The box is buried in the ground and when people of the future find it, they will know what was happening in our time. Your time capsule needs to include information about the top ten technologies of our time. Discuss which ten pieces of technology you want to include in your time capsule. For each piece of technology that you choose, provide a picture, a description of how it is used and reasons why you think it is important.

Review: Unit 12, Lessons 1–5

1. Read the information on the right and then answer the questions.
 - (a) How would you describe the motor cycle?
 - (b) Who was the first person to create the motorbike?
 - (c) What did he do to the ordinary bicycle?
 - (d) How did the Werner brothers change the motorbike?
 - (e) What makes the motorbike worth owning?



The motor cycle is a two-wheeled vehicle driven by a petrol engine. Daimler created the first motor cycle, called the motorbike. This was in 1885 when he attached a lightweight petrol engine to a bicycle. Then in 1901 Michael and Eugene Werner built the first real two-wheel motorbike in France. The engine was low down between the wheels. Road races for motor cycles started in 1907. The design of the motor cycle has stayed very much the way it was so many years ago. Even today, we still recognise the motor cycle as a powerful and exciting piece of technology. It is a source of transport as well as a fun vehicle to own.



2. Write a short paragraph in which you explain what the Internet is. You should also explain how to use it and the advantages of using it.
3. Write a letter to a friend. Explain to him/her what the differences are between listening to the news on the radio and watching the news on television.

Add your review answers
to your portfolio.



Grammar Reference

Verbs

Verbs are used to describe actions or events. These actions or events can take place at different times: the past, the present and the future.

A particular form of the verb, known as **tense**, is used to show the time at which an action or event occurs. The following timeline shows the relationship between time and tenses.

YESTERDAY	TODAY	TOMORROW
I had walked. (Past perfect) I have walked. (Present perfect) I walked. (Past)	I walk. (Present)	I will walk. (Future) I will have walked. (Future perfect)

The following tables show the tense system used in English. The first table shows the tense system used with active verbs and the second table shows the tense system used with passive verbs.

ACTIVE		
	Simple	Continuous
Present	He walks.	He is walking.
Past	He walked.	He was walking.
Future	He will walk.	He will be walking.
Present perfect <i>to have + verb</i>	He has walked.	He has been walking.
Past perfect <i>past tense to have + verb</i>	He had walked.	He had been walking.
Future perfect <i>will + verb</i>	He will have walked.	He will have been walking.

PASSIVE		
	Simple	Continuous
Present	It is cleaned.	It is being cleaned.
Past	It was cleaned.	It was being cleaned.
Future	It will be cleaned.	
Present perfect to have + verb	It has been cleaned.	
Past perfect past tense to have + verb	It has been cleaned.	
Future perfect will + verb	It will have been cleaned.	

1. Present simple tense

Positive
I play soccer.
You play soccer.
He/She plays soccer.
We play soccer.
They play soccer.

Negative
I do not/don't play soccer.
You do not/don't play soccer.
He/She does not/doesn't play soccer.
We do not/don't play soccer.
They do not/don't play soccer.

2. Present continuous tense

Positive		Negative	
I am/ I'm	speaking.	I am/ I'm	not speaking.
He/She/ It is		I am/I'm not	
You are/ You're		He/She/It is not/ isn't	
We are/ We're		You are not/ aren't	
They are/ They're		We are not/ aren't	
		They are not/ aren't	

3. Past simple tense

We use the **past simple tense** to talk about something that has happened in the past.

Yesterday she **walked** to school, but this morning they **ran** to school.

Positive (regular verbs)	
Regular verbs add <i>-ed</i> or <i>-d</i>	
Present	Past
need	needed
play	played
listen	listened

Positive (irregular verbs)	
Many common verbs are irregular.	
Present	Past
go	went (not goed)
see	saw (not seeed)
have	had (not haved)

The form is the same for all persons.	
I	went to the market. saw the lion. had a headache.
You	
He/She/It	
We	
They	

Negative (regular verbs)		
Add <i>didn't</i> or <i>did not</i> before the verb		
I	did not/ didn't	need any more money.
We		play with our friends.
He/She		play soccer.
You		listen to the music.

Negative (irregular verbs)		
The form is the same for all persons.		
I	did not/ didn't	go to the market.
You		see the lion.
He/She/It		have a headache.
We		
They		

See the list of irregular verbs on page 162.

4. Past continuous tense

The **past continuous tense** is formed with **was/were + verb ending in -ing**.

She **was reading** her English book on the way to school.

We use the past continuous tense to talk about something that was happening in the past. The action had started but it had not yet finished.

5. Future simple tense

The **future simple tense** is formed by putting **shall** or **will** in front of the verb.
We use the **future simple** to give or ask for information about the future.

Positive		Negative	
Present	Future		
travel	shall travel	I/we	will not/ won't travel to Zambia next month. watch the television programme. help you with your homework.
watch	will watch	He/She	
help	will help	You	
		They	

6. Future continuous tense

We use the **future continuous tense** to say that something will be happening at a certain time in the future.

I **will be getting up** early tomorrow morning.

We can also form the future continuous tense with **be + going to + infinitive** when we have decided to do something.

I **am going to** ask Mrs Fernandes for help.

He **is going to** play soccer today.

We also use **going to** when we talk about something that we can see will happen in the future because of something in the present.

You did not study so you **are going to** fail.

7. Present perfect tense

We form this tense with the verb **to have** + the **past participle** of the verb.

Positive (regular verbs)		Negative (regular verbs)	
Present	Present perfect		
jump	have jumped	I/We	have not/ haven't jumped over the hole. planted the crops. enjoyed the work.
plant	have planted	You	
enjoy	have enjoyed	They	
		He/She	has not/hasn't
Positive (irregular verbs)		Negative (irregular verbs)	
Present	Past Perfect		
be	have been	I/We	have not/ haven't been to Maputo. sold all the vegetables. grown enough tomatoes this season.
sell	have sold	You	
grow	have grown	They	
		He/She	

We use the present perfect tense when we want to connect the past with the present.

Past	Present	Present perfect
I was here at 10 o'clock.	I am still here at 11 o'clock.	I have been here for an hour.

8. Past perfect tense

We form this tense with the past tense of the verb **to have** + the past participle of the verb.

Positive (regular verbs)		Negative (regular verbs)	
Present	Past		
jump	had jumped	I/We	had not/ hadn't jumped over the hole. planted the crops. enjoyed the work.
plant	had planted	You	
enjoy	had enjoyed	He/She	
		They	
Positive (irregular verbs)		Negative (irregular verbs)	
Present	Past perfect		
be	had been	I/We	had not/ hadn't been to visit my aunt. been to visit our aunt. eaten all the food on the plate. sung in a concert before.
eat	had eaten	You	
sing	had sung	He/She	
		They	

9. Active and passive forms of verbs

We use the active voice to talk about people doing something to other people or to objects.

We use the passive voice to talk about people or objects having something done to them. We form passive verbs with the different forms of **be** (*is, am, are*) + the past participle of the verb.

	Active	Passive
Present tense	They speak English at that school.	English is spoken at that school.
	The boy breaks the bottle.	The bottle is broken by the boy.
	The cat eats the bird.	The bird is eaten by the cat.
	Carlos reads the book.	The book is read by Carlos.

	Active	Passive
		Use the verb <i>to be</i> and move the verb back a tense.
Past tense	They spoke English at that school.	English was spoken at that school.
	The boy broke the bottle.	The bottle was broken by the boy.
	The cat ate the bird.	The bird was eaten by the cat.
	Carlos read the book.	The book was read by Carlos.

10. Imperatives

The imperative form of the verb has the same form as the infinitive but the subject is only implied and not stated. We use the imperative to give commands and to give instructions.

Simple present tense	Imperative form
You must take two tablets every day. Please will you close the door.	Take two tablets every day. Close the door!

11. Irregular verbs (Verbos Irregulares)

	Present tense	Past tense	Past participle		Present tense	Past tense	Past participle
1	begin	began	begun	16	get	got	gotten
2	bring	brought	brought	17	give	gave	given
3	build	built	built	18	go	went	gone
4	catch	caught	caught	19	have	had	had
5	choose	chose	chosen	20	hear	heard	heard
6	come	came	come	21	hurt	hurt	hurt
7	do	did	done	22	keep	kept	kept
8	dig	dug	dug	23	know	knew	known
9	draw	drew	drawn	24	make	made	made
10	drink	drank	drunk	25	mean	meant	meant
11	drive	drove	driven	26	meet	met	met
12	eat	ate	eaten	27	pay	paid	paid
13	fall	fell	fallen	28	read	read	read
14	feel	felt	felt	29	ride	rode	ridden
15	forget	forgot	forgotten	30	run	ran	run

	Present tense	Past tense	Past participle		Present tense	Past tense	Past participle
31	say	said	said	41	take	took	taken
32	see	saw	seen	42	teach	taught	taught
33	seek	sought	sought	43	think	thought	thought
34	sing	sang	sung	44	throw	threw	thrown
35	sit	sat	sat	45	tread	trod	trodden
36	sleep	slept	slept	46	understand	understood	understood
37	speak	spoke	spoken	47	wear	wore	worn
38	stand	stood	stood	48	weave	wove	woven
39	steal	stole	stolen	49	weep	wept	wept
40	swim	swam	swum	50	write	wrote	written

12. Regular verbs (Verbos regulares)

	Present tense	Past tense	Past participle		Present tense	Past tense	Past participle
1	ask	asked	asked	20	kindle	kindled	kindled
2	attract	attracted	attracted	21	kiss	kissed	kissed
3	bake	baked	baked	22	laugh	laughed	laughed
4	brush	brushed	brushed	23	listen	listened	listened
5	care	cared	cared	24	look	looked	looked
6	clean	cleaned	cleaned	25	love	loved	loved
7	cook	cooked	cooked	26	melt	melted	melted
8	dry	dried	dried	27	mix	mixed	mixed
9	drag	dragged	dragged	28	need	needed	needed
10	enjoy	enjoyed	enjoyed	29	notice	noticed	noticed
11	fence	fenced	fenced	30	open	opened	opened
12	force	forced	forced	31	plant	planted	planted
13	grasp	grasped	grasped	32	play	played	played
14	greet	greeted	greeted	33	sort	sorted	sorted
15	happen	happened	happened	34	squash	squashed	squashed
16	hate	hated	hated	35	start	started	started
17	help	helped	helped	36	stop	stopped	stopped
18	hem	hemmed	hemmed	37	style	styled	styled
19	hug	hugged	hugged	38	talk	talked	talked

	Present tense	Past tense	Past participle		Present tense	Past tense	Past participle
39	taste	tasted	tasted	42	walk	walked	walked
40	vibrate	vibrated	vibrated	43	wire	wired	wired
41	vote	voted	voted	44	wonder	wondered	wondered

13. Modal verbs

Some auxiliary verbs (*can/could, shall/should, will/would, may, must, ought to, need to*) express ideas such as **obligation, willingness, possibility** or **necessity**. This kind of meaning is called *modal*.

Modal verb forms only exist as auxiliaries but, unlike auxiliary verbs such as *to be, to have* and *to do*, they do not exist as full verbs. There is no infinitive form (*to can* or *to must*), no continuous form and no passive form.

We use modal verbs:

1	To talk about things that are certain or possible	certain	<ul style="list-style-type: none"> It's very late. You must be hungry. You didn't sleep well last night so you must be tired.
		possible	<ul style="list-style-type: none"> It might rain tonight. It could rain tomorrow.
2	To talk about someone's willingness or ability to do something	willingness	<ul style="list-style-type: none"> Will you help me paint? Would you carry these boxes for me? Your mother is going to be late so you should help to make the dinner.
		ability	<ul style="list-style-type: none"> Can you paint? Can you run 100 metres faster than me? The craftsmen could not carve ornaments because there was no wood.
3	To talk about something that has to happen or is the correct thing to do	obligation	<ul style="list-style-type: none"> You must do all your homework. You ought to leave before dinner. We have to be at school at 9h00 so you need to be ready by 8h30. We should always be polite and helpful to other people.
4	To talk about someone's desire for something	desire	<ul style="list-style-type: none"> I would like to be a doctor when I finish school.

5	To ask for permission	permission	<ul style="list-style-type: none"> • May I use your pen, please? I have lost mine. • May I borrow your coat? • May I sit on this chair?
---	-----------------------	-------------------	---

Present and future modal forms

Positive form			
	Full form	Shorter spoken form	
I	will	'll	eat.
	would	'd	
You	shall	'll	study.
	should		
He/She	may		sleep.
	might		
We	can		dance.
	could		
They	must		work hard.
	ought to		leave.
	need to		paint.

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Negative form			
	Full form	Shorter spoken form	
I	will not	'll not	eat.
	would not	'd not	
You	shall not	'll not	study.
	should not	shouldn't	
He/She	may not		sleep.
	might not		
We	cannot	can't	dance.
	could not	couldn't	
They	must not	mustn't	work hard.
	ought not to	oughtn't to	leave.
	need not	needn't	paint.

Questions

Question words	
Look at the question words and the answers.	
Who?	The boy
What?	A cashew nut
When?	During the afternoon
What time?	At 15h00
Who?	Dalila
Where?	In Beira
How?	By train
How old?	15
How many?	Eleven
How much?	10.000 Mts
Why?	Because ...

Questions	Answers	
What	is your name?	Carlos
	is her address?	18 Green Street
	is his phone number?	01693 456789
Where	are you from?	From Mozambique.
	is he from?	
	are they from?	
How old	are you?	I'm 15.
	is he?	He is 13.
	are they?	They're 3 and 6.

Questions very often start with **wh**-words (**where, what, when, who** and **why**).



Question tags	
Used at the end of statements to turn them into questions.	
... isn't it?	You are not very late, are you?
... does it?	You enjoy listening to music, don't you?
... can you?	You can cook, can't you?
... have you?	You've finished your work, haven't you?

Yes/No Questions		Short answers
Is	he	Yes, he is.
	she	No, she isn't.
	it	Yes, it is.
Are	you	Yes, I am.
	we	No, we aren't.
	they	Yes, they are.

Questions using different tenses

Questions starting with *wh*-words

Present simple tense

Do you like soccer?	Yes, I do . No, I don't .	Where do you live? What do you like?
Does she like soccer?	Yes, she does . No, she doesn't .	When will you be ready? Why are you so late? How do you go to town?

Present continuous tense

Are you feeling hungry?	Yes, I am. No, I am not.	What	am I	reading?
Is she wearing traditional dress?	Yes, she is. No, she isn't.		are you	
		is he/she		
		are we/they		

Past simple tense

Did he take his medicine after supper?		Do you know when he took his medicine?			
Did she brush her teeth this morning?		When did she last brush her teeth?			
Did the boy eat his lunch?	Yes, he did .	Where	did	I/we	buy the newspaper?
Did you enjoy the film?	No, I didn't .			you	
		he/she			
		they			

Future tense

Will you eat fish for lunch?	Yes, I will .	Where	will	you park your car?
Will you come to the shops with me?	No, I won't .	How	will	you find your new school?

Present perfect tense

Have you finished your homework?	No, I haven't finished it yet.	Why	have	you brought your dog to work?
Has she made her bed?	Yes, she has made it.			

Questions using different tenses		Questions starting with <i>wh</i> -words			
Past perfect tense					
Had he ever visited an open market before?	No, he had not visited an open market.	Why	had	he/she	never been diving before?
Had they swum with dolphins before?	Yes, they had swum with dolphins before.			they	
		have	I/we		
			you		
Future perfect tense					
Will she have failed her exam just because she did not pay attention in class?	How	will	you	have managed to attract enough tourists to the community?	
Will you have listened carefully enough to the instructions to be able to do it yourself?			he/she		
	we				
	they				

Nouns

Plural nouns

1. Most nouns ending with a consonant, add -s in the plural	
doctor	doctors
book	books
student	students
town	towns
2. Some nouns that end in -y change to -ies	
city	cities
country	countries
dictionary	dictionaries
3. But if a noun ends in -y with a vowel in front of it, add -s	
monkey	monkeys
boy	boys
4. Nouns that end in -o, add -es	
tomato	tomatoes
potato	potatoes

5. Nouns that end in -s, -ss, -ch, -sh, or -x, add -es	
bus	buses
box	boxes
class	classes
sandwich	sandwiches
6. Some nouns that end in -f, change to -ves	
loaf	loaves
live	lives
7. Some plural nouns are irregular	
man	men
woman	women
child	children
8. Some plural nouns stay the same	
sheep	sheep
scissors	scissors
9. But some exceptions add -s	
roof	roofs
chef	chefs
chief	chiefs

Pronouns

Personal pronouns are used instead of a noun or a noun phrase.

he instead of *Carlos*, **it** instead of *the open-air market*

Subject pronouns	Possessive pronouns	Possessive adjectives
I (<i>eu</i>)	mine (<i>o meu</i>)	my (<i>meu</i>) book
you (<i>tu</i>)	yours (<i>o teu</i>)	your (<i>teu</i>) book
he (<i>ele</i>)	his (<i>o dele</i>)	his (<i>dele</i>) book
she (<i>ela</i>)	hers (<i>o dela</i>)	her (<i>dela</i>) book
it (<i>isto</i>)	its (<i>o seu/a sua</i>)	its (<i>seu/sua</i>) book
we (<i>nós</i>)	ours (<i>o nosso</i>)	our (<i>nossa</i>) book
you (<i>vós</i>)	yours (<i>o vosso</i>)	your (<i>vossa</i>) book
they (<i>eles/as</i>)	theirs (<i>o deles/as</i>)	their (<i>deles</i>) book

- Carlos works hard and **he** is sure to pass **his** exams.
- The old man wore a thick scarf to protect **his** sore throat.

1. Indefinite pronouns

We use indefinite pronouns when we want to say something general about people or things, instead of talking about someone or something particular.

Everyone is coming for lunch.

We must buy **something** for our mother.

They ate **nothing**.

2. Reflexive pronouns

We use reflexive pronouns when the subject and object of a sentence are the same.

I burned **myself** when I was lighting the paraffin stove.

Did **you** do your homework all by **yourself**?

We covered **ourselves** in paint when we made tablecloths to sell at the market.

I	myself
you	yourself
he/she/it	himself/herself/itself
we	ourselves
you	yourselves
they	themselves

3. Relative pronouns

This (Este) – These (Estes)

We use **this** (singular) or **these** (plural) to refer to things near to us.

This is my new watch that I got for my birthday.

These are the most comfortable shoes I've ever worn.

That (Aquele) – Those (Aqueles)

We use **that** (singular) or **those** (plural) to refer to things that are not near to us.

That is my grandmother's house on top of the hill.

Those birds in the sky are vultures.

The apostrophe s ('s)

We use **apostrophe s ('s)** to show both possession and short forms of the verb **is** (when the letter *i* has been left out).

Possessive 's	Short forms 's
my son – José's son	he is – he's
your job – Maria's job	she is – she's
his house – Fernando's house	it is – it's
her name – your wife's name	who is – who's

Note: The possessive **its** does not have an apostrophe.

the computer's screen – **its** screen

When the noun is plural and ends in an *-s*, we add the apostrophe after the *s* to show possession.

their homework – the students' homework

their fresh produce – the farmers' fresh produce

Articles

We use **a** or **an** before a noun when the noun is not specified. It is one of many.

We gave each new student **a** pencil and **an** exercise book.

a before nouns starting with consonant sounds	an before nouns starting with vowel sounds	a before nouns starting with vowels that sound like 'you'
a clinic	an actor	a European country
a language	an entrepreneur	a union meeting
a rural community	an ice cream	a university degree
a vegetarian recipe	an open-air market	
a wood carver	an ulcer	

We use **the** before a noun that is specified. It is a particular one.

We gave each new student **a** pencil and **an** exercise book. At the end of the lesson they used **the** pencils to record their homework in **the** exercise books.

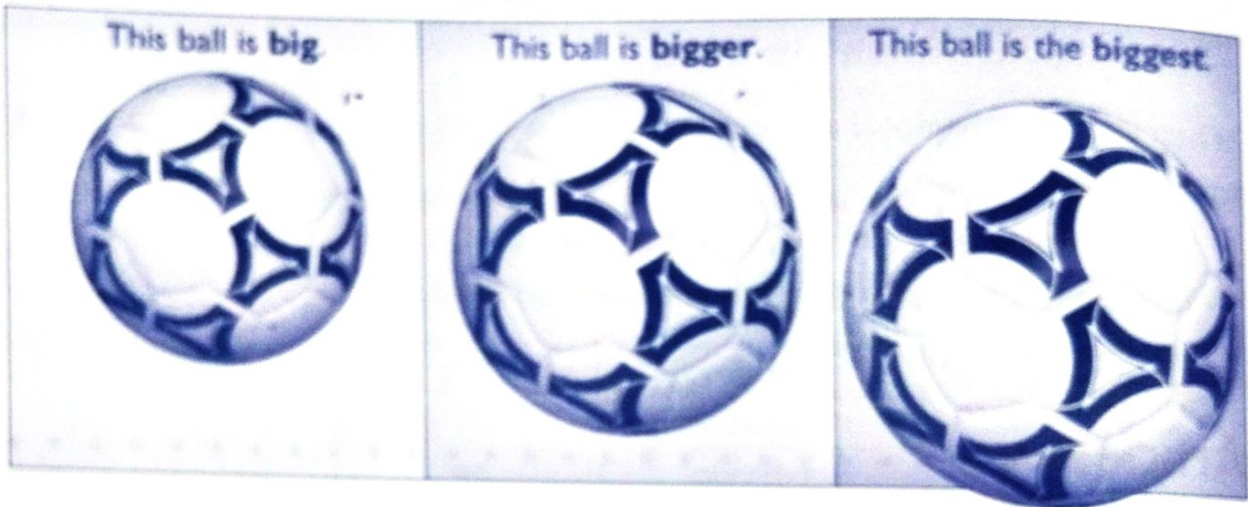
Adjectives

Adjectives help us describe things, people and places. An adjective usually comes before a noun.

- an **old** car (NOT: a car **old** X)
- a **sick** child
- a **rude** customer
- a **sore** throat

1. Degrees of comparison

When we compare two things we usually add *-er* to the adjective and when we compare three or more things, we usually add *-est* to the adjective.



Most adjectives of comparison are formed like this:		
long	longer	(the) longest
short	shorter	(the) shortest
bright	brighter	(the) brightest

Some adjectives of comparison are irregular.		
good	better	(the) best
bad	worse	(the) worst
many	more	most

We can also compare things by using **many**, **more** and **most**.

Many people speak English in Mozambique but **more** people speak English in South Africa. However, the **most** English speakers live in the United Kingdom and the United States of America.

We use **many**, **more** and **most** when adding *-er* or *-est* to the adjective sounds odd, or with longer adjectives (three or more syllables).

tired	more tired	(the) most tired
beautiful	more beautiful	(the) most beautiful
difficult	more difficult	(the) most difficult
energetic	more energetic	(the) most energetic

2. Comparatives

We use the comparatives **as much as** and **the same as** to compare things.

Mário likes school **as much as** José does.

Rosa's new textbook is **the same as** Ernesto's old one.

Adverbs

We use adverbs to describe verbs when we want to tell people more about how something is done.

Adverbs of probability

Adverbs of probability tell us if something is likely or unlikely to happen. These adverbs include **perhaps**, **possibly** and **probably**.

Perhaps it will rain later. I will **probably** get wet because I have no umbrella.

Adverbs of frequency

Adverbs of frequency tell us how often or how seldom something happens or is done. These adverbs include **always**, **never**, **sometimes** and **seldom**.

0% – never (<i>nunca</i>)	We never go out during the week.
40% – sometimes (<i>algumas vezes</i>)	He usually catches a taxi.
70% – often (<i>com muita frequência</i>)	She sometimes has a cup of coffee.
90% – usually (<i>habitualmente</i>)	I am never late and seldom early! I
100% – always (<i>sempre</i>)	always arrive on time but sometimes other people don't.

Adverbs of time

Adverbs of time tell us when something happened or was done. These adverbs include **yesterday**, **today**, **tomorrow**, **early**, **late** and **now**.

I was at home **yesterday**.

I am **now** at school.

I am at school **today**.

Maria always arrives at school **early**.

I will play soccer **tomorrow**.

Lwiza is **usually** late for class.

Prepositions

We use prepositions of time (**by**, **for**, **during** and **until**) to give more detail about the time that something happened, is happening or will happen.

I must get home **by** 16h00.

He said he would see us **during** the week.

Connectors

To make our sentences flow nicely, we join them with **connectors** or linking words.

and joins two equal ideas or things	Luísa speaks English at school. Mário speaks English at school. Luísa and Mário speak English at school.
or shows that different ideas/ things are possible or acceptable	In Mozambique you can speak Emakhuwa. In Mozambique you can speak Xichangana. In Mozambique you can speak Emakhuwa or Xichangana.
because gives a reason	I want to study overseas. I will learn English. I will learn English because I want to study overseas.
but shows that the second half of the sentence is different to what you expect	I want to learn to speak English. I find it a difficult language to speak. I want to learn English but I find it a difficult language to speak.

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Co-ordinating conjunctions

Co-ordinating conjunctions are words that join single words and sentences.

jam **and** bread

The group of boys was saved **but** the herd of cows drowned.

The most common co-ordinating conjunctions are:

for	gives a reason
so	gives a reason
and	joins two or more things
or	joins alternatives
but	shows that something is different from something else

Conditional clauses (*If* clauses)

1. The zero conditional

We use the **zero conditional** to talk about things that almost always happen. The zero conditional is formed as follows: *if* clause, subject, simple present verb form.

If water is heated to 100 degrees Celsius (*if* clause), it (subject) boils (verb).
If you drop ice in water, it floats.

2. The first conditional

We use the **first conditional** when there is a chance that something will happen in the future. The first conditional is formed as follows: *if* clause, subject, simple future verb form.

If we don't work hard at conservation (*if* clause), we (subject) will suffer (future verb).

If we look after the wild animals, our tourism industry will grow.

3. The second conditional

We use the **second conditional** to talk about imaginary present situations, where we imagine something different from what is really the case, or things in the future that are unlikely to happen. We use the **past tense** in the *if* clause and *would* for the **result**.

The second conditional is formed as follows: the past tense in the *if* clause, subject, and the future modal form of the verb *would* for the anticipated **result**.

If I grew wings, I would be able to fly like a bird.

If I could fly, I would be able to see our school from above.

If I won the lottery, I would travel the world.

If you bought a very big car, you would have to pay a lot of insurance.

Sequence markers

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

If things are happening at the same time we use while and when .	When I was out, my mother phoned. I listen to music while I clean my room.
If things are happening or will happen one after the other we use before , after , when and as soon as .	Before I go, I will feed the cat. As soon as I get there I will phone you.
When talking about the order in which things happened, we use first , then , after that and finally .	First , I washed the dishes, then I swept the floor and after that I did the laundry. Finally , I went to bed.

Determiners

Determiners tell you more about a noun. They are used before a noun.

The boy didn't want **any** food.

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Determiners also come before an adjective + a noun.

other sick patients, **less** hungry people, **some** good work, **few** good jobs

Other examples of determiners are: **all**, **most**, **none**, **much**, **some**, **many**, **another**, **either** and **neither**

Paragraphs

All paragraphs need:

A good clear topic sentence	The topic sentence tells the reader what the paragraph is going to be about. Without a clear topic sentence, the reader will find it hard to work out what you want to say in the paragraph.
A body	The body includes the main ideas. These are stated clearly and simply.
A clear conclusion and/or final sentence	This final sentence sums up what you have been saying in the paragraph.

Abbreviations

Here are some commonly used abbreviations.

Ave	Avenue	Mr	Mister
Dr	Doctor	Mrs	Used for a married woman
e.g.	For example	Ms	Used when the marital status of a women is not known
i.e.	that is	PO	Post office – used for box numbers or other forms of postal collection
St	Street		

Numbers

1	one	<i>um, uma</i>	1st	first	<i>primeiro (a)</i>
2	two	<i>dois, duas</i>	2nd	second	<i>segundo (a)</i>
3	three	<i>três</i>	3rd	third	<i>terceiro (a)</i>
4	four	<i>quatro</i>	4th	fourth	<i>quarto (a)</i>
5	five	<i>cinco</i>	5th	fifth	<i>quinto (a)</i>
6	six	<i>seis</i>	6th	sixth	<i>sexto (a)</i>
7	seven	<i>sete</i>	7th	seventh	<i>sétimo (a)</i>
8	eight	<i>oito</i>	8th	eighth	<i>oitavo (a)</i>
9	nine	<i>nove</i>	9th	nineth	<i>nono (a)</i>
10	ten	<i>dez</i>	10th	tenth	<i>décimo (a)</i>
11	eleven	<i>onze</i>	11th	eleventh	<i>décimo primeiro (a)</i>
12	twelve	<i>doze</i>	12th	twelveth	<i>décimo segundo (a)</i>
13	thirteen	<i>treze</i>	13th	thirteenth	<i>décimo terceiro (a)</i>
14	fourteen	<i>catorze</i>	14th	fourteenth	<i>décimo quarto (a)</i>
15	fifteen	<i>quinze</i>	15th	fifteenth	<i>décimo quinto (a)</i>
16	sixteen	<i>dezasseis</i>	16th	sixteenth	<i>décimo sexto (a)</i>
17	seventeen	<i>dezassete</i>	17th	seventeenth	<i>décimo sétimo (a)</i>
18	eighteen	<i>dezoito</i>	18th	eighteenth	<i>décimo oitavo (a)</i>
19	nineteen	<i>dezanove</i>	19th	nineteenth	<i>décimo nono (a)</i>
20	twenty	<i>vinte</i>	20th	twentieth	<i>vigésimo (a)</i>
50	fifty	<i>cinquenta</i>	50th	fiftieth	<i>quingüagésimo (a)</i>
100	one hundred	<i>cem</i>	100th	one hundredth	<i>centésimo (a)</i>
1000	one thousand	<i>mil</i>	1000th	one thousandth	<i>milésimo (a)</i>

Months

January (Jan.) <i>Janeiro</i>	May (May) <i>Maio</i>	September (Sep.) <i>Setembro</i>
February (Feb.) <i>Fevereiro</i>	June (Jun.) <i>Junho</i>	October (Oct.) <i>Outubro</i>
March (Mar.) <i>Março</i>	July (Jul.) <i>Julho</i>	November (Nov.) <i>Novembro</i>
April (Apr.) <i>Abril</i>	August (Aug.) <i>Agosto</i>	December (Dec.) <i>Dezembro</i>

Days

Sunday (Sun.) <i>domingo</i>	Thursday (Thurs.) <i>quinta-feira</i>
Monday (Mon.) <i>segunda-feira</i>	Friday (Fri.) <i>sexta-feira</i>
Tuesday (Tues.) <i>terça-feira</i>	Saturday (Sat.) <i>sábado</i>
Wednesday (Wed.) <i>quarta-feira</i>	

Dates

Monday 1 April 1988	Monday the first of April, nineteen eighty-eight
Tuesday 2 May 2002	Tuesday the second of May, two thousand and two
Wednesday 3 July 2006	Wednesday the third of July, two thousand and six
Thursday 4 July 1995	Thursday the fourth of July, nineteen ninety-four
Friday 5 September 2001	Friday the fifth of September, two thousand and one
Saturday 9 November 1980	Saturday the ninth of November, nineteen eighty
Sunday 25 December 2000	Sunday the twenty-fifth of December, two thousand

Mini-dictionary

A

ability habilidade
abuse abuso
academic acadêmico
accept aceitar
acceptable aceitável
accident acidente, desastre
accountant contabilista
accounting contabilidade
activity atividade
actor ator
add acrescentar; ~ **up** somar
adjective adjetivo
adjudicate adjudicar
advantage vantagem
advertisement anúncio
advice conselho
agree concordar
agriculture agricultura
AIDS SIDA (síndrome da imunodeficiência adquirida)
all tudo (todos/todas)
allergy alergia
alternative alternativa
ambition ambição
announcer locutor; anunciante
antibiotic antibiótico
apparatus aparato
appliance aparelho
apply aplicar
appropriate apropriado
architect arquiteto
army exército
art arte
artist artista
ashamed envergonhado
assignment tarefa
assistant assistente, auxiliar
athletic atlético
atmosphere atmosfera, ambiente
attendant acompanhante
attitude atitude
attract atrair, conquistar
aunt tia
authority autoridade
available disponível
award 1. s prêmio; 2. v premiar

B

bacon toucinho fumado
bake cozer (acto de cozer)
bakery padaria, confeitaria
balance equilíbrio
ballet bailado (ballet)
ballroom salão de baile
bargain 1. s acordo; 2. v negociar
basic básico
basketball basquetebol
behaviour comportamento
birth nascimento
birthday aniversário
biscuit bolacha, biscoito
blind cego
boardroom sala de reuniões
border fronteira, margem
born nascido
borrow pedir, tomar emprestado
boy (young) menino, moço, (older) rapaz/
 jovem
bracket pôr entre parênteses
break 1. s intervalo; 2. v quebrar, partir
breed reproduzir
bride noiva
brother irmão
brotherhood irmandade, laço fraternal
brother-in-law cunhado
brush escova
brutal brutal, cruel
build construir
builder construtor(a)
building edifício, prédio
burst rebentar, explodir
business negócio
buy comprar
buyer comprador

C

cabinet armário
cake bolo
camera máquina fotográfica
camp acampar
carbohydrate hidrato de carbono

cardboard cartão, papelão
care cuidar
careful cuidadoso, prudente
caregiver acompanhante, auxiliar
carpenter carpinteiro
carve esculpir; trincar
cash dinheiro (em espécie)
casual informal, descontraído; ocasional
cat gato
cattle gado
cause causa, motivo
CD player leitor de CD
cellphone telefone celular/telemóvel
century século
ceremony cerimónia, ritual
champion campeão
channel canal
character carácter; personagem
check-up consulta médica
chemistry química
chicken galinha, frango
child criança
chip batata frita
cholera cólera
choose escolher
church igreja
city cidade
civil civil
cleanliness limpeza/asseio
clear claro + aclarar/limpar
clever inteligente/esperto
click clicar
climate clima
climb subir
clinic clínica
clothes roupas, vestuário
cloud nuvem
coast costa
colleague colega
college faculdade, universidade
colour cor
column coluna; pilar
comical cómico
comment 1. s comentário;
 2. v comentar
commercial comercial
communicate comunicar
community comunidade
company companhia; empresa

compare comparar
competition concurso, competição
complain queixar
computer computador
concert concerto
conclusion conclusão, fim
condom preservativo
conduct 1. s conduta, comportamento;
 2. v realizar
connect ligar
conscience consciência
conservation conservação
conserve conservar
constitution constituição
consult consultar
contact 1. s contacto; 2. v contactar
control controlar
convince convencer
cook 1. s cozinheiro(a)
 2. v cozinhar
co-ordinate coordenar
coral coral
cord corda, cordão
correct 1. v corrigir;
 2. adj. exacto, certo, correcto
cough tossir
council conselho, assembleia
counsel aconselhar
count contar
country país
cousin primo(a)
crack rachar, partir
crafts arte; artesanato
crazy louco, maluco
create criar
creature criatura
crèche creche, infantário
cripple aleijado
crops colheitas
cruel cruel, brutal
crush esmagar
cure 1. s tratamento; 2. v curar
curios antiguidade, objecto de arte
curiosity curiosidade
currency moeda em circulação
curriculum vitae curriculum vitae
custom tradição, costume
customer cliente

D

dam represa, barragem
damage 1. s prejuízo; 2. v estragar
danger perigo
debate debater
decade década
decide decidir
declaration declaração
degrade degradar
delicious delicioso
deliver entregar, distribuir
demonstrate demonstrar
dentist dentista
design 1. s desenho; 2. v desenhar
despise desprezar
develop desenvolver
dialogue diálogo
diarrhoea diarreia
differ diferir
difficult difícil
dig escavar, cavar
dignity dignidade
dirty sujo
disability incapacidade
disagree discordar
discover descobrir, encontrar
discriminate discriminar
discuss discutir, debater
disease doença
dish prato, travessa
dishonest desonesto
display 1. s exibição; 2. v exibir
disturb perturbar
domestic 1. s empregado; 2. *adj* doméstico
dress 1. s vestido; 2. v vestir
drought seca
drown afogar
duty dever, obrigação
DVD player leitor de DVD

E

early cedo
eat comer
eco-region região ecológica
education educação
effects efeitos
egg ovo
elderly idoso

elect eleger
electricity electricidade
elegant elegante
e-mail correio electrónico, e-mail
embarrass embaraçar
emergency emergência
emotion emoção
energy energia
engineer engenheiro(a)
enjoy gostar de, (to ~ oneself) divertir-se
ensure assegurar
entertainment entretenimento
entitle intitular
entrepreneur empresário
environment ambiente
equal igual
essay composição
ethics ética
exactly exactamente
exaggerate exagerar
exchange 1. s troca; 2. v trocar
exciting excitante
excuse 1. s desculpa; 2. v desculpar
exhibition exibição
exist existir
experience experiência
expire expirar
explain explicar
expression expressão

F

fabric tecido, pano
facility função; instalações (pl)
factory fábrica
fair justo
family família
family tree árvore de família (genealógica)
fascinate fascinar
fashion moda
fat gordo
father pai
favourite preferido
fear medo, receio
female mulher
fetch buscar, trazer
fever febre
film 1. s filme; 2. v filmar
financial financeiro

finish acabar, terminar
fish 1. s peixe; 2. v pescar
flavour sabor
flippers barbatanas
flood enchente, cheia
fluids líquidos, fluidos
fold dobrar
forecast 1. s previsão; 2. v prever
foreign estrangeiro
formal formal
frame 1. s moldura; 2. v emoldurar
freedom liberdade
freeze congelar
frequent frequente
friend amigo(a)
function função; recepção
fund fundo
future futuro

G

game jogo
garage garagem, oficina
gender género, sexo
general geral, comum
generation geração
girl menina
goggles óculos de protecção
goods bens, mercadoria
grandchild neto(a)
grandparents avós
graph gráfico, diagrama
greeting cumprimento, saudação
grind moer, triturar
groceries mercearias, compras
grocery mercearia
ground chão, terra, terreno
group grupo
grow crescer
guide 1. s guia; 2. v guiar
guilt culpa
gully barranco

H

hammer martelo
handicap incapacidade, deficiência
handset (telephone) aparelho telefónico
harvest 1. s colheita; 2. v colher

hawker vendedor ambulante
heading título
healer curandeiro/médico
health saúde
healthy saudável
heavy pesado, difícil
hectare hectare
herb erva aromática
herd rebanho
hint 1. s insinuação, pista; 2. v insinuar
hire alugar
history história
HIV HIV (IHV)
hive colmeia
hobby passatempo
hole buraco
holiday férias
home lar, casa
homemaker dona-de-casa, doméstica
homework trabalho de casa
honest honesto
hope 1. s esperança; 2. v desejo
hospital hospital
hospitality hospitalidade
host 1. s anfitrião; 2. v apresentar
hot quente, picante
hot spot ponto sobreaquecido; local popular
hotel hotel
housework trabalho de casa
hug 1. s abraço; 2. v abraçar
human rights direitos humanos
hungry esfomeado, com fome;
to be ~ ter fome
hygiene higiene

I

illness doença
illustrate ilustrar, exemplificar
imagine imaginar
impair prejudicar, afectar
important importante
impossible impossível
improve melhorar
income rendimento
indigenous indígena
infect infectar
inflate insuflar

information informação
ingredient ingrediente
inherit herdar
inhuman inumano
initiation iniciação
injection injeção
injure ferir
install instalar
instruction instruction, ensino
instrument instrumento
interact interagir
interesting interessante
internet internet
interrupt interromper
interview 1. s entrevista; 2. v entrevistar
interviewer entrevistador(a)
irrigate regar
island ilha
issue tema, questão
item item

J

jack (telephone) cabo de ligação ao telefone
jacket casaco
jersey camisola
job emprego, trabalho
joke 1. s piada, graça; 2. v engraçar
journalist jornalista
jump saltar, pular
justice justiça

K

kernel grão de cereal
kettle chaleira
keyboard teclado
kilometre quilómetro
kitchen cozinha
knit tricotar

L

label 1. s rótulo, etiqueta; 2. v etiquetar
ladder escadote
landline linha telefónica fixa
language língua
large grande, largo

late tarde, tardio
law lei
lawyer advogado(a)
learn aprender
legal legal
leisure lazer
lend emprestar
letter carta
liberty liberdade
lie 1. s mentira; 2. v mentir; estar deitado;
to ~ down: deitar-se
like gostar de
line linha
link 1. s elo, ligação; 2. v ligar
listen escutar, ouvir
literature literatura
litter lixo
livestock gado
local local

M

machine máquina
magazine revista
magician mágico, ilusionista
major maior, superior
male macho, masculino
mammal mamífero
manager gerente, gestor
manners maneiras
map mapa
marine marítimo, marinho
market mercado, bazar
marketing comercialização
marry casar
match 1. s fósforo; (game) jogo; (equal) igual; 2. v casar; combinar
mathematics matemática
measles sarampo
meat carne
media média, comunicação social
medicine medicina; medicamentos
melt derreter
member membro, sócio
mend consertar
microwave oven microondas
million milhão
mineral mineral
minister ministro
minute minuto

mixture mistura
modern moderno
monsoon monção
moon lua
mosaic mosaico
mosquito mosquito
mother mãe
motorbike motociclo, mota
MP3 player leitor MP3
muddle confundir
multi-cultural multicultural
music música

N

nearby perto
necessary necessário
nephew sobrinho
nest ninho
newspaper jornal
next próximo, a seguir
niece sobrinha
night noite
nomad nómada
normal normal
notice 1. s aviso; novidade; notícia;
 2. v notar
novel novela (história)/romance
nurse enfermeiro(a)
nursery school infantário
nutrition nutrição

O

occupation ocupação; profissão
often frequente, frequentemente
old velho
operate operar, executar
operation operação
opinion opinião
optometrist optometrista
ordinary normal, comum
organisation organização, organismo
original original; criativo
overseas no estrangeiro; no exterior

P

pack embalar
pain dor
pair par
paragraph parágrafo
party festa
past passado
patch remendar
patient doente, paciente
pattern padrão
pavement passeio, calçada
peace paz
pen friend amigo correspondente
people povo, pessoas
percent percentagem
perform realizar; interpretar
permission autorização, permissão
personal pessoal; particular
petrol gasolina, combustível
photograph fotografia
physics física
physiotherapist fisioterapia
picnic 1. s piquenique; 2. v fazer um piquenique
pity 1. s compaixão, pena; 2. v lamentar
place 1. s lugar; 2. v colocar
plan 1. s projecto; 2. v planejar, projectar
plant 1. v plantar; 2. s planta
play 1. s jogo; 2. v jogar
playground pátio, recreio
pleasant agradável, simpático
plenty bastante, com abundância
plug ficha
pneumonia pneumonia
poacher pescador furtivo
poem poema
point of view ponto de vista
polite educado
pollute poluir
pollution poluição
popular popular
population população
port porto
portfolio portefólio, pasta
position posição, lugar
possession posse
postage franquia, porte
poster cartaz
potential potencial

poultry aves domésticas
powder pó
power poder
practise praticar
prawn camarão
precious precioso
preference preferência
prepare preparar
prescribe receitar
present 1. s (gift) presente, prenda, oferta;
 2. v apresentar; (gift) oferecer
preserve preservar
pretend pretender, fazer de conta
prevent impedir
previous anterior
price preço
principal principal
privilege privilégio
prize prêmio
problem problema
processing processar
produce 1. s produto; 2. v produzir,
 fabricar
profession profissão
professor professor universitário
programme programa
prohibit proibir, impedir
property propriedade
prostitute prostituta
protect proteger
protein proteína
proud orgulho
province província
psychologist psicólogo
pulse pulso, pulsação
puncture furar
punishment castigo
purchase 1. s compra; 2. v comprar

Q

qualification qualificação, habilitação
questionnaire questionário

R

race corrida; raça
racquet raquete

rain chuva
rainbow arco-íris
rare raro
rash precipitado, imprudente
rational racional
raw cru
read ler
real verdadeiro, real
reason razão
receive receber
recipe receita
recognise reconhecer
region região
regularly regularmente
relax relaxar
release largar, soltar
religion religião
relocate transferir, mudar
remedy remediar, resolver
rent 1. s renda, aluguer; 2. v alugar
repeat repetir
replace substituir
reporter repórter, jornalista
reptile réptil
responsibility responsabilidade
responsible responsável
restaurant restaurante
review rever, analisar
rhythm ritmo
ritual ritual
roast assar
role-play dramatização
rubbish lixo
rule regra, norma
rumble barulho

S

sail viajar de barco
sailor marinheiro
salary ordenado, salário, rendimento
salesman vendedor
sample amostra
sand areia
school escola
science ciências
screen ecrã
sea mar

- seal** vedar
seaside beira-mar
season época, estação
secret segredo
section secção
security segurança
seldom raramente
select escolher
sell vender
seller vendedor
sensible sensato
sensitive sensível
sentence frase
sequence sequência
series série
service serviço
servitude servidão, escravidão
settle acomodar; resolver
sexual abuse abuso sexual
shell concha
shop 1. s loja; 2. v comprar
shout gritar
shrug encolher
similar semelhante, parecido
sister-in-law cunhada
sketch 1. s desenho; 2. v desenhar, esboçar
skewer espeto
ski esqui
slaughter abater
slavery escravidão
slide escorregar
small pequeno
smart esperto
smell 1. s cheiro; 2. v cheirar
SMS message SMS Serviço de Mensagem
 Curta
snorkel tubo de respiração (para mergulhador)
snow 1. s neve; 2. v nevar
soak pôr de molho; encharcar
soccer futebol
social worker assistente social
solid sólido
solution solução
sore dorido, ferido
soup sopa
source fonte, origem
speak falar
special especial
species espécie
spectator espectador, observador
spice especiaria
spirit espírito
sport desporto
squash esmagar
stadium estádio
stamp carimbo
starch amido
start v iniciar, começar
statement declaração; extracto de conta bancária
station estação
stationery artigo de papelaria
status estado
steal roubar
stew guisado
stomach estômago
store armazém, loja
stove fogão
street rua
strengthen fortalecer
student estudante
study estudar
style estilo
subject assunto; disciplina
success sucesso, êxito
suffer sofrer
sunrise nascer do sol
supermarket supermercado
supper jantar, ceia
support apoiar
surf the internet pesquisar na internet
survey estudo, pesquisa
survive sobreviver
swallow engolir
swap trocar
switch ficha, interruptor
swoop agarrar
sympathy pena; compaixão
symptom sintoma

T

- table** tabela
tablet comprimido
talk falar, conversar
tape recorder gravador
task tarefa
team equipa
technology tecnologia

teenager adolescente
temperature temperatura
territory território
test 1. s prova, teste; 2. v testar, pôr à prova
textbook manual escolar
thermometer termómetro
thin magro
throat garganta
timetable horário
tired cansado
titanium titânio
today hoje
tomorrow amanhã
tone tom, timbre
tooth/teeth dente/dentes
torture 1. s tortura, sofrimento;
 2. v torturar
touch 1. s toque; 2. v tocar (em)
tourist turista
towel toalha
town cidade
track pista
trade 1. s comércio; 2. v comercializar
trade union sindicato
tradition tradição
traditional tradicional
train treinar, formar
transport transporte
trap 1. s armadilha; 2. v prender, caçar
treatment tratamento
tree árvore
trip viagem
trousers calças
tuberculosis tuberculose
turtles tartarugas
tyre pneus

U

umbrella guarda-chuva; chapéu-de-sol
uniform uniforme, farda
unique único
university universidade
urban urbano

V

vaccine vacina
value 1. s valor; 2. v avaliar
various vários
vegetarian vegetariano(a)
verb verbo
vet veterinário
village aldeia, vila
violate violar/infringir
violence violência
virus vírus
vision visão
volunteer 1. s voluntário; 2. v oferecer-se
 (para fazer algo)
vote 1. s voto; 2. v votar

W

war guerra
weekend fim-de-semana
weight peso
wet molhado
wheelchair cadeira de rodas
wildlife vida selvagem
windscreen pára-brisas
wise sábio, inteligente
wonderful maravilhoso, extraordinário
world mundo

X

x-ray raio-x

Y

yesterday ontem
young jovem

Z

zoom 1. s zoom (máquina fotográfica);
 2. v aumentar

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Flag



Coat of Arms



National Anthem

Pátria Amada

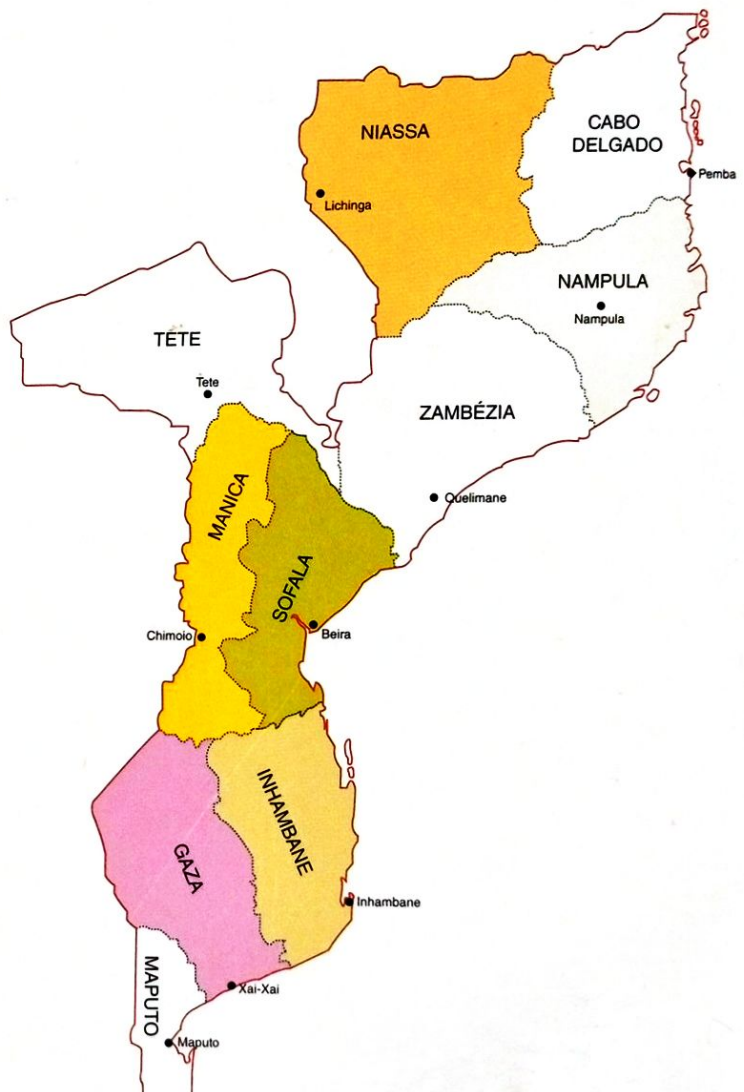
Na memória de África e do mundo
Pátria bela dos que ousaram lutar
Moçambique o teu nome é liberdade
O sol de Junho para sempre brilhará.

Coro

Moçambique nossa terra gloriosa
Pedra a pedra construindo o novo dia
Milhões de braços, uma só força
Ó pátria amada vamos vencer.

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

Flores brotando no chão do teu suor
Pelos montes, pelos rios pelo mar
Nós juramos por ti, ó Moçambique.
Nenhum tirano nos irá escravizar.



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