



REPÚBLICA DE MOÇAMBIQUE

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

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

Módulo **1**

Inglês



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

**Modulo I:
Inglês**

Moçambique

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Elaborador

Florina Chuluma

Revisão Instrucional

Nilsa Cherindza

Lina do Rosário

Constância Alda Madime

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Revisão Científica

Alberto Mabui

Revisão Linguística

Alberto Mabui

Maquetização e Ilustração

Elísio Bajone

Oswaldo Companhia

Rufus Maculuve

Material Áudio

Rufus Maculuve

Impressão

CEMOQE, Moçambique

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MENSAGEM DA SUA EXCELÊNCIA MINISTRA DA EDUCAÇÃO E DESENVOLVIMENTO HUMANO

CARO ALUNO!

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

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

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

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

ESTIMADO ALUNO!

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

Estudar à distância exige o desenvolvimento de uma atitude mais activa no processo de aprendizagem, estimulando em si a necessidade de muita dedicação, boa organização, muita disciplina, criatividade e sobretudo determinação nos estudos.

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

BOM TRABALHO!

Maputo, aos 13 de Dezembro de 2017



CONCEITA ERNESTO XAVIER SORTANE
MINISTRA DA EDUCAÇÃO E
DESENVOLVIMENTO HUMANO

Av. 24 de Julho 167-Teléfono nº21 49 09 98-Fax nº21 49 09 79-Caixa Postal 34-EMAIL: L_ABMINEDH@minedh.gov.mz ou L_mined@mined.gov.mz

mjm

MODULE INTRODUCTION

Dear student,

Welcome to the English Module. This is module one of first cycle and it has three units. In this module one, you will continue to study what you have already learnt in the previous grades. You will develop more your ability in speaking, listening, reading and writing.

You are learning English as a foreign language, so it important to practice oral communication, learn simple expressions and improve the vocabulary. For example, you are going to learn how to introduce yourself to other people, to talk about your family, about your daily activities, about your community, among other topics. You will see, it is easy and funny!

All the lessons, instructions, explanations, tests and the key will be in English. To succeed in your study, you need to work in groups, and with other colleagues at CAA (Centro de Apoio e Aprendizagem), you will find out it is easy to study!

Let us work!



MODULE ORGANIZATION

The first English Module has 3 units. Here is the description of the units:

Unit 1: Family and friends

Unit 2: English in Mozambique

Unit 3: School and daily activities

As you can see dear student, we will study all these units in this module. Depending on the contents, some units have more lessons than the others. Each lesson has a topic, an introduction, contents, learning objectives, time, activities and the feedback. At the end of a unit, there is a Unity Activity – exercises covering the contents of the unit. At the end of the module, there is a Module Activity - which covers the contents of the module, this is a preparation for the final test.

The lessons are organised as following:

- Number of the lesson
- Theme of the lesson
- Introduction of the lesson
- Learning objectives
- Hours of study
- Contents (include exercises on the CD players)
- Assessment
- Correction Key

The CD players will help you to listen to the pronunciation. It is important that you repeat what you hear because by doing this; learning will be more effective and funny.

- The interaction with other students at Centro de Apoio e Aprendizagem (CAA) will help you to improve your proficiency, but you must practice.

Let us work!

LEARNING OBJECTIVES

We hope that by the end of this module 1, you will be able to:

- Review greetings and introductions;
- Share experiences about family and friends;

- Draw personal conclusions about the reasons why you learn English.
- Discuss the importance of planning your daily activities (including time for study)

LEARNING RESULTS

- Tell and retell stories about families and friends;
- Write simple compositions about family and friends;
- Draw a family tree;
- Complete forms requiring information about yourself and your family;
- Ask and answer questions about the importance of English in Mozambique;
- Talk about geographical boundaries or borders of Mozambique;
- Talk about some neighbouring countries;

LEARNING GUIDE

- For the learning success of the present module you will need some advices that will help you to understand this module clearly. Here are some of the advices:
- you need to spend 2 to 3 hours daily to study each lesson and do the given exercises;
- your studies should take place in an appropriate place (quiet place), it can be at home, or at CAA;
- during your reading, you should take notes of the basic concepts, structures and other important aspects about the topic;
- present your doubts to your mates, teacher or your tutor to help you;
- sum up the learned lessons;
- at the end of each lesson, you must do the given exercises, and after that you can check your answers with the given answers in the feedback;

- during your lessons, you will find some pictures to help you in your learning.

ASSESSMENT CRITERION

Throughout each lesson of a thematic unit there are presented activities, reflection that will help you to evaluate your performance and improve your learning. At the end of each thematic unit, a unity review will be presented, containing the contents covered in all the lessons, which aims to prepare you for the test. The activities are accompanied by a correction key with answers. You should check it after completing the exercises. If you have more than 70% of the correct answers, then we believe you are capable to sit for the test successfully.

The CD players will help you to listen to the pronunciation. It is important that you repeat what you hear because by doing this; learning will be more effective and funny. The interaction with other students at Centro de Apoio e Aprendizagem (CAA) will help you to improve your proficiency, but you must practice. Let us work!

Dear student, now we are going to start with the unit 1. **Let us work!**

1 UNIT 1: FAMILY AND FRIENDS



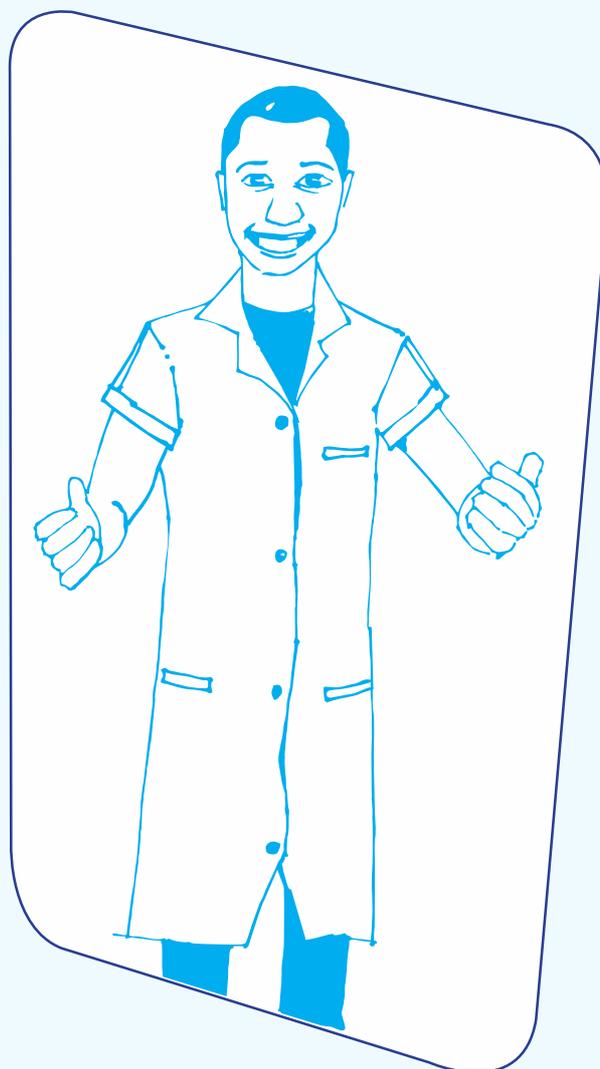
UNIT INTRODUCTION

Dear student, we all have a family and friends. Do you say ‘hi’ to your father? Of course, no, you should say ‘good morning / afternoon...’ In this Unit 1, you will learn about family and friends, how to greet, how to introduce yourself and talk about your family members and friends. This unit contains 3 lessons and 8 hours of study.

Lesson 1: Introductions and greetings;

Lesson 2: Family related vocabulary

Lesson 3: Grammar (Present simple tense and Present continuous simple);



LEARNING OBJECTIVE

Share experiences about family and friends.



LEARNING RESULTS

- Ask and answer questions about your family;
- Tell and retell stories about families and friends;
- Write simple compositions about family and friends.
- Draw a family tree.



TIME: 8 HOURS

AUXILIARY MATERIALS

Audiovisual aids, books, handouts and so on.

LESSON 1: INTRODUCTIONS AND GREETINGS



INTRODUCTION

In the previous grades, you learned about greetings and introductions. In this lesson, you are going to learn it again.



LEARNING OBJECTIVES

- Review greetings and introductions;
- Introduce yourself to other people in formal and informal situations.



TIME: 2 hours

Contents

1.1.1 Greetings

Formal greetings

- Good morning / Good afternoon / Good evening

Listen and repeat – script 1

Conversation 1: In this dialogue the teacher is greeting a student.

Teacher: Good morning, Paulo. How are you?

Paulo: Good morning teacher. I'm fine, thank you.

Conversation 2: In this dialogue a tourist (Mr Brown) is greeting a boy.

Mr Brown: Good afternoon, young man, how are you?

Boy: Good afternoon, sir. I am very well, thank you.

Informal greetings

- Hello / Hi
- Nice to meet you!

Bye!

Conversation 3: In this dialogue two students are greeting each other.

Student A: Hello, Ana.

Student B: Hi, Paulo. How are you?

Paulo: I'm fine, thanks. How are you?

Ana: I'm fine, thanks.

Paulo: Bye, Ana!

Ana: Bye, Paulo!

Practice the conversations again. Pay attention to the pronunciation!

1.1.2 Introductions

- Formal introduction

Listen and repeat – script 2

- **Conversation 1:** In this dialogue, Mrs. Cossa and Mr. Tembe introduce themselves.
- Mrs. Cossa: Good afternoon. I'm Mrs.Cossa. I'm a Maths teacher. I'm from Gaza.
- Mr. Tembe: Good afternoon. I'm Mr.Tembe. I'm an English teacher. I'm from Maputo.
- Mrs Cossa: How do you do?
- Mr. Tembe: How do you do?

- **Conversation 2:** In this dialogue a teacher is introducing a new student to the class.
- Teacher: Good morning, class. This is a new student. What is your name?
- Student: Good morning, teacher. My name is Miguel.
- Class: Hello, Miguel!

Informal introduction

- **Conversation 2:** In this dialogue, Sara and Mila introduce themselves.
- Sara: Hi!
- Mila: Hello!
- Sara: What's your name?
- Mila: My name's Mila. What's your name?
- Sara: My name's Sara.
- Mila: Nice to meet you.
- Sara: Nice to meet you.

- **Conversation 3:** In this dialogue, Sara is introducing Paulo to Mila.
- Sara: Mila, this is Paulo... Paulo, this is Mila.
- Mila: Hello, Paulo.
- Paulo: Hello, Mila.

- **Repeat the dialogues while listening.** Did you manage to pronounce and understand it? If you did not, repeat it again. If you did, congratulation! Proceed with the lesson.

1.1.3: Grammar focus

- | | |
|-----------------------------|------------------------|
| ▪ Full form | Short form |
| ▪ I am | I' m |
| ▪ My name is ... | My name' s |
| ▪ I am from.... | I' m from... |
| ▪ What is your name? | What's your name? |

Remember: notice the differences between the two forms of introducing yourself to others.



ACTIVITIES

Dear student,

You have learnt how to introduce yourself in different situations. Now, do the following exercises. If you have doubts listen again to the CD players and read the dialogues. Let us work!

- Exercise 1
- Complete the dialogue (formal introduction)
- Mr.Sitoe: _____ morning.I' ____ Mr.Sitoe. I' _____ a doctor.
- Miss Santos: Good_____. I' ____ Miss Santos. I' _____a secretary.
- Mr.Sitoe:_____.
- Miss Santos:_____.
-
- Exercise 2
- Now, imagine that you are introducing yourself to another student who does not know you. Fill in the following dialogue (informal introduction).
- A: Hi!
- B: _____.
- A: My name's _____. What's your _____?
- B: My name's _____.
- A: Nice_____.
- B: Nice_____.



FEEDBACK

Now, you are going to check the answers for the exercise 1 and 2.

Exercise 1:

Mr.Sitoe: Good / m / m Miss Santos: morning / m /m Mr.Sitoe: How do you do!

Miss Santos: How do you do!

Exercise 2:

A: Hello /Hi	A: (your name). name?	A: to meet you
B: Hi / Hello	B: (name of you colleague)	B: to meet you

Dear student, we have come to the end of the lesson 1. If you have some doubts, ask for help to your tutor at CAA.

LESSON 2: FAMILY RELATED VOCABULARY



INTRODUCTION

Dear student, in this lesson, you should use some words related to family like: grandmother / grandfather, mother, father sister, brother and more. You will read a family tree description. You can listen to the scripts and pay attention to the pronunciation.



LEARNING OBJECTIVES

At the end of this lesson you should be able to use vocabulary related to family.

- Understand a family tree;
- Use correctly expressions like:

“How many...?” “What’s your / brother’s / name?” “How old is your / sister?”

- Review vocabulary about family and friends;



TIME: 3 hours.

Contents

1.2.1 Family members

Script 3 Listen to the vocabulary and repeat the words after the narrator. Pay attention to the pronunciation and follow the instructions.

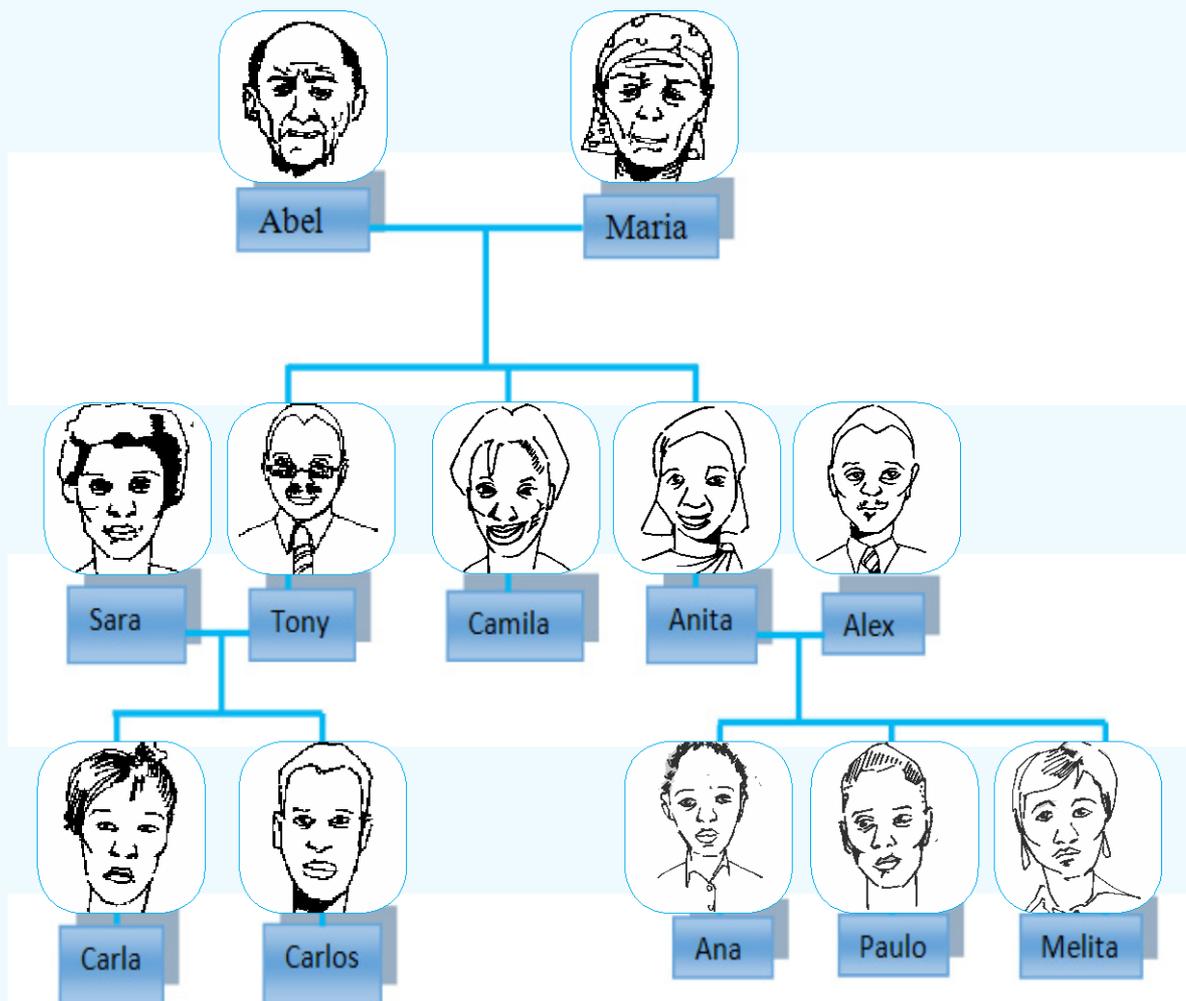
- Listen and repeat: mother, father, sister, son, daughter, grandmother, grandfather, husband, wife, uncle, aunt, niece, nephew, cousin, brother-in-law, sister-in-law, grandson, granddaughter, and how many brothers have you got? What’s your mother’s name? How old is your sister?
- Repeat the listening if necessary.
- Well done! Now you have practiced the words, let us continue.

1.2.2 The family tree

- A family tree is a representation of a family, its members or relatives like father, mother, children and more; we can find the roots of a family by using this tree. So, dear student be ready to draw your family tree. **Look at the picture.**

-
-

Cossa's family tree



-
-

Dear student, notice the lines that connect the boxes! Now, read the explanation:

- two boxes connected with a horizontal line = married
- the children are represented with a vertical line from your parents.

Now, listen and repeat the description of Cossa family tree:

Script 4:

Abel Cossa is married to Maria. They are husband and wife. They have got one son and two daughters. Their names are: Tony, Camila and Anita. Tony is married to Sara and they have got one son - Carlos and one daughter-Carla. Anita is married to Alex and have got two daughters-Ana, Melita and one son-Paulo. Sara is daughter-in-law and Alex is son-in-law. Carla, Carlos, Ana, Paulo and Melita are grandchildren. Melita is Paulo's sister. Carla is Ana's cousin. Alex is Carla's uncle. Sara is Melita's aunt. Sara is Camila's sister-in-law. Alex is Tony's brother-in-law.

- Repeat the listening if necessary.

Questions

What's your father's name?

What's your mother's name?

Have you got any brothers and sisters?

How many brothers / sisters have you got?

How old is your sister / brother?

Answers

My father's name is _____

My mother's name is _____

Yes, I have. / No, I haven't.

I have got one brother / two sisters.

My sister / brother is 17 years old.

1.2.3. Grammar focus

Look at these sentences:

Cossa's family tree = the family tree of Cossa Mozambique's flag = the flag of Mozambique Melita is Paulo's sister = Melita is sister of Paulo; Maria is Abel's wife = the wife of Abel is Maria; this is Sandra's car = the car of Sandra.

The apostrophe's shows a possession.

Note:

- Possessive forms
- a) We use ‘s for names: This is *Dany’s* room.
- b) A singular noun ending -s can take only ’ or ’s
 - This is Gomes’ book. This is Gomes’s book.
- c) A plural noun ending -s takes only ’
 - The boys’ room. The Moyos’ house.

Remember to read these explanations every time that you have doubt.

- Possessive adjectives

▪ Subject pronouns	▪ Possessive adjectives	▪ Example
▪ I	▪ My	▪ My name is...
▪ you	▪ Your	▪ Your mother...
▪ he	▪ His	▪ His name is ...
▪ she	▪ Her	▪ Her bag is big.
▪ it	▪ Its	▪ This battery is heavy... its weight is 1kg.
▪ we	▪ Our	▪ We visit our friends after school.
▪ they	▪ Their	▪ Their sister is a nurse.

-
-
-



ACTIVITIES

-
- Now do the following exercises to see if you have understood the contents.
- Exercises
- **I** – Fill in the blank spaces about your family. Remember to use the “possessive case” in some sentences.
- Example: Myname is. ⇐⇒ My **father’s** name is Andy.
 - 1) Question: What’s your father’s name?
 - Answer: My.....
 - 2) Q: How many brothers have you got?
 - A:
 - A:
 - 3) Q: How many sisters have you got?
 - A: I have got
 - A: I haven’t got.....
 - 4) Q: How old is your mother?
 - A:

II – Read the paragraph and complete the sentences. In some sentences remember to use the “possessive case”.

The Capenda family

Mr. Capenda has got a big family. He is married to Mrs. Capenda. They are husband and wife. They have got six children. Your names are Colin, Mary, Ana, Antonio, Celma and Pedro. The Capenda family lives with Mr. Capenda’s

mother, grandmother Ruth. They live in the country and enjoy living there because it is very calm.

- a) Mr. Capenda is _____ to Mrs. Capenda.
- b) Mrs. Capenda is Mr. _____ wife.
- c) Colin is _____ brother.
- d) Ana is _____, _____, _____, _____ and _____ sister.
- e) Mr. Capenda's _____ name is Ruth.
- f) The family lives in the _____.

Take time to do the exercises. Read the notes again if necessary.

Now that you have done the exercises, compare your answers with the answers in key answer. We hope that you did well.



FEEDBACK

I – 1 A) My father's name is Paulo

2A) My mother's name is Andressa.

3A) I have got 2 brothers / I haven't got any brothers.

4A) I have got 3 sisters.

5A) My mother is 20 years old.

II - a) married b) Capenda's c) Antonio's d) Colin's, Mary's, Antonio's, Celma's and Pedro's (any order is correct but you should use the possessive case),

Dear student, this is the end of lesson 2. It was long lesson; we hope that you learned a lot.

LESSON 3: PRESENT SIMPLE AND PRESENT CONTINUOUS



INTRODUCTION

Dear student, this lesson will be about grammar. You are going to learn when and how to use **Present Simple Tense** and **Present Continuous Tense**. There are three forms of a verb: Affirmative, Interrogative and Negative. There are regular verbs and irregular verbs. You will find a list of verbs at the end of this module. **Let us work!**



LEARNING OBJECTIVES

By the end of this lesson you should be able to:

- Use verbs in the Present Simple Tense and Present Continuous Tense, in three forms: affirmative, negative and interrogative.
- Write a simple composition about your family, using present simple tense.
- Use Present Continuous Tense to talk about present actions.



TIME: 3 hours.

CONTENTS

1.3.1. Present Simple Tense.

Pay attention to the pronunciation and follow the instructions.

Script 5

Listen to audio

To be

Affirmative

Negative

Interrogative

Full forms	Short forms	Full forms	Short forms	
I am	I'm	I am not	I'm not	Am I...?
You are	You're	You are not	You aren't	Are you...?
He is	He's	He is not	He isn't	Is he...?
She is	She's	She is not	She isn't	Is she...?
It is	It's	It is not	It isn't	Is it...?
We are	We're	We are not	We aren't	Are we...?
You are	You're	You are not	You aren't	Are you...?
They are	They're	They are not	They aren't	Are they...?

Examples

Affirmative

Subject	+ verb	+ object
You	are	a student.
Paulo	has got	2 sisters.

Negative

Subject	verb + not	object
Sara	is not	here.
They	don't clean	the school.

Interrogative

Verb	+ subject	+ object
Is	he	a doctor?
Are	they	in the classroom?

- Listen to the script and repeat the pronunciation.

Note: we use “do” as auxiliary verb in the **negative and interrogative** sentences.

I **do not play** football. She **doesn't eat** meat. They **don't know!**

Do you **live** in this house? **Does** she **speak** English?

- Use:
 - We use the present simple tense to
 - a) Express habits: I **get up** at 6 o'clock.
 - b) Express general or permanent states: *we **live** in a flat.*
 - c) Express general truths or scientific facts: *wood **floats** on water.*
 - Remember: she -does he – plays it – works
 - **Dear student**, there will be some exercises to be done later. Now, let us study the second content of grammar. **Pay attention!**

1.3.2: Present Continuous Tense

Form:

be (am, is, are) + verb + -ing

Pay attention to the word order. Here are some examples in the three forms.

Affirmative

Subject	+ verb 'to be'	+ the main verb + -ing form	+ object
I	am	studying	English.
You	are	reading	a book.
He	is	cleaning	the house.
She	is	buying	a new car
It	is	working!	
We	are	having	a Biology lesson now.
You	are	making	noise!
They	are	watching	a film.

Negative

Subject + verb 'to be' + **not** + the main verb + **-ing** form + object

I	am not	studying	English.
You	are not	playing	well.
He	is not	cleaning	the house.
She	is not	buying	a new car
It	is not	working!	
We	are not	having	a Biology lesson now.
You	are not	doing	your homework.

Interrogative

Verb 'to be' + subject + the main verb + **-ing** form + object?

Am	I	studying	English?
Are	you	playing	football?
Is	she	cleaning	the house?
Is	he	buying	a new car
Is	it	working?	
Are	we	having	a Biology lesson now?
Are	your	doing	your homework?
Are	they	watching	a film?

Use

We use the present continuous tense for **actions happening now**.

Examples:

I **am learning** English at the moment.

Is Ana **reading** a book?

Let's go out. It **isn't raining** now.

Spelling

a) Verbs that end in **-e** make – **making** write – **writing** (remove the **e** and add **-ing**).

b) Verbs that end in **vowel + consonant** → stop – **stopping** run – **running**

Remember: the verb **to be** is used as auxiliary verb in the present continuous tense, so it is important to practice the present simple tense.



ACTIVITIES

Dear student, now you are going to practice what you have learnt.

Exercises

A: Choose the correct form of the verb. (**Present simple**)

Example: I **m** / **is** twenty years old.

- 1) She **am** / **is** a student.
- 2) They **don't** / **doesn't** watch TV.
- 3) How old **is** / **are** you?
- 4) My sister **live** / **lives** in South Africa.
- 5) Sara and Mila **isn't** / **aren't** sisters.
- 6) We **like** / **likes** cakes.

B: Complete the sentences using **present continuous tense**

Example: She (do) her homework. \implies She **is doing** her homework.

- 1) He (wait) for a bus.
- 2) I (not visit) my grandmother now.
- 3) ____ Amy (sleep)?
- 4) We (talk) about you.
- 5) She (not go) to school.

▪ **C:** Choose the correct alternative.

- 1) Sandra: "..... your name? a) What b) Is c) What's d) That
- 2) Tony: ".....name is Tony." a) My b) I am c) Am d) What
- 3) Marcos: "Nice..... you." a) meet b) to meet c) met d) too meet

- 4) "Hello, my.....is Tom." a) your b) son c) name d) name's
- 5) Good..... Sara. How are you today? a) hi b) hello c) is d) morning

When you finish doing the exercises check the answers.



KEY ANSWER

A: Present simple 1) is 2) don't 3) are 4) lives 5) aren't 6) like

B: Present Continuous 1) is waiting 2) am not visiting 3) is Amy sleeping?
4) we are talking 5) is not going

C: 1) c 2) a 3) b 4) c 5) d

Dear student, did you manage to get many correct answers? If you did, congratulations! If you have doubts, it is better to ask for help to your tutor. In this way, you can both analyse the difficulties and find ways to overcome. It is important to revise the contents before the test. Do not give up! Continue studying!

LESSON 4: PAST SIMPLE TENSE AND PAST CONTINUOUS TENSE



INTRODUCTION

Dear student, this lesson will be about grammar. We are going to read a text about a picnic. It describes things that happened; the actions are in the past. There are regular and irregular verbs in the text, pay attention to their **past simple**. **Let's work!**



LEARNING OBJECTIVES

By the end of this lesson you should be able to:

- Use verbs in the Past Simple Tense and Past Continuous Tense, in three forms: affirmative, negative and interrogative.
- Complete a paragraph using verbs in the past simple.
-



TIME: 3 hours.

Contents

1.4.1. Reading: Last Sunday at the beach

Last Sunday at the beach

We had a terrible day last Sunday. On Sunday morning, I decided to take my family to the beach and my wife prepared our picnic in two baskets. We arrived at the beach at eleven o'clock, but the sea was low – it was impossible to swim. We decided to play football, but I kicked the ball into the road under a bus. The bus squashed the ball. Then we opened our picnic basket...but there wasn't any food in it: only some plates and knives and forks. "Where's the other basket?" my wife asked. "The other basket? Were there two baskets?" I asked. My wife just looked at me sadly. The

Vocabulary

kick - chutar	knives - facas	cry - chorar
squash - esmagar	forks – garfos	basket - cesto

1.4.2 Past Simple

The bolded verbs: **had, was, wasn't, were, decided, prepared, arrived, kicked, squashed, opened, asked, looked, started, and answered** are in the **past simple tense**.

- ✓ Regular verbs, we add **-ed** to the verb: arrive – arrived open – opened
ask – asked

*Pay attention to the **past simple tense** of verb **to be***

I	was	I	wasn't	Was	I...?
You	were	You	weren't	Were	you ...?
He / She / It	was	He / She / It	wasn't	Was	he / she / it...?
We / They	were	We / They	weren't	Were	we / they...?

Read the table:

Affirmative	Negative	Interrogative
I played football.	I didn't play football.	Did I play football?
You read the book yesterday.	You didn't read the book yesterday.	Did you read the book yesterday?
She did her homework.	She didn't do her homework.	Did she do her homework?
He cut his finger last		Did he cut his finger last

night. It worked all day. We saw a lion. They went to the beach.	He didn't cut his finger last night. It didn't work all day. We didn't see a lion. They didn't go to the beach.	night? Did it work all day? Did we see a lion? Did they go to the beach?
------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------

Note: in the negative we use auxiliary verb *didn't* + *infinitive of verb*. ...**didn't see**....

In the interrogative, we use auxiliary verb *did* + *subject* + *infinitive of verb*:

Did we **see** a lion? **Did** they **go** to the beach? **Did** Sara **do** her homework?

Use

We use the **past simple** for actions completed in the past.

e.g. Rita **went** to Swaziland last year. I **wasn't** in this school *two months ago*.

We use the **past simple** with the following **time expressions**:

- yesterday - three days / weeks / months / years **ago** - **last** week /month /year
- in 2004 - in the 19th century - in those days

Note: check the irregular verbs list at the end of this module.

1.4.3 past continuous tense

Form Was / were + verb + -

Affirmative

Negative

Interrogative

I was cutting	I was not cutting	Was I cutting ...?
----------------------	--------------------------	---------------------------

You were playing	You were not playing	Were you playing...?
He	He	he
She was dancing	She was not dancing	Was she dancing...?
It	It	it
We	We	we
You were asking	You were not asking	Were you asking...?
They	they	they

Examples:

We **were asking** a lot of questions. She **wasn't dancing** very well. **Were** you **playing** cards?

Spelling:

- verbs that end in **-e**: make – **making**; come – **coming**; write - **writing**
(we remove **-e**)

- verbs that end in **vowel + consonant**: stop – **stopping**; run – **running**;
swim - **swimming** (we double the last letter)

Use

We use the **past continuous** when:

two or more actions were taking place at the same time in the past.

e.g. Grandma **was cooking** while grandpa **was cleaning** the house.

We describe an action which was interrupted by another action in the past.

e.g. The telephone rang while Tonecas **was having** a shower.

Read again the grammar notes. If you have doubts, ask for help.



ACTIVITIES

Dear student, now you are going to practice what you have learnt.

Exercises

I - Reading and comprehension

Read the text and write **T** or **F**.

Sabão's family visited the beach last Sunday morning. _____

Sabão's wife put all your food into one basket, all the plates, knives and forks into another basket. _____

They had a good swim in the sea when they arrived. _____

Sabão kicked your ball under a bus and the bus squashed the ball. _____

Sabão's wife was happy when they opened your picnic basket. _____

I - Grammar

A: Rewrite the sentences using the **past simple** of the given verbs.

e.g. Castro / go / to / Angola / in 1998. → *Castro went to Angola in 1998.*

1. Helena / live / in Tete / in 2003.

2. I / visit / Malawi / last year.

3. Paula / cook / fish / last Monday?

4. Julinha / speak / to me / yesterday.

5. Mapera / teach / Portuguese / in Maputo / in 1999.

6. Rita's last summer holiday / be / wonderful?

7. Samauelane / build / his house / last year.

8. I / meet / Sandro / two / weeks ago.

9. Zacariane / give / me / three books / yesterday.

10. Massango / not see / wild animals / in Chimanimani.

B: Complete with the **past continuous** of the verbs in brackets.

Uncle Alex _____ (clean) the house.

His daughter _____ (look) after the children.

They _____ (swim) in the swimming-pool.

Why _____ (run)?

We _____ (not play) football.

Who _____ (play) the guitar?

What _____ you _____ (do) when I called you?

I _____ (not have) a shower.

My wife _____ (prepare) breakfast.

Our kids _____ (make)

III - Writing

Write a short description of one member of your family. Explain who this person is to you (uncle, brother, sister, father, aunt, etc.) and refer to his / her job and other relevant information about him / her.

e.g. My sister's name is Susan. She lives in Maxixe...

Were the exercises easy or difficult? You can always revise the contents any time.

Now, compare your answers with the ones in the key answer.



FEEDBACK

I - Reading and comprehension 1. T 2. T 3. F 4. T 5.F

II - Grammar

A: Past simple

1. Helena lived in Tete in 2003.
2. I visited Malawi last year.
3. Did Paula cook fish last Monday?
4. Julinha spoke to me yesterday.
5. Mapera taught Portuguese in Maputo in 1999.
6. Were Rita's last summer holiday wonderful?
7. Samauelane built his house last year.
8. I met Sandro two weeks ago.
9. Zacariane gave me three books yesterday.
10. Massango didn't see wild animals in Chimanimani.

B: Past continuous

Uncle Alex was cleaning the house. 2. His daughter was looking after the children.

They were swimming in the swimming-pool. 4. Why were you running?

5. We weren't playing football. 6. Who was playing the guitar?

What were you doing when I called you? 8. I wasn't having a shower.

9. My wife was preparing breakfast.
beds.

10. Our kids were making the

III - Writing

Write a short description of one member of your family. Explain who this person is to you (uncle, brother, sister, father, aunt, etc.) and refer to his / her job and other relevant information about him / her.

e.g. My sister's name is Susan. She lives in Maxixe. She is.... years old...she lives in a flat / house...she is single / married...she is a tailor / doctor / teacher / lawyer...she makes beautiful clothes...she makes clothes for all kind of ceremonies....

Dear student, did you manage to get many correct answers? If you did, congratulations! If you have doubts, it is better to ask for help to your tutor. In this way, you can both analyse the difficulties and find ways to overcome. It is important to revise the contents before the test. Do not give up! Continue studying!



UNITY 1 REVIEW (TEST YOURSELF)

Before doing this test, study again the contents of unit 1 and listen to the script. You can ask for help to your tutor to clarify the doubts and difficulties. The preparation tests will help you to prepare for the final test at the end of this module. Let us work!

Section 1:

A: Reading Complete the spaces using the expressions from the box.

daughter Jane married wife engineer Peter daughters son married names

Antonio and Barbara are _____. They are husband and _____. Antonio is an _____ and Barbara is a doctor. They have got two _____ and two sons. Their _____ are Steve, _____, Laura and _____. Steve is _____ to Debbie. They have got a _____ and a _____. Their names are Robert and Lisa.

B: Vocabulary

Match the sentences on the left with the corresponding ones on the right.

- | | |
|---------------------------------|-------------------------|
| 1. Hi | a. Hi, there. |
| 2. Nice to meet you. | b. Not really. |
| 3. Julinha, this is Zito. | c. Pleased to meet you. |
| 4. Nice to meet you, Maria. | d. I'm Nelo Machava. |
| 5. Did you have a good holiday? | e. Yes, it is me. |

6. Hello, this is Quintas!

f. Nice to meet you, too.

7. Sorry, what's your name again?

8. Is that you, Melita?

9. Meet my friend Lichucha.

Section 2: Grammar

A: Use the **present simple** or the **present continuous** of the verbs in the box to complete the spaces.

go live play sit take talk come

Rosa _____ from Manica. She _____ in Manica with her parents and two brothers. She is a student and _____ to Manica Secondary School. At the moment Rosa _____ in a café with a friend. They _____ about your lives. Rosa _____ football every day.

B: Complete the blanks spaces with the **past simple** of the verbs.

Last Sunday, Mariamo _____ (**go**) to Pemba. She _____ (**travel**) by bus. She _____ (**arrive**) at midday. She _____ (**eat**) fish and cassava. Mariamo _____ (**take**) three books to Pemba. She _____ (**lose**) two of them. Mariamo _____ (**not go**) swimming in the afternoon. She _____ (**cook**) beans and meat for dinner. Mariamo _____ (**speak**) Emakua in Pemba. She _____ (**learn**) Makonde too.

C: Complete the sentences using the **past continuous** and the **past simple**.

1. I _____ (**eat**) an apple when the phone _____ (**ring**).
2. While we _____ (**play**) outside, it _____ (**start**) raining.
3. When my mother _____ (**call**) me, I _____ (**talk**) to my friends.
4. I _____ (**take**) a bath when someone _____ (**knock**) at the door.

Section 3: Writing

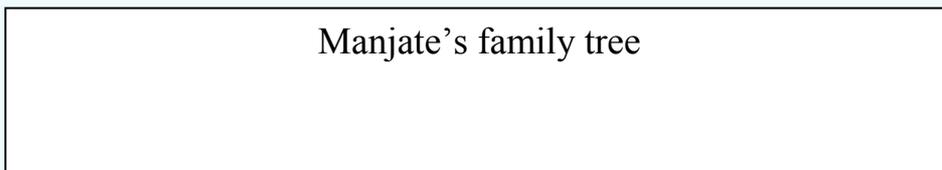
A: Write a paragraph about your family. Use the following expressions to help you.

I come from a big / small family... I'm...I have got ... My father is ... My mother is ... My sisters' names are... My brothers' names are... They are ...

B: Read the description of Manjate family. Draw the family tree.

Alexandre Manjte is married to Alice Manjate. They have got three sons and two daughters. Your names are: Mario, Paulo, Rogerio, Elisa and Emilia. Mario is married to Ana and they have got one daughter. Her name is Mina.

Manjate's family tree



Dear student, when you finish doing the test compare your answers with the ones in the feedback.



FEEDBACK

Section 1: A: Reading 1. married 2. wife 3. engineer 4. daughters 5. names 6. Peter

7. Jane 8. married 9. daughter 10. son

B: Vocabulary

1. a 2. f 3. c 4. f 5. b 6. c 7. d 8. e 9. c

Section 2: Grammar

A: Present simple or Present continuous

1. comes 2. lives 3. goes 4. is sitting 5. are talking 6. Plays

B: Past simple

1. went 2. traveled 3. arrived 4. ate 5. took

6. lost 7. didn't go 8. cooked 9. spoke 10. learnt

C: Past continuous / past simple

1. was eating / rang 2. were playing / started 3. Called / was talking 4. Was taking / knocked

Section 3: Writing

A: *I come from a small family. I have got one brother and a sister. My father is a teacher. My mother is a teacher too. My brother's name is Edwin and my sister is Erika. They are students.*

B: Manjate's family tree

Dear student, did you get more than 80% of correct answers? If you did, well done! You can talk to your tutor to clarify some topics that you found difficult. It is important to revise the contents before each assessment.

2

UNIT 2: ENGLISH IN MOZAMBIQUE



UNIT INTRODUCTION

Dear students, more people in the world today know and use the English language than any other language. In this unit, you are going to study about the importance of learning English. If you travel to any country in the world, the first language that you are going to speak is English. This is the international language that you can use anywhere. Any language has its grammar rules. I am using the grammar rules of English to make clear sentences for you to understand easily. This unit has three lessons and you need 7 hours in total to finish. **Let us work!**

Lesson 1: Countries, people and languages

Lesson 2: Why do people learn English at the English club?



Lesson 3: Question words (wh-questions; yes/no questions)



LEARNING OBJECTIVES

- Identify English speaking countries around Mozambique and in the world;
- Draw personal conclusions about the reasons why you learn English.
-
-
-



LEARNING RESULTS

- Ask and answer questions about the importance of English in Mozambique;
- Talk about geographical boundaries of Mozambique;
- Describe and compare the climate of two countries
-



- TIME: 7 hours.
-

AUXILIARY MATERIALS: audiovisual aids, books, handouts.

LESSON 1: TALKING ABOUT COUNTRIES, PEOPLE AND LANGUAGES



INTRODUCTION

Dear student, in this lesson you will get to know about some countries, people and languages. Listen to the presentations that people do about their countries. Pay attention to the name of the country, the nationality, the language and the weather. In the grammar, we will focus on indefinite articles and adverbs of frequency. **Let us work!**



LEARNING OBJECTIVES

- Identify English speaking countries around Mozambique and in the world;
- Learn about indefinite article **a /an**
- Learn about adverbs of frequency



2 hours and 30 min

Contents

2.1.1.: Reading presentations about different countries

Mozambique is surrounded by English speaking countries. What are the names of these countries? What languages do people living around Mozambique speak? Read and listen about some students talking about their countries, the weather and the language they speak.

Audio: script 6

Voice 1

Hello, my name's Musa Dlamini. I come from *Swaziland*. I am Swazi. I live in Mbabane. I speak Changaana and English.

Voice 2

Hello, my name's Maxwell. I come from *Blantyre*. I am *Malawian*. I speak Nyanja and English. Sometimes it is cold in Blantyre.

Voice 3

Hi, my name's Ester. I come from Lusaka. I am *Zambian*. I speak English and Swahili.

Voice 4

Hi, my name's John Lovemore. I come from Zimbabwe. I am *Zimbabwean*. I live in Bulawayo. I speak English and Ndebele. It is not cold in Zimbabwe.

Voice 5

Hi, my name's Lebo Thobeka. I come from Durban in *South Africa*. I am *South African*. I speak English and Zulu. Durban is very cold in January.

Voice 6

Hello, my name's Rafik. I come from Tanzania. I am *Tanzanian*. I live in Bagamoyo. I speak English and Swahili.

Listen to the script again. Repeat the pronunciation.

Look at the table.

Country	People	Language(s)
Canada	Canadian	English and French
Mozambique	Mozambican	Portuguese
France	French	French
India	Indian	Hindi and English
Japan	Japanese	Japanese

Bolivia	Bolivian	Spanish
----------------	----------	---------

More examples:

Question: Who are the people from **Brazil**? They are **Brazilians**.

What language do they speak? They speak **Portuguese**.

Question: Who are the people from **The United States of America**? They are **Americans**.

What language do they speak? They speak **English**.

Now that you know about some countries, people and your languages, let's talk about weather.

What's the weather like in...?

Look at these weather pictures. (four pictures)

It's sunny / fine.
It's warm / hot.
The sun is shining.

It's cloudy.
It's dull weather.
It's overcast.

It's raining.
It's wet weather.

It's windy.
The wind is blowing.

Question: What is the weather like in...?

Answer: In October, it is **very hot** in Swaziland. In January, it is **very cold** in Durban.

Practice the questions and the answers.

2.1.2 Grammar

Indefinite article – a / an

<p>A before words starting with consonant sounds:</p> <p>A community</p> <p>A hospital</p> <p>A student</p>	<p>An before words starting with vowel sounds:</p> <p>An actor</p> <p>An hour</p> <p>An engineer</p>	<p>A before nouns starting with vowels that sound like "you":</p> <p>A European country</p> <p>A union meeting</p>
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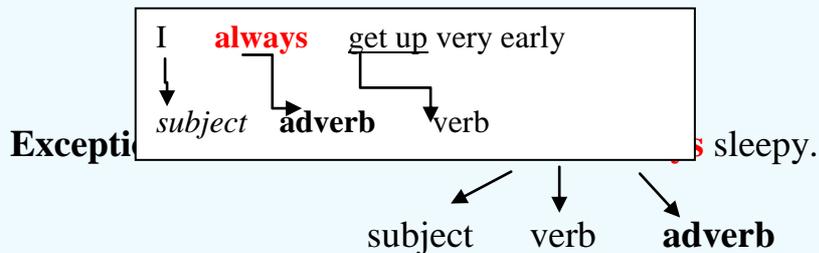
A beautiful

An empty glass

A university degree

2.1.3 Adverbs of frequency

Adverbs of frequency tell us how often or how seldom something happens or is done. They go between the subject and the verb. Example:



These adverbs include: **never, rarely / seldom, sometimes, often, usually, always.**

Look at the examples:

I'm **never** late.

I **seldom** arrive late. She **sometimes** walks to school.

We **often** play football.

Sandra **usually** spends her holiday abroad.

My mother **always** goes to bed at ten o'clock. He **rarely** eats meat.

Remember the position of the adverb!



ACTIVITIES

Dear student, now you are going to practice what you have learnt.

Exercises

I – Comprehension

Complete the table using the information from the speech bubbles.

<i>Name of the student</i>	<i>residence</i>	<i>Languages spoken</i>	<i>Country of origin</i>	<i>nationality</i>
Ester				
John Lovemore				
Lebo Thobeka				
Maxwell				

Musa				
Dlamini				
Rafik				

II – Complete the spaces using the words in the box below. Use them all.

Never rarely sometimes often generally always a / an

- 1) Manuelito is _____ electrician.
 - 2) I come from Mozambique but I _____ visit South Africa.
 - 3) Uncle Alex _____ goes shopping on Saturdays.
 - 4) Mozambicans and South Africans _____ speak several languages.
 - 5) Mariazinha is _____ mechanic.
 - 6) I _____ study before English exams.
 - 7) Grandpa _____ gets late.
 - 8) People _____ start learning a second language is school.
- - If you find difficulties, read the notes and listen to script again. See, it is easy. After you finish the exercises check your answers with the ones in key answer.



FEEDBACK

I – Table

Name of student	residence	Language spoken	Country of origin	
Ester	Lusaka	English / Swahili	Zambia	
John Lovemore	Bulawayo	English / Ndebele	Zimbabwe	
Lebo Thobeka	Durban	English / Zulu	South Africa	
Maxwell	Blantyre	Nyanja / English	Malawi	
Musa Dlamini	Mbabane	Changana / English	Swaziland	
Rafik	Bagamoyo	English / Swahili	Tanzania	

-
- II – Articles and adverbs
 - 1) an 2) sometimes 3) often 4) generally 5) a 6) always 7) never
 - 8) rarely

Dear student, did you answer correctly many questions? Well done, keep studying. If you have doubts, ask for help to your tutor at CAA.

LESSON 2: WHY DO PEOPLE LEARN ENGLISH AT THE ENGLISH CLUB?



INTRODUCTION

Dear student, people have different reasons for learning English. Why are you learning English? English is the international language. It is the language that you can use around the world. In this lesson, you are going to read a text. In the text, you will find out some reasons why people learn English. Think about your personal reasons of learning English. The Grammar will focus on definitive article. During your reading take notes of words that you do not know the meaning and check in the dictionary.



LEARNING OBJECTIVE

- Draw personal conclusions about the reasons why you learn English



2 hours and 30 minutes.

Contents:

2.2.1. Reading: The English Club in Macomia

The English Club in Macomia

The English Club (EC) is a private English school in Macomia. It gives extra English lessons. It opened in April, 1995. The school is located at the local

former warehouse of Agricom. According to Omar Jabú, one of the teachers at the English Club, the lessons began on April 4th, 1995, with only ten students. The courses last for three months. The first course finished with 70 students compared to the ten who started the course. Since then, the number of students attending the English Club increased. Now, there are about two hundred students attending different levels of English. This survey is aimed at giving you the reasons why EC is so popular in Macomia. The researcher distributed 100 questionnaires to the students and former students of EC. One of the questions asked was: Why did you choose the EC to learn English?

The answers to this first question showed that seventy-five students out of a hundred chose the EC because of its teaching methods; and thirteen students are there because of the fees, which are cheaper than the Institute of Languages. There are also eight students who go there because the school is near where they live. Finally, only four students go there because they do not want to do your house work.

Vocabulary

former – antigo	according to – Segundo a...
warehouse – armazem	attending – a frequentar
questionnaire – inquérito	survey – pesquisa, levantamento de....
fee – propina	

2.2.2 The definite article

Dear student, in the previous lesson you have learnt the indefinite article (a/ an). Now, we are going to study the definite article – the. **Pay attention!**

The definite article is the. It is the same for singular and plural, feminine and masculine – the = o(s) / a(s): *the boy – the boys; the house – the houses.*

The definite article is not used (the so called zero article):

before most countries, towns, proper names (e.g. England, Maputo, Sandra)

But: the USA, the United Kingdom, the Sudan, the Soviet Union, the Simpsons

after a noun in the possessive case, or a possessive adjective

e.g. the uncle of the boy = the boy's uncle; the book is mine = it is my book

before names of meals e.g. What have we got for breakfast?

But: The breakfast at your sister's was very good.

before parts of the body and clothes, as these normally prefer a possessive adjective

e.g. Raise your left hand! He took off his coat.

before indefinite plurals

e.g. Women are expected to like housework. (= women in general)

Big hotels are very much the same all over the world

But: The women I know enjoy your jobs very much.

before home, church, market, school, hospital

e.g. Sandra went to hospital. The hospital is far away.

But nouns like cathedral, office, cinema or theatre always take the.

Study this example:

John: *'I had a sandwich and an apple for lunch'*. → John says 'a *sandwich*', 'an *apple*' because this is the first time he talks about them.

John: *'The sandwich wasn't very good but the apple was nice'*.

John now says 'the *sandwich*', 'the *apple*' because the listener knows which sandwich and which apple he means - the *sandwich* and *the apple* he had for lunch.

We use the when we are thinking of one particular thing. Compare a /an and the:

e.g. Tom sat down on a chair. (perhaps one of many chairs in the room)

but Tom sat down on the chair nearest the door. (a particular chair)

Dear student, study again the notes before doing the exercises.



ACTIVITIES

Exercises

I - Read the text and do the following exercises.

A: Match the words with your definitions.

- | | |
|-------------------|-----------------------------------|
| 1) fees | a) questions to be completed. |
| 2) methods | b) person doing investigation |
| 3) questionnaires | c) ways of teaching people |
| 4) researcher | d) money you pay to attend school |

B: Complete the table about the English Club.

Name of the school
Opening date (year)
Name of the teacher interviewed
Number of students who started the first course
Number of students who completed the first course
Number of students involved in the research
Number of students who go there because of the teaching methods

Number of students who go there because of lower fees

I - Grammar

A: Put in **a / an** or **the**.

1. This morning I bought **a** newspaper and magazine. newspaper is in my bag but I don't know where I put magazine.
2. I saw accident this morning. car crashed into tree. driver of car wasn't hurt but car was badly damaged.
3. There are two cars parked outside: blue one and grey one. blue one belongs to my neighbours; I don't know who is owner of grey one.
4. My friends live in old house in small village. There is beautiful garden behind house. I would like to have garden like that.
5. There is good film at cinema. film is about robbery.
6. Odete has dog and cat. dog is nice but cat doesn't like me.
7. Jaime is old friend. He plays guitar and he enjoys going to cinema.

8. Excuse me, where isbus station, please? I am going away for.....week in September.

9. We had dinner inmost expensive restaurant in town.

10. My daughter has excellent job but my son can't find job. He wants to join army.

III - Writing

Write 5 reasons of learning English for you. (remember to write full sentences)

Take time to read the text and then do the exercises. Check your answers with the ones in the key answer.



FEEDBACK

I - A: - 1 - d 2 - c 3 - a 4 - b

B: Complete the table about the English Club.

Name of the school	<i>The English Club</i>
Opening date (year)	<i>1995</i>
Name of the teacher interviewed	<i>Omar Jabu</i>
Number of students who started the first course	<i>10 students</i>
Number of students who completed the first course	<i>70 students</i>
Number of students involved in the research	<i>100 students</i>
Number of students who go there because of the teaching methods	<i>75 students</i>
Number of students who go there because of lower fees	<i>30 students</i>

II - Grammar

A: a / an or the

1. a / The / the

2. an / a / a / The / the / the

3. a / a / The / the / the

4. an / a / a / the / a

5. a / the / The / a

6. a / a / The / the

7. an / a / the

8. the / a

9. the

10. an / a / the

III - Writing

I am learning English because I want to travel to South Africa...I want to do business... I want to pass my exams...I want to open an English School...

Dear student, did you answer correctly many questions? Well done, keep studying. If you have doubts, ask for help to your tutor at CAA.

LESSON 3: QUESTION - WORDS (OR WH-QUESTIONS) AND YES/NO QUESTIONS)



INTRODUCTION

Dear student, can you imagine a language with no grammar rules? It would be very difficult to learn any language. Games must have rules so that we all know how to play them, and languages have grammar rules for the same reason. We use grammar rules of our languages like the rules of a game. In this lesson, we are going to study the question-words also known as **Wh** – questions and **yes / no** questions. Pay attention to the rules.



LEARNING OBJECTIVES

- Understand the word order of question-words and how to use them;
- Change sentences into yes /no questions;
-



2 hours and 30 min.

Contents

Listen to Script 7

There are two types of questions:

wh - question

Yes or no questions

2.3.1 Question-words (wh-questions)

Question-words are also called wh-questions because they include the letters 'W' and 'H'. These questions start with a question-words and each has a specific answer. For example, where do you live? (the question is about place, so the answer must be a name of a place: I live in Pemba.)

Now, pay attention to rules. The following table will help you.

Question words	Meaning	Examples
who	person	<i>Who's that? That's Nancy.</i>
where	place	<i>Where do you live? In Beira.</i>
why	reason	<i>Why do you sleep early? Because I've got to get up early</i>
when	time	<i>When do you go to work? At 7:00</i>
how	manner	<i>How do you go? By car</i>
what	object, idea or action	<i>What do you do? I am an engineer</i>
which	choice	<i>Which one do you prefer? The red one.</i>
whose	possession	<i>Whose is this book? It's Alan's.</i>
whom	object of the verb	<i>Whom did you meet? I met the manager.</i>
what kind	description	<i>What kind of music do you like? I like quiet songs</i>
what time	time	<i>What time did you come home?</i>
how many	quantity (countable)	<i>How many students are there? There are twenty.</i>
how much	amount, (uncountable) price	<i>How much time have we got? Ten minutes</i>
how long	duration, length	<i>How long did you stay in that hotel? For two weeks.</i>
how often	frequency	<i>How often do you go to the gym? Twice a week.</i>
how far	distance	<i>How far is your school? It's one mile far.</i>
how old	age	<i>How old are you? I'm 16.</i>
how come	reason	<i>How come I didn't see you at the party?</i>

Remember each question word has its correspondent answer. For example, if the question is

'how old are you?' the person wants to know your age – the answer should be 'I'm 10 years old'. If the answer is 'I live in Tete' it's wrong because here the person is talking about the place.

Now you have learned the **wh**-questions. Let us study another form of questions.

2.3.2 yes / no questions

Yes or no questions are questions whose expected answer is either "yes" or "no".

How to form yes-no questions

In English, a special word order (Verb + Subject + Object) is used to form yes-no questions.

Examples: They are Mozambicans.

They are Mozambicans. \Rightarrow Are they Mozambicans? Yes, they are. / No, they are not.
Subject verb object \Rightarrow verb subject object

She is nice. \Rightarrow Is she nice? Yes, she is.

The rules

1. If the main verb of the sentence is "**to be**", simply invert the **subject** and the **verb to be**:

Example: **They are** married. — **Are they** married? No, they are not.

2. If the sentence includes a main verb and another or other helping (auxiliary) verb(s), invert the subject and the (first) helping (auxiliary) verb.

Examples:

- **They are** *visiting* Paris. — **Are they** *visiting* Paris?

- **She has** *done* the housework. — **Has she** *done* the housework
- **Nancy has** *been working* all night long. — **Has Nancy** *been working* all night long?
- **He will** *be reading* the book. — **Will he** *be reading* the book?

3. If the sentence includes a verb which is not the verb "to be" and doesn't include a helping (auxiliary) verb, the transformation is more complex.

a. If the verb is in the present tense, add either **do** or **does** and put the main verb in its base form:

do if the subject is the first person singular, second person singular, first person plural, second person plural and third person plural (I, you, we, they)

Examples:

I *like* apples. — **Do** you *like* apples?

They *go* to a high school. — **Do** they *go* to a high school?

does if the subject is the third person singular (he, she, it).

Examples:

Nancy *reads* a lot. — **Does** Nancy *read* a lot?

He *hates* basketball. — **Does** he *hate* basketball?

b. If the verb is in the past tense, add **did** and put the main verb in its base form:

Examples:

He *discovered* the truth. — **Did** he *discover* the truth?

She *wrote* a nice essay. — **Did** she *write* a nice essay?

1. They *did* the homework. — **Did** they *do* the homework?

Note: **yes / no questions** start with a **verb or auxiliary verb** and the answers are **yes** or **no**.

Dear student, before doing the exercises revise the grammar. Find time to study with other students so you can help each other.



ACTIVITIES

Exercises

A: Complete these sentences using the correct 'Wh...' word.

1) ___ school did you go to?

- a) Why b) Which c) Who

▪

2) ___ old, are you?

- a) What b) Which c) How

▪

3) ___ did you go last night?

- a) Where b) Which c) What

▪

4) ___ didn't you go to Steve's party?

- a) How b) What c) Why

▪

5) ___ do you start university?

▪

- a) When b) How c) Which

B: Transform these sentences into yes / no question.

- 1) He loves this town. _____
- 2) She can drive a lorry. _____
- 3) They went to the swimming pool. _____
- 4) We should revise our lessons. _____
- 5) He was born in Zambia. _____

▪ **C:** Insert *where*, *what*, *when* and *how*.

- 1. _____ old are you?
- 2. _____ do you live?
- 3. _____ many sisters have you got?
- 4. _____ is the name of the capital of Mozambique?
- 5. _____ were you born?
- 6. _____ are you today?
- 7. _____ many languages do you speak?
- 8. _____ is the weather like today?
- 9. _____ much money have you got?
- 10. _____ is your telephone number?

▪ **Dear student**, after doing the exercises compare your answers with the ones in the key answer.



FEEDBACK

A: 1) b 2) c 3) a 4) c 5) a

B: 1) Does he love this town? 2) Can she drive a lorry? 3) Did they go to the swimming pool? 4) Should we revise our lessons? 5) Was he born in Zambia?

C: 1. How 2. Where 3. How 4. What 5. Where 6. How 7. How
8. What 9. How

10. What

Dear student, did you get most exercises correct? If so, well done! If you found it difficult, ask for explanation.



UNITY REVIEW (TEST YOURSELF)

Before doing this assessment, you should revise the three lessons, the script and your notes. You can ask for help to your tutor to clarify the doubts and difficulties. The preparation tests will help you to prepare for the final test at the end of this module. Let us work!

Section 1: Reading

Read the text. Sabão Fulano and his wife are at the clinic. The clinic is small and clean. It is next to Pedro's house, opposite the bank. Sabão and his wife are talking to the nurse. They are not happy. Your baby is ill. The baby has got malaria. The nurse is telling Sabão's wife: "Boil one litre of water. Put this medicine in the water. Give it to the baby."

True or False? Write **T** or **F**.

1. The clinic is opposite the bank. _____
2. Sabão and his wife are happy. _____
4. Your baby is ill. _____
5. The nurse has got medicine for the baby. _____

6. The nurse is giving medicine to the

3. Sabão's wife has got malaria. _____ baby. ____

Section 2: grammar

A: Complete the questions. Use the answers to help you. Use *How often...?*

How old...? What...?

- | | |
|---------------------------------------------|-------------------------------------------|
| 1) _____ city is the capital of Mozambique? | <i>Maputo.</i> |
| 2) _____ is your brother? | <i>He is 17 years old.</i> |
| 3) _____ time do you wake up? | <i>At 7.30.</i> |
| 4) _____ is the bag? | <i>It is on the table.</i> |
| 5) _____ is your birthday? | <i>It is on 12th of April.</i> |
| 6) _____ do they play football? | <i>Three times a week.</i> |

B: Rewrite the sentences by putting the words in correct order.

- Example: lunch / Paulo's father / often / cooks. *Paulo's father often cooks lunch.*

a) never / breakfast / eats / Sandra. _____

b) watch TV / Harry and Emily / in the evenings / usually.

c) coffee without sugar / always / drinks / Leo.

d) travel to Bazaruto/ they / sometimes.

C: Choose the correct article **a /an**

- 1) I bought _____ pair of shoes.
- 2) She lives in _____ apartment.
- 3) They saw _____ movie last night.

4) Andrew is ____ engineer.

5) This task will take ____ few minutes.

Section 3: writing

Write a short composition about the importance of learning English for you (you can use the sentences in the box to help you).

Hello, my name is ...and I from...I am...years old. My favourite subjects are...

My first language is ... I am learning English because I...

Because I want to go to England / I want to travel round the world / I want to learn the words in pop songs / I want to get a good job / my parents think it is the most important foreign language / I do not know why!

 **FEEDBACK**

Section 1:

Reading 1.T 2. F 3. F 4. T 5. T 6. F

Section 2: grammar

A: 1) Which 2) How old 3) What 4) Where 5) When 6) How often

B: a) Sandra never eats breakfast. b) Harry and Emily usually watch TV in the evenings. c) Leo always drinks coffee without sugar. d) They sometimes travel to Bazaruto.

▪ **C:** 1) a 2) an 3) a 4) an 5) a

Section 3: writing

Hello, my name is ...and I from...I am...years old. My favourite subjects are...

My first language is... I am learning English because I...

Dear student, did you get more than 80% of correct answers? If you did, well done! You can talk to your tutor to clarify some topics that you found difficult. It is important to revise the contents before each assessment.

3

UNIT 3: SCHOOL AND DAILY ACTIVITIES



UNIT INTRODUCTION

Dear student, every day we have things to do. At home, at work, at school there are activities that we should do and we need to plan them. It is important to plan the daily activities, so that you know what you are doing, at what time. In this unit, we are going to talk about some daily activities at school, at home, the subjects at school. You will learn to express your personal preferences on school subjects, and talk about your future.

Lesson 1: Reading - My school

Lesson 2: Sequence markers and daily routines / days of the week

Lesson 3: Modal verbs



LEARNING OBJECTIVES

- Discuss the importance of planning your daily activities (including time for study)



LEARNING RESULTS

- Describe daily routines;
- Ask for and give information about school subjects;
- Talk about your school;
- Ask and answer questions about personal preferences (subjects, daily activities, extracurricular activities).



8 hours

AUXILIARY MATERIALS: audiovisual aids, books, handouts, dictionary.

LESSON 1: READING - MY SCHOOL



INTRODUCTION

Dear student, in this lesson we are going to read a text about a school. It describes a school, the subjects, number of teachers, number of classrooms, and more. Grammar focus will be on future: future simple (will) and going to. Pay attention to the use.



LEARNING OBJECTIVES

- Describe a school: the subjects, the classrooms, number of teachers...
- Use the future to talk about plans



2 hours.

Contents

3.1.1 Reading: My school

Hello, I'm Tonecas. Today I'm going to tell you about my school. As you know, I study at Emilia Dausse Secondary School. My school is near the Catholic Church, opposite the supermarket. I have got ten subjects and ten teachers. The subjects are: Portuguese, English, Geography, History, Chemistry,

Mathematics, Physics, Drawing, Biology, and Physical Education. My teachers' names are: Meque (Portuguese), Charles (English), Sara (Geography), Chacha (History), Chaveia (Chemistry), Quinita (Mathematics), Teresa (Physics), Assane (Drawing), Manecas (Biology) and Luchucha (Physical Education). I like English and Physical Education very much. This year the headmaster of my school is Mr. Mazembe. He is a nice man. The school has got ten classrooms, two laboratories: one for Chemistry and another one for Physics. For our Physical Education lessons, we use the school's gymnasium. The school has also got a canteen where we buy lemon juice, cakes, biscuits and crisps during the breaks. The toilets are behind the school. There is a library and a bookshop next to the canteen. The school has got 950 students and 45 teachers divided into three shifts: morning, afternoon and evening.

Vocabulary

Library – biblioteca Bookshop – livraria Shifts - turnos

3.1.2 Grammar: Future - going to; will + infinitive

a) The future - going to

Affirmative	Negative	Interrogative
I'm going to be	I'm not going to be	Am I going to be?
You're going to do	You're not going to do	Are you going to do?
He's going to live	He's not going to live	Is he going to live?
She's going to play	She's not going to play	Is she going to play?
It's going to rain	It's not going to rain	Is it going to rain?
We're going to study	We're not going to study	Are we going to study?
You're going to read	You're not going to read	Are you going to read?
They're going to dance	They're not going to dance	Are they going to dance?

- We use **going to**:
- to express an intention (what we have decided to do)
- Example: **I'm going to** your birthday party tomorrow.
- To make a prediction based on the present situation
- Example: There are clouds in the sky. **It's going to** rain.

b) The future – **will + infinitive**

Affirmative		Negative	
Full form	Short form	Full form	Short form
I will be	I'll be	I will not be	I won't be
You will do	You'll do	You will not do	You won't do
He will live	He'll live	he will not live	he won't live
She will go	She'll go	she will not go	she won't go
It will play	It'll play	it will not play	it won't play
We will meet	We'll meet	we will not meet	we won't meet
You will visit	You'll visit	You will not visit	you won't visit
They will travel	They'll travel	They will not travel	they won't travel

We use will + infinitive

To make predictions about the future: You'll **find** a good husband.

To make a promise: I'll **pick** you up at 5 p.m.

To express decisions taken at the moment of speaking: I'll **have** a glass of orange juice, please.

Dear student, before doing the exercises remember to study the grammar



ACTIVITIES

Read the notes and do the following exercises.

Exercises

I – Cross out the word which does not belong to each group.

Example: orange pear apple book

- | | | | |
|------------|-----------|---------|------------|
| 1. School | classroom | animal | laboratory |
| 2. Biology | Chemistry | History | teacher |
| 3. Book | pencil | canteen | pen |
| 4. Dress | classroom | student | teacher |

II – Read the text and answer the questions.

- | | |
|------------------------------|---------------------------------|
| 1. Where does Tonecas study? | 6. How many teachers are there? |
|------------------------------|---------------------------------|

2. Where is the school?
3. How many subjects has Tonecas got?
4. What subjects does Tonecas like?
5. How many students are there in his school?
7. What is the headmaster's name?
8. Where are the toilets?
9. Where is the canteen?
10. Where does Tonecas have his Physical Education lessons?

III – Complete using **will** or **going to**.

1. I can't go to the party next Saturday. I _____ (visit) my uncle.
2. It _____ (rain) today. The sky is very cloudy.
3. We _____ (visit) Portugal one day.
4. Our team is playing well. We ____ (win) the match.

Remember to read the text and the grammar before doing the exercises.

When you finish to do them check your answers in the key.



FEEDBACK

I: 1) animal 2) teacher 3) canteen 4) dress

II:

1. He studies at Emilia Dausse Secondary School.
2. It is near the Catholic Church, opposite the supermarket.
3. He has got 10 subjects.
4. He likes English and Physical Educ.
5. There are 950.
6. There are 45.
7. His name is Mr. Mazembe.
8. They are behind the school.
9. It is next to the bookshop and the library.
10. He has Physical Education lessons in the gymnasium.

III: 1) am going to visit 2) is going to rain 3) will visit 4) are going to win

Dear student, did you manage to get more correct answers? Well done! Keep studying!

LESSON 2: SEQUENCE MARKERS AND DAILY ROUTINES / DAYS OF THE WEEK



INTRODUCTION

Dear student, in the previous grades you learnt about telling time and days of week. In this lesson, you are going to talk about your daily routine, things that you do every day. In the grammar you will learn about sequence markers. You need to revise the days of the week. Do not worry if you do not remember!



LEARNING OBJECTIVES

- Describe daily routine
- Use the sequence markers
- Write about your daily routine using the sequence markers



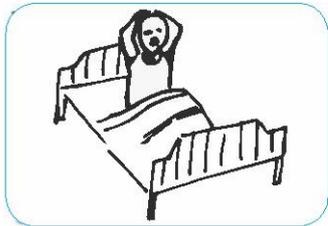
3 hours.

Content

3. 2.1. Daily activities: look at the pictures showing the activities that Paulo should do every day. Let's revise the days of the week.

Days of the week: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday.

Every day Paulo gets up at 4.50. At 5 o'clock, he goes to the fields and works for two hours -from 5 o'clock to seven o'clock. At seven o'clock he goes back home, at 7.15 he has shower. At 7.30 he brushes his teeth, at 7.35 he dresses up and at 7.45 he makes the bed. At 7.50 he prepares breakfast. At 8.15 he has breakfast. At 8.30 he studies his distance-learning course and at 1 o'clock he cooks lunch.



Get up
4:50 am



Go to the fields
5 o'clock



Have a shower
7:15 am

Brush teeth
7:30 am

Dress up
7:35 am

Make the bed
7:45am

Prepare breakfast
7:50am

Have breakfast
8:15 am

Study distance
learning course
8:30am

Cook lunch
1 o'clock

3.2.2 Grammar: Sequence markers

We use **sequence markers** to show the order in which things happened, 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 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	First I washed myself, then I got dressed and after

that and finally.

that I had breakfast. Finally, I went to school.

Dear student, before doing the exercises remember to study the grammar



ACTIVITIES

Read the notes and do the following exercises.

Exercises

I – Read about Paulo’s daily routine in **content (3.2.1)** and write **T** or **F**.

1) Paulo works in the fields for two hours every day. _____

- 2) Paulo makes breakfast for his family every day. _____
- 3) Paulo cleans his room. _____
- 4) Paulo starts studying at 8 o'clock. _____
- 5) Paulo has breakfast at 8.15. _____

II – Rewrite the sentences using **sequence markers**. Do not forget to use the correct verb tenses!

Example: I /get up / I / have breakfast / I /go to school. → **First** I get up, **then** I have breakfast, and **after that** I go to school.

- 1) We have grades / at quarter to seven / we / clean / the school / play basketball / during the break.

- 2) They / invite / me / to play football / we go home.

- 3) My mother / tell me / to water plants / she/ tell me / to make my bed.
▪ _____

III – Write about your daily routine, use these expressions to help you.

Every day I get up at.... I take a shower at.... I clean my house / room at... I prepare breakfast ...I have breakfast...I make my bed ... I start studying my distance education course at...I go...I cook lunch / dinner....

Now compare your answers with the ones in the key answer.



FEEDBACK

I – 1) T 2) F 3) F 4) F 5) T

II – 1) we have grades at quarter to seven, **then** we clean the school, and **after that** we play basketball during the break. 2) **First** they invited me to play

football, **then** we went home. 3) **First**, my mother told me to water the plants, and **then** she told me to make my bed.

III – check how student used the expressions given in the exercise.

Dear student, did you manage to get more correct answers? Well done! Keep studying!

LESSON 3: MODAL VERBS



INTRODUCTION

Dear student, how many times did you dream about your future? Sometimes we say: “I would like to be a...” we use **would** to express our wishes. In this lesson, we are going to read about future plans of some people.



LEARNING OBJECTIVES

- Read other students' future plans
- Write about your plans after finishing school



3 hours

Content

3.3.1 Reading: Future plans

Read what these people are saying about their future plans. Listen to the script.

Voice 1: Hello, my name's Paula. I'd like to become a bus driver. What about you?

Voice 2: Hello, I'm Namuaca. I would like to be a doctor. I am very good at Biology, and you?

Voice 3: Hi, my name's Nelson. Well, I am very good at languages. I would like to be a Tv presenter.

Voice 4: Hi, my name's Carmen. I would like to be a pilot. I like flying planes. I am very good at Geography and English, and you?

Voice 5: Hello, my name's Gilda. I would like to be an architect to design buildings for my province, and you?

Voice 6: Hello, my name's Fatima. I would like to be an English teacher to teach English around the world, and you?

Listen to the script again and pay attention to the pronunciation. Later, there will be exercises for you to do and then check the answers in the key.

3.3.2. Grammar: modal verbs

Modal verbs are auxiliary verbs that only have one form. These verbs display what we think or feel about the main verb in the phrase. Some verbs that we are learning are: **can, may, Must** and **should**.

Can (to be able to, to have the possibility of, to have permission to) is used to:

1. Express a capacity:

a) in general **e.g. I can** speak English. I **cannot** speak French.

b) now **e.g. Can** you hear me? I can't see. It's too dark.

2. express possibilities:

a) in general **e.g. Tete can** be very hot in summer.

b) impossibility **e.g. He can't** be sleeping now. It is almost midday.

c) in the future **e.g. I'm** afraid I **can't** see you this week.

3. Express permission:

a) a statement **e.g. You cannot** smoke in this room. Teachers **can**
smoke in the teacher's room.

b) a request **e.g. Can** I borrow your book?
Can I have a kilo of bananas, please?

4. Ask for assistance: **e.g. Can** you help me, please? **Can** you tell me
the time?

▪

▪ **May** (to be able to, have permission to, be authorized to), is used to:

▪ 1. Express possibilities:

▪ a) now **e.g. They may** be here now.

- b) in the future **e.g.** Prices **may** go up again next month.
- c) in the past **e.g.** I **may** have left at home.
-
- 2. Express permission:
- a) a statement **e.g.** Visitors may visit the museum from 8.00 to 14.00 hours each day.
- b) a request **e.g.** **May** I come in? **May** come with you?
-
- **Must** (to have to), is used to
- 1. give order **e.g.** You **must not** leave this room.
- 2. give advice **e.g.** You **must** take your coat. It is often very cold.
-
- **Should** (duty or obligation), is used to:
-
- 1. give advice **e.g.** You **shouldn't** play in the middle of the street.
- 2. express probabilities **e.g.** He **should** be in his office. It is 8 o'clock.
-
- There are some words that we can use as modal verb like: **will** and **would**. Now, we are going to study when to use them. Pay attention!

will

- 1. Invitation: **e.g.** **will** you come to my party?
- 2. request: **e.g.** **will** you type this, please?

Will you lend me some money? No, I **won't**.

-
- 5. Would
 - With the verb **like**: I would like to see Mr. Mucele. **Would** you **like** some more wine?
 - Polite request: **Would** you mind waiting a moment, please?
 - With the adverb, **rather** (I would /I'd rather); it can be used to express preference.
 - Example: I **would rather** go to the cinema. = I **would prefer** to go to the cinema.
 - **Remember**: I'd = I would won't = will not
 -
 -
 -



ACTIVITIES

Read the notes and do the following exercises.

I - Comprehension: complete the table using the information from the speeches (voice 1-5)

Name of the student	Subjects he / she is good at	Preferred future job
Carmen		
Gilda		
Nelson		
Fatima		
Paula		
Namuaca		

II - Grammar

A: Complete the spaces using **will** or **would**.

- 1) First of all, I _____ like to thank you. 2) _____ you come to my party tomorrow?
- 3) What _____ you like to become in the future? 4) _____ you go with me to the doctor?
- 5) I' _____ rather go to the cinema. 6) I _____ like to be an engineer.

B: Must or should?

1. You *must / should* visit the museum. It's worth a visit.
2. People *must / should* drink water every day. It is healthy.

3. You *must / should* study to pass your examination.
4. They *must / should* tell him the truth.
5. We *must / should* hurry. Our plane won't wait.
6. They *must / should* study hard; otherwise they won't pass your exams.
7. We *must / should* sleep 8 hours a day.
8. Students *must / should* obey your students.
9. They *must / should* change your behavior.
10. I think *must / should* tell your parents about it.

III - Writing: What would you like to do when you finish school?

Hello, my name's..... I.... like to be.....

Dear student, when you finish the exercises check the answers in the key.



FEEDBACK

I - comprehension

Table: Carmen – Geography and English, Pilot. **Gilda** - ..., Architect; **Nelson** – Languages, Tv presenter; **Fatima** - ..., English teacher; **Paula** - ..., driver; **Namuaca** – Biology, doctor.

II - Grammar

A: will or would

1. would 2. will 3. would 4. will 5. would 6. would

B: Must or should

1. should 2. should 3. must 4. should 5. must 6. must

7. should 8. must 9. should 10. should

III - Writing

Hello, my name's **Amalia**. I **would** like to be **nurse**. I like to help people, save their lives. I am very good at Biology...

Dear student, did you manage to get more correct answers? Well done! Keep studying!



UNITY REVIEW

Before doing this test, study again the contents of unit 3 and listen to the scripts. You can ask for help to your tutor to clarify the doubts and difficulties. The

unity activity will help you to prepare for the Module Activity at the end of this module. **Let us work!**

Section I – Reading

Look at Tonecas' timetable.

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
6.30	National anthem					
6.45	English	Geography		Chemistry	Portuguese	
7.30	English	History	Geography	Physics	Portuguese	
8.15	Portuguese	Chemistry	Class meeting	Portuguese	Mathematics	
9.20	Portuguese	Mathematics	Mathematics	English	Mathematics	
10.00	Physics	Mathematics	Biology	Biology	Drawing	
10.55		Physical Education	History		drawing	

A: Comprehension: answer the questions

1. What time does Tonecas have English?
2. When does Tonecas have Geography?
3. Does Tonecas have Physical Education on Friday?
4. When does Tonecas have Biology?
5. When does Tonecas have History?
6. When does Tonecas have Drawing?
7. How many times a week does Tonecas have English?
8. What time does Tonecas have History?
9. Does Tonecas have lessons in the afternoon?

5. When does Tonecas clean the school?

▪

B: Match the subjects with what you study.

- | | |
|-----------------------|--------------------------------------------------|
| 1. English | a. Human body, plants and animals |
| 2. History | b. Designing and making pictures |
| 3. Physical Education | c. What happened in the past |
| 4. Drawing | d. Play football, run and be healthy |
| 5. Biology | e. Speak, write and read in the British language |

Section II – Grammar

A: complete the blanks with the right time indicated by the clock in the pictures.

 <p>1. I wake up at _____.</p>	 <p>2. I wash my face and brush my teeth at _____.</p>	 <p>3. I get dressed at _____.</p>
 <p>4. I have breakfast at _____.</p>	 <p>5. I go to school at _____.</p>	 <p>6. Classes start at _____.</p>
 <p>7. I go home at _____.</p>	 <p>8. I have lunch at _____.</p>	 <p>9. I watch TV from _____ to _____.</p>
 <p>10. I do my homework from _____ to _____.</p>	 <p>11. I play computer games from _____ to _____.</p>	 <p>12. I play soccer from _____ to _____.</p>
 <p>13. I have dinner at _____.</p>	 <p>14. I take a bath at _____.</p>	 <p>15. I go to bed at _____.</p>

B: Complete with **going to** and one of the phrases in the box.

make a cake rain do his homework play tennis

Example: There are a lot of black clouds. I think it's **going to rain**.

- They've got your tennis racquets. I think they _____.
- He's got his English textbook and his dictionary. I think he _____.

3. She's buying flour, eggs, butter, and sugar. I think she _____.

Section 3: Writing

Using the pictures in the exercise A (grammar), write about your daily routine. Remember to use the **sequence markers**.

Good luck!

Dear student, when you finish the exercises check the answers in the key.



FEEDBACK

Section 1: A: comprehension

1. He has English at 9.20.
2. He has Geography on Tuesday at 6.45 and Wednesday at 7.30.
3. No, he doesn't.
4. On Wednesday and Thursday.
5. On Saturday.
6. On Friday
7. He has English twice a week.
8. He has History on Tuesday at 7.30 and Wednesday at 10.55.
9. No, he doesn't.

B: 1- e; 2- c; 3-d; 4-b; 5-a

Section 2: Pictures

- A:** 1) at 7.00 2) at 7.10 3) at 7.15 4) at 7.20 5) at 7.32
- 6) at 8.00 7) at 1.00 8) at 2.00 9) from 3.00 to 4.25
- 10) from 16.30 to 17.50 11) from 17.55 to 18.40 12) from 18.45 to 19.50
- 13) at 20.00 14) at 20.50 15) at 22.24

B: 1) are going to play tennis 2) is going to do his homework
3) is going to make a cake.

Section 3: writing

Every day I get up at 7 o'clock, **first** I wash my face and brush my teeth at 7.10. I get dressed at 7.5. I have breakfast at 7.20. **Then** I go to school at 7.32 and grades start at 8.00.

I go home at 1.00 and I have lunch at 2.00. I watch Tv from 3.00 to 16.25. I do my homework from 16.30 to 17.50. **After that** I play computer games from 17.55 to 18.40 and I play soccer from 18.45 to 19.50. I have dinner at 8.00. **Finally**, I go to bed at 22.24.

Dear student, did you get more than 80% of correct answers? If you did, well done! You can talk to your tutor to clarify some topics that you found difficult. It is important to revise the contents before each assessment.

LIST OF IRREGULAR VERBS

Infinitive	Past simple	Past participle	Meaning
Be	was / were	Been	ser / estar
Beat	beat	Beaten	bater
Become	became	Become	tornar-se
Begin	began	Begun	começar / iniciar
Bite	Bit	Bitten	morder / trincar
Bleed	bled	Bled	sangrar
Blow	blew	Blown	soprar / rebentar
Break	broke	Broken	partir
Bring	brought	Brought	trazer
Build	built	Built	construir
Buy	bought	Bought	comprar
Burn	burned /burnt	Burnt	queimar
Can	could	-----	poder
Catch	caught	Caught	apanhar
Choose	chose	Chosen	escolher
Come	came	Come	vir
Cost	cost	Cost	custar
Cut	Cut	Cut	cortar
Deal	dealt	Dealt	lidar com
Dig	dug	Dug	cavar
Do	Did	Done	fazer
Draw	drew	Drawn	desenhar
Dream	dreamt	Dreamt	sonhar
Drink	drank	Drunk	beber
Drive	drove	Driven	conduzir
Eat	Ate	Eaten	comer
fall	fell	Fallen	cair
Feed	Fed	Fed	alimentar
Feel	felt	Felt	sentir
Fight	fought	Fought	lutar

Find	found	Found	encontrar
Fly	flew	Flown	voar
Forbid	forbade	Forbidden	proibir
Forget	forgot	Forgotten	esquecer
Freeze	froze	Frozen	congelar
Get	got	Got	obter /receber
Give	gave	Given	dar
Go	went	Gone	ir
Grow	grew	Grown	crescer
Hang	hung	Hung	pendurar
Have	had	Had	ter
Hear	heard	Heard	ouvir
Hide	Hid	Hidden	esconder
Hold	held	Held	segurar
Keep	kept	Kept	manter / conservar
Kneel	knelt	Knelt	ajoelhar
Know	knew	Known	saber
Lay	laid	Laid	deitar
Lead	Led	Led	liderar
Learn	learnt	Learnt	aprender
Leave	left	Left	deixar / partir
Lend	lent	Lent	emprestar
Lie	Lay	Lain	mentir
Light	Lit	Lit	acender
Lose	lost	Lost	perder
Make	made	Made	fazer
Mean	meant	Meant	significar
Meet	met	Met	encontrar
Mistake	mistook	Mistaken	enganar-se
Pay	paid	Paid	pagar
Put	put	Put	pôr
Read	read	Read	ler

Ride	rode	Ridden	montar /andar de
Ring	rang	Rung	tocar
Rise	rose	Risen	levantar-se
Run	Ran	Run	correr
Say	said	Said	dizer
See	saw	Seen	ver
Seek	sought	Sought	procurar
Sell	sold	Sold	vender
Send	sent	Sent	enviar
Sew	sewed	Sewn	coser
Shake	shook	Shaken	abandar
Shine	shone	Shone	brilhar
Shoot	shot	Shot	disparar / atirar
Show	showed	Shown	mostrar
Sing	sang	Sung	cantar
Sit	Sat	Sat	sentar
Sleep	slept	Slept	dormir
Smell	smelt	Smelt	cheirar
Speak	spoke	Spoken	falar
Spend	spent	Spent	gastar / passar
Spill	spilt	Spilt	entornar
Spread	spread	Spread	espalhar
Stand	stood	Stood	estar em pé
Swear	swore	Sworn	jurar
Swim	swam	Swum	nadar
Take	took	Taken	levar
Teach	taught	Taught	ensinar
Tear	tore	Torn	rasgar
Tell	told	Told	dizer
Think	thought	Thought	pensar
Throw	threw	Thrown	atirar
Understand	understood	Understood	compreender

Wake	woke	Woken	acordar
Wear	wore	Worn	usar / vestir
Win	won	Won	vencer / ganhar
Write	wrote	Written	escrever

LIST OF REGULAR VERBS

Infinitive	Past simple	Past participle	Meaning
ask	Asked	asked	perguntar
attract	Attracted	attracted	Atrair
bake	Baked	baked	Assar
brush	Brushed	brushed	Escovar
care	Cared	cared	Cuidar
clean	Cleaned	cleaned	Limpar
cook	Cooked	cooked	Cozinhar
dry	Dried	dried	Secar
drag	Dragged	dragged	Arrastar
enjoy	Enjoyed	enjoyed	gostar de
force	Forced	forced	Forçar
greet	Greeted	greeted	Saudar / cumprimentar
happen	happened	happened	acontecer
hate	Hated	hated	Odiar
help	Helped	helped	Ajudar
hug	Hugged	hugged	abraçar / agarrar
taste	Tasted	tasted	Provar
vote	Voted	voted	Votar
kiss	Kissed	kissed	Beijar
laugh	Laughed	laughed	Rir
listen	Listened	listened	Ouvir

look	Looked	looked	Olhar
melt	Melted	melted	Derreter
mix	Mixed	mixed	Misturar
open	Opened	opened	Abrir
play	Played	played	jogar / brincar
squash	Squashed	squashed	Esmagar
start	Started	started	começar / iniciar
stop	Stopped	stopped	Parar
talk	Talked	talked	Falar
walk	Walked	walked	Andar
work	Worked	worked	Trabalhar
arrive	Arrived	arrived	Chegar
answer	Answered	answered	responder

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