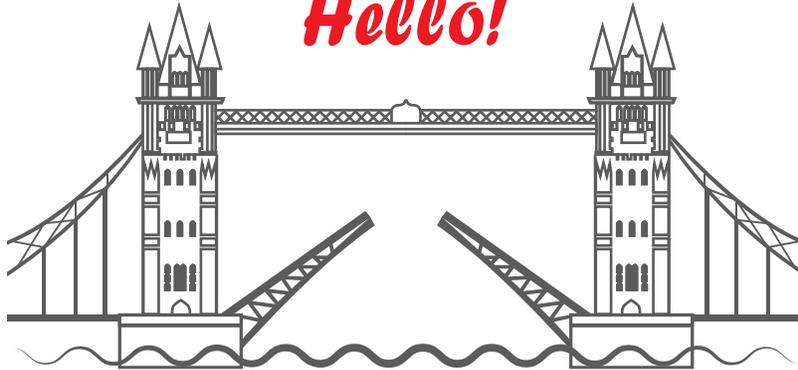




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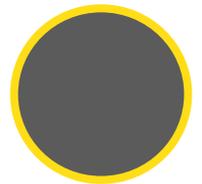
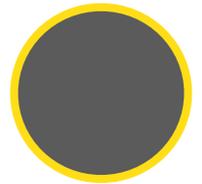
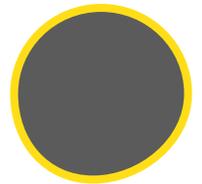
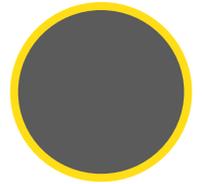
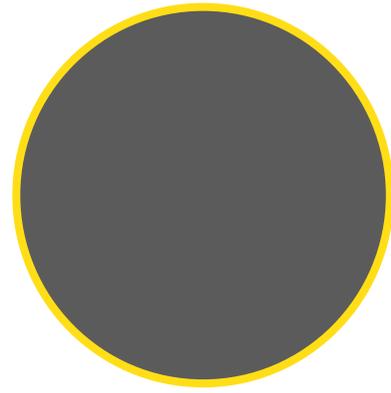
INGLÊS

Hello!



Do you speak English?

MÓDULO 1



Venda proibida

PESD I

Programa do Ensino Secundário à Distância - 1º Ciclo



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PESD I

Módulo 1 de Inglês

Moçambique – 2023

Ficha Técnica

© Ministério da Educação e Desenvolvimento Humano

Título:

Módulo 1 de Inglês

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Caro(a) aluno(a),

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

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

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

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

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

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

Bons Estudos!

Maputo, aos 18 de Janeiro de 2024



CARMELITÁ RITA NAMASHULUA

MINISTRA DA EDUCAÇÃO E DESENVOLVIMENTO HUMANO

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Venda proibida

INTRODUÇÃO

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

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

I. Sobre o PESD 1

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

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

II. Sobre a disciplina de Inglês

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

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

III. Processo de estudo

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

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

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

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

IV. Avaliação

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

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

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

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

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

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

V. Ícones

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

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

INTRODUÇÃO AO MÓDULO

Seja bem-vindo, caro (a) aluno (a), ao estudo do módulo 1 da disciplina de Inglês do Programa do Ensino Secundário à Distância para o primeiro ciclo, PESD1.

Este módulo é constituído por 7 (sete) unidades temáticas, subdivididas em 30 lições, respectivamente:

Unidade 1: *Greetings and Introductions*, composta por 4 lições.

Unidade 2: *The school*, composta por 5 lições.

Unidade 3: *Family and friends*, composta por 4 lições.

Unidade 4: *The Human Body-Health and Nutrition*, composta por 4 lições.

Unidade 5: *The Importance of English in the World Today*, composta por 4 lições.

Unidade 6: *Home and Community*, composta por 5 lições.

Unidade 7: *Farming and Growing Economy*, composta por 4 lições.

UNIT 1: Greeting and introduction

Introduction

Dear student, in this unit you will learn how to greet someone formally and informally as well as the use of personal pronouns that go with verb to be and the English Alphabet.

This unit has 4 lessons, namely:

Lesson 1: Formal greeting

Lesson 2: Informal greeting

Lesson 3: Verb to be

Lesson 4: English Alphabet



Learning objectives

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

- Greet people, friends and colleagues formally and informally;
- Introduce oneself to others using personal pronouns and verb to be;
- Identify periods of the day;
- Ask and answer questions using personal information;
- Spell words in English.



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

Learning resources

You will be exposed to passages, short texts, pictures and dialogues describing different contexts and situations that will help you to get to know more about the unit.

LESSON 1: Formal greeting

Introduction

Dear student, in this lesson you will get to know different ways of greeting people formally. We use formal greetings in places like classrooms, public institutions, at work, etc.



Learning objectives:

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

- Greet someone according to the period of the day;
- Use formal ways to greet someone.



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



Formal greeting



Vocabulary

Good morning = bom dia	Good night = boa noite usado apenas quando vamos dormir	I'm fine too = também estou bem
Good afternoon = boa tarde	Get up = acordar	Goodbye = adeus
Good evening = boa noite	Go to bed = ir à cama	

Look at these expressions and repeat:

Good morning!

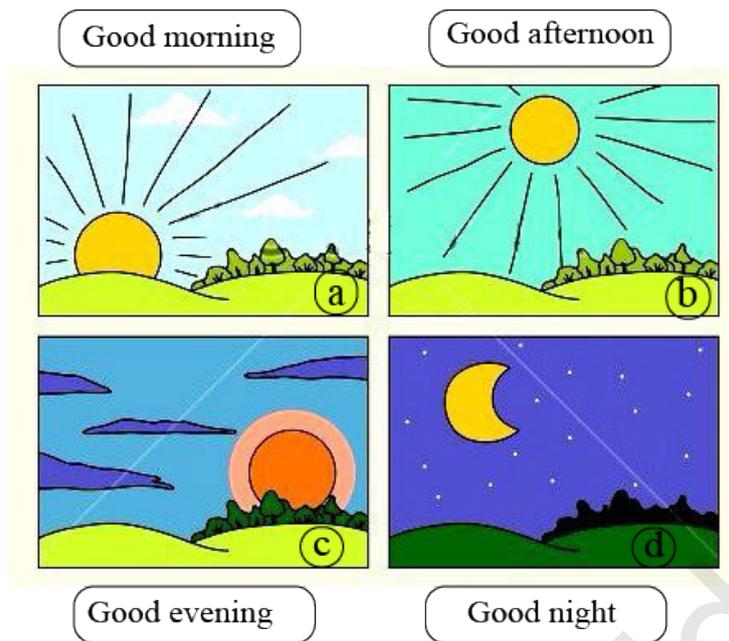
Good afternoon!

Good evening! Good night!



Exercise

1. Look at the pictures that represent the expressions you can use when greeting people and the period of the day they refer to:



Picture. 1

- a) We say _____ when we go to bed.
- b) We say _____ from 12 o'clock.
- c) We say _____ when we get up.
- d) We say _____ from 6 pm.

Read the dialogues below.

Dialogue A

George: Good morning, James.

James: Good morning, George. How are you?

George: I am fine and you?

James: I am fine too.

Dialogue B

Alex: Good afternoon, Joe!

Joe: Good afternoon, Alex.

Alex: How are you?

Joe: I am fine, thank you and you?

Alex: I am fine, too.

Goodbye Joe!

Joe: Goodbye Alex!

2. Fill in the blank spaces using: **bye, fine, morning, how, good, I, you, am, thank you.**

A- Good _____.

B- _____ afternoon.

A- _____ are _____?

B- I _____ fine, _____. And _____?

A- _____ am _____ too, thank you.

B- _____ bye!

A- Good _____!



Lesson Summary

Dear student, in this lesson you talked about the formal way of greeting someone depending on the period of the day. You also read dialogues and did some exercises.

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

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



Key

1. A- night
B- afternoon
C- morning
D- evening
2. A- morning
B- Good
A- How, you
B- am, thank you. you?
A- I, fine
B- Good
A- bye.

LESSON 2: Hello friends!

Introduction

Dear student, in this lesson you will be exposed to different ways of greeting people close to you, like friends, colleagues at school, etc. This time, you can use expressions like: Hi, hey, what's up...



Learning objectives:

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

- Use informal ways to greet people, friends or colleagues at school.



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



Informal Greeting



Vocabulary

Hi = Oi	Great = excelente
Hey = Ei	Where do you live? = onde vives?
What's up = qual é a novidade	Nice to meet you too = prazer em te conhecer também
I am cool = estou legal	My buddy = minha companhia

Note



Hi = Hello

Hey = Hello

What's up? = How are you?

Read the dialogues below.

Dialogue A

Thomas: Hey Robert, what's up!

Robert: Hi, I am cool and you?

Thomas: Perfect!

Robert: Great.

Dialogue B

A- Hi!

B- Hello, how are you?

- A- I'm okay, thanks. And that side?
- B- I am also cool my friend.
- A- What's your name?
- B- My name is Carlos. And you?
- A- My name is James,
- A- Where do you live?
- B- I live in Matacuane! And you?
- A- I live in Dondo. Nice to meet you.
- B- Nice to meet you too.
- A- Bye.
- B- Bye.



Activity

Complete this dialogue using your own words. Write the answers in the exercise book.

- A- _____
- B- Hi!
- A- _____ up?
- B- Nice, _____ you?
- A- _____ too. What's _____?
- B- My _____ is Maria. And _____, what's _____ name?
- A- _____ name _____ Vicky.
- B- Yeah. Where _____ you _____ my buddy?
- A- _____ live in Namuno, And _____?
- B- I _____ in Montepuez.



Lesson Summary

Dear student, in this lesson you learnt the informal ways of greeting people, friends and colleagues at school. For that, you used expressions like: **Hey, Hi, Perfect, Cool, Great, What's up, okay, my buddy, etc.** You have also read two dialogues and did some activities. Were the activities difficult? If yes, repeat the lesson so that you can deepen your understanding. If no, please go to the next lesson.

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



Key

Possible answers

A -Hi!

B - Hi!

A -What's up?

Other answers can also be accepted.

B -Nice, and you?

A -Nice too. What's your name?

B-My name is Maria. and you. what's your name?

A-My name is Vicky.

B-Yeah. Where do you live my buddy?

A-I live in Namuno, And you?

B- I live in Montepuez.

Venda proibida

LESSON 3: Verb to be

Introduction

Dear student, this lesson will be about verb to be. This is the first verb you will learn in English. It is important for you to know this verb well because you will be using it very often and in different situations.



Learning objectives:

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

- Use the verb “to be” correctly to write sentences.



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



Verb to be



Vocabulary

Class leader = chefe da turma

Nurse = enfermeira /o

Friends = amigos

Years old = anos/ idade

Read the text below.

Hello my friends, I am 13 years old. This is my friend Carlos. He is 14 years old.

We are in grade 7. She is Maria. She is our colleague. There are Mr. James and Mrs. Hellen. They are our teachers. This is Mario, the class leader.



Exercise

1. Answer the following questions using the information from the text.

- a) How old is Carlos?
- b) Who are Mr. James and Mrs. Hellen?
- c) Who is Mario?

Look at the way you can form sentences using verb to be in the table below.

The 3 forms of the verb to be		
Affirmative	Negative	Interrogative
I am a student.	I am not a teacher.	Am I a nurse?
You are a student.	You are not a teacher.	Are you a nurse?
He is a student.	He is not a teacher.	Is he a nurse?
She is a student.	She is not a teacher.	Is she a nurse?
It is a student.	It is not a teacher.	Is it a nurse?
We are students.	We are not teachers.	Are we nurses?
You are students.	You are not teachers.	Are you nurses?
They are students.	They are not teachers.	Are they nurses?

2. Fill in the blank spaces using: *am*, *are* and *is*. Write the answers in your exercise book.

- This is Monica. She _____ 16 years old.
- I _____ Kenneth. I am 12 years old.
- Joe _____ a nurse. Ana and Manuel _____ nurses, too.
- You _____ a student.

3. Look at the table above again and rewrite the following sentences in negative and interrogative forms.

- They **are** friends.

Negative:.....

Interrogative:.....

- Peter **is** a teacher.

Negative:.....

Interrogative:.....



Lesson Summary

Dear student, in this lesson you dealt with the verb to be as well as its different forms: affirmative, negative and interrogative. Did you feel comfortable when studying this lesson? If yes, go ahead. If not, repeat this lesson again and complete the dialogues correctly.

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



Key

1.

- a) Carlos is 14 years old.
- b) Mr. James and Mrs. Hellen are teachers.
- c) Mario is the class leader.

2.

- a) is
- b) am
- c) is, are
- d) are

3.

- a)
Negative: They **are not** friends.
Interrogative: **Are** they friends?
- b)
Negative: Peter **is not** a teacher.
Interrogative: **Is** Peter a teacher?

LESSON 4: The English alphabet

Introduction

Dear student, this lesson will be about the English alphabet. Here you will learn how to spell the words in English as well as complete the sentences using the English alphabet.



Learning Objectives:

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

- Spell some words in English;
- Complete the sentences using the English alphabet.



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



The English alphabet



Vocabulary

English alphabet = abecedário em inglês

Spell = soletrar

Read the letters of the English alphabet below. If you can not read them correctly, we advise you to go to CAA to get the tutor's support on how to read the letters of the English Alphabet.

A [eɪ]	B [bi:]	C [si:]	D [di:]	E [i:]
F [ef]	G [dʒi:]	H [eɪtʃ]	I [aɪ]	J [dʒeɪ]
K [keɪ]	L [el]	M [em]	N [en]	O [əʊ]
P [pi:]	Q [kju:]	R [ɑ:]	S [es]	T [ti:]
U [ju:]	V [vi:]	W [ˈdʌbəlju:]		
X [eks]	Y [waɪ]	Z [zed/zi:]		



Activity

1. Answer the question about you.

Example:

My name is Maria

I spell Maria like this: M-a-r-i-a.

a) What is your name?

b) How do you spell your name?



Exercise

1. Fill in the gaps using the missing letter of the alphabet:

Fill in the missing letter.

A	B	C	D	E	a	b	c	d	e
	<input type="text"/>	PPLE				<input type="text"/>	rm		
	<input type="text"/>	US				<input type="text"/>	anana		
	<input type="text"/>	UP				<input type="text"/>	at		
	<input type="text"/>	OG				<input type="text"/>	rum		

Picture. 2



Lesson Summary

Dear student, in this lesson you learnt the English alphabet. You have also completed the sentences using the English alphabet. We also believe that you were able to go to CAA to get support on how to read letters of the alphabet correctly. If you are able to, proceed with the next lesson. If not, repeat the lesson again until you get the letters of the alphabet right.

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



Key

Possible answers

- a) My name is Jaime.
- b) I spell Jaime like this: J-a-i-m-e.

Other answers can also be accepted.

1.

- | | |
|------------------|-------------------|
| a) <u>A</u> PPLE | e) <u>a</u> rm |
| b) <u>B</u> S | f) <u>b</u> anana |
| c) <u>C</u> UP | g) <u>c</u> at |
| d) <u>D</u> OG | h) <u>d</u> rum |

Venda proibida

UNIT 2: School

Introduction

Dear student, in the previous unit, you learned how to greet people formally and informally, verb “to be” and the English Alphabet.

In this unit you will get to know the school environment, days of the week and you will also learn how to ask and tell the time to people around you. Thus, by learning the days of the week and time you will be able to talk or describe your school timetable.

This unit has 5 lessons, namely:

Lesson 5: School subjects

Lesson 6: My School

Lesson 7: Days of the week

Lesson 8: Telling the time

Lesson 9: Classroom instructions



Learning objectives

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

- Respond to classroom instructions;
- Locate places in and around the school;
- Ask for and tell the time;
- Give information about daily activities.



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

Learning resources

There will be short texts, pictures, timetables; sample clocks showing the time which are supposed to help you to better understand this unit and deepen your knowledge of the lessons.

LESSON 5: School subjects

Introduction

Dear Student, in this lesson you will learn school subjects as well as the school timetable. But before you get started, we recommend you to review the previous lesson about telling the time for a better understanding of this lesson.



Learning objectives

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

- Name the School Subjects;
- Write and talk about the school subjects;
- Tell the time each subject takes place.



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



School subject



Vocabulary

Subjects = Disciplinas	Chemistry = Química	Time table = Horário
Physics = Física	ICT = TICs	

Read the following school subjects

Portuguese	Visual Education
Mathematics	Chemistry
Biology	History
Geography	English
French	Physical Education
Physics	ICT



Exercise

Look at Jaime's timetable, he is in grade 7.



Lesson Summary

Dear student, this is the end of the lesson. In this lesson you learnt what the school subjects are and you have also looked at Jaime's timetable from which, you are now able to talk about your school subjects.

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



Key

1.

- a) On Monday he has got Mathematics, Biology and English.
- b) On Tuesday he has got History, Geography, Physics, ICT and Physical Education.
- c) On Wednesday he has got Portuguese, English, History and Biology.
- d) On Thursday he has got Visual Education, Chemistry, Mathematics and Physics.
- e) On Friday he has got Chemistry, Geography, French and ICT.

2.

- a) Jaime has got Portuguese on Wednesdays.
- b) He has got Biology on Mondays and Wednesdays.
- c) He has got English on Mondays and Wednesdays.
- d) He has got Mathematics on Mondays and Thursdays.
- e) He has got Visual Education on Thursdays.

3.

Possible answers

Time	Monday	Tuesday	Wednesday	Thursday	Friday
07:45	History	Biology	Portuguese	Visual Education	ICT
08:30	Geography	English	Portuguese	Visual Education	Geography
09:15	Physics	English	French	Chemistry	English
10:00	Break	Break	Break	Break	Break
10:30	Mathematics	ICT	History	Mathematics	French
11:15	Mathematics	Physical Education	Mathematics	Physics	Chemistry

Other answers can also be accepted.

LESSON 6: My school

Introduction

Dear student, in this lesson you will learn how to describe your school. But before that, there is a reading text and some comprehension exercises that will help you to better understand the topic.



Learning objectives:

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

- Name the parts of your school;
- Describe a school.



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



My school



Vocabulary

Classroom = sala de aulas black board = quadro preto desks = carteiras	sit on the floor = sentar-se ao chão the worst = o pior	near = perto canteen = cantina
---	--	---

Look at the pictures and read the vocabulary.



Picture. 3



Picture. 4



Exercise

1. Write down the names of parts of the school which were used in the pictures.

2. Read the text about my school.

My name is Sara and I am 13 years old. I am from Zambézia province. It is in the center of Mozambique. I am a student at Samora Machel Primary School. The school is not big enough. There are eighteen classrooms, from which seven are equipped with desks, and blackboards and the other six don't have desks and the students sit on the floor. The last five classrooms are the worst. The students sit down under the trees for classes. The students don't like having classes in these conditions. There is the headmaster's office between the school office and the teachers' room. There is a field for sports and physical education near the canteen.

3. Read the following sentences and write **T** for true and **F** for false

- Her name is Lara _____
- Sara is a student at Samora Machel Primary School _____
- The school has eighteen classrooms _____
- Some students sit down under the trees for classes _____
- The school doesn't have the headmaster's office _____
- The school has a field for sports and a canteen _____



Activity

4. Describe your school by:

- Naming the parts of your school.



Lesson Summary

Dear student, in this lesson you learnt how to describe a school and named the different parts the school has. There was also a reading text about Sara describing her school followed by some comprehension exercises. We hope that you are now able to describe your own school. If yes, please go to the next lesson. If not, we recommend you to repeat the lesson again for your better understanding.

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



Key

1. There are *students*, there is a teacher or there are two teachers, there is a school yard, there are classrooms, there is the school office, there is a blackboard.

2.

a) F

c) T

e) F

b) F

d) T

f) T

3. Possible answers.

Headmaster's office

The school yard

The classroom

The computer room

The library, etc.

LESSON 7: Days of the week

Introduction

Dear student, in this lesson you will learn the days of the week and the present simple tense. You will also be able to read a text and do exercises or activities using the information from the text.



Learning objectives:

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

- Name the days of the week;
- Write sentences using the present simple.



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



What are the days of the week?



Vocabulary

Sunday = domingo	Wednesday = quarta-feira	Saturday = sábado
Monday = segunda-feira	Thursday = quinta-feira	school yard = pátio da escola
Tuesday = terça-feira	Friday = sexta-feira	



Days of the week:

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday and Saturday.

My name is James, and I live in Boane. I'm 13 years old and attend Massaca Primary School. I have a routine for each day of the week. On Mondays, I start the week with school in the morning. Tuesdays are for washing my clothes. Wednesdays are busy afternoons—I help my father repair cars. Thursdays, we dedicate our time to watering plants in the afternoon. Fridays begin with cleaning the school yard after lessons. Saturdays are for leisure—we often go to the cinema. And on Sundays, I enjoy playing football with my friends.



Exercise

1. After reading the text and the days of the week, answer the following questions:
 - a) What does James do on Sundays?

- b) Where does James go on Mondays in the morning?
- c) What does he do on Wednesdays in the afternoon?
- d) Where does James go on Saturdays?

2. Write the day of the week which comes next.

- a) Tuesday, Wednesday, _____
- b) Sunday, Monday, _____
- c) Wednesday, Thursday, Friday, _____



Activity

3. Describe your weekly routine. Detail your activities for each day of the week.

- a) On Sundays I _____
- b) On Mondays I _____
- c) On Tuesdays I _____
- d) On Wednesdays I _____
- e) On Thursdays I _____
- f) On Fridays I _____
- g) On Saturdays I _____

Grammar

Look at the table of verbs in the present simple and then read them.

Present simple		
Pronouns	Verb to do	Verb to go
I	do	go
You	do	go
He	does	goes
She	does	goes
It	does	goes
We	do	go
You	do	go
They	do	go

Present Simple

He, She, It: in the third person singular the verb always ends in **-s** or **-es**.

For example:

He wants, She needs, He does, She goes, etc.

For negative and question forms, use “**does**” (= the third person of the auxiliary **do**) + the infinitive of the verb.

For example:

He wants. (affirmative)

Does he want? (interrogative)

He **does not** want. (negative)

4. Complete the blank spaces with the present simple form of the verb in brackets.

- a) On Mondays I _____ (go) to school.
- b) My sister _____ (play) guitar on Tuesdays.
- c) He _____ (read) a book on Saturdays.
- d) The students _____ (go) to school every day.

5. Answer the questions using: *Yes, I do* or *No, I don't*.

- a) Do you go to school on Sundays? _____
- b) Do you play the guitar on Tuesdays? _____
- c) Do you read a book on Sundays? _____
- d) Do you go to school every day? _____



Lesson Summary

Dear student, in this lesson you read a text about days of the week and were introduced to the present simple. We hope that you are now able to write days of the week and talk about them using present simple.

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



Key

- | | |
|--|--|
| 1. | 2. |
| a) On Sundays he plays football. | a) Tuesday, Wednesday, <u>Thursday</u> |
| b) On Mondays he goes to school. | b) Sunday, Monday, <u>Tuesday</u> |
| c) On Wednesdays he helps his father repair the cars. | c) Wednesday, Thursday, Friday, <u>Saturday</u> |
| d) On Saturdays they go to the cinema. | |

3. Possible answers

- a) On Sundays I go to church
- b) On Mondays I go to school
- c) On Tuesdays I go to school
- d) On Wednesdays I go to school
- e) On Thursdays I go to school
- f) On Fridays I go to school
- g) On Saturdays I go to play football with my friends, or I go around.

Other answers can be accepted.

4.

- a) go
- b) plays
- c) reads
- d) go

5. Possible answers

- a) Do you go to school on Sundays? No, I don't.
- b) Do you play the guitar on Tuesdays? Yes, I do.
- c) Do you read a book on Sundays? Yes, I do.
- d) Do you go to school every day? No, I don't.

Other answers can be accepted.

LESSON 8: Telling the time

Introduction

Dear student, in this lesson you will get to know how to ask and tell the time to people around you. You will also do different exercises as a way of practicing what you have learnt.



Learning objectives:

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

- Ask and tell the time;
- Write sentences expressing the time.



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



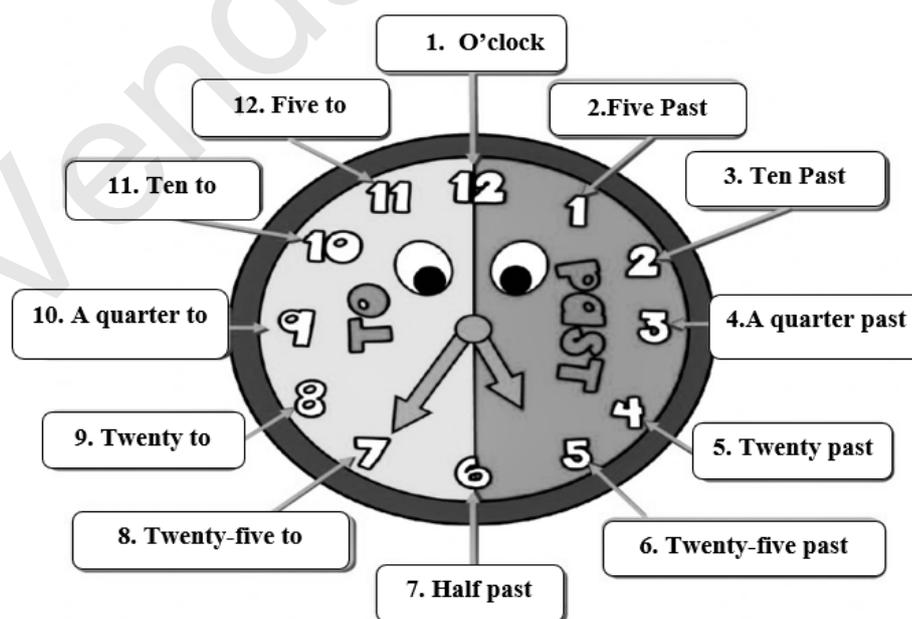
Telling the time



Vocabulary

hands = ponteiros start = começar	finish = terminar / acabar time = horas	to = para a quarter = um quarto
--	--	--

What time is it?



Picture. 5 -

It is ...

1. 05: 00- It is five o'clock.

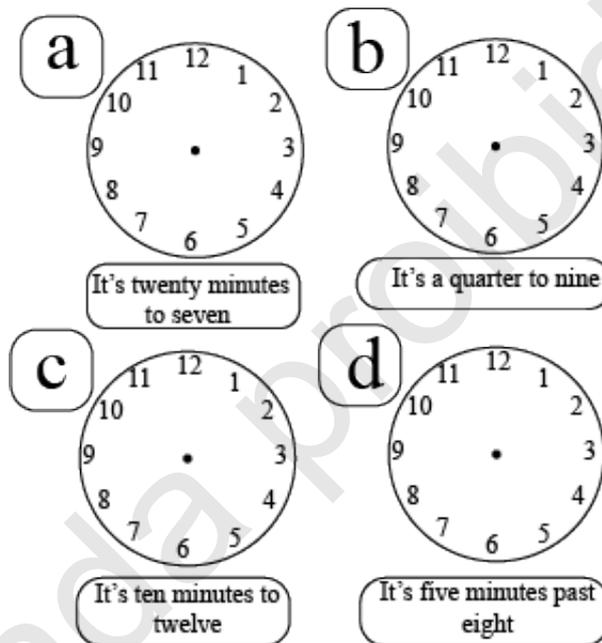
7. 05: 30- It is half past five.

2. 05: 05- It is five past five.
3. 05: 10- It is ten past five.
4. 05: 15- It is a quarter past five.
5. 05: 20- It is twenty past five.
6. 05: 25- It is twenty-five past five.
8. 05: 35- It is twenty-five to six.
9. 05: 40- It is twenty to six.
10. 05: 45- It is a quarter to six.
11. 05: 50- It is ten to six.
12. 05: 55- It is five to six.



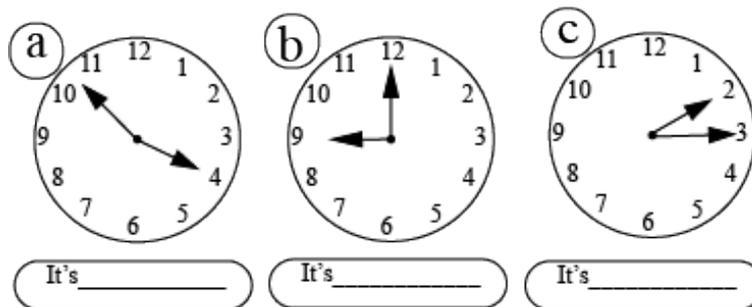
Exercise

1. Draw hands in the following clocks accordingly to the time below. Write the answers in your exercise book.



Picture. 6

2. Write the time. Write the answers in your exercise book.



Picture. 7

3. Answer these questions about yourself.

a) What time do your lessons start?
My lessons start at _____

b) What time do your lessons finish?
My lessons finish at _____



Lesson Summary

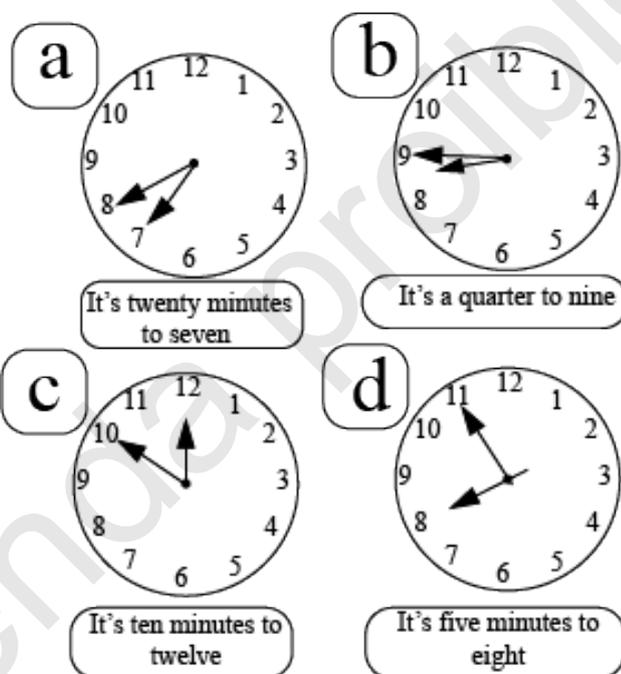
Dear student, in this lesson you were exposed to different situations where you learnt how to tell and ask for the time. There were different activities and exercises which enabled you to describe the time certain events took place. Finally, you did some activities which required you to use the time. Was it difficult to understand this lesson? If yes, please repeat it. If not, go ahead!
Now, compare your answers with the ones provided in the key below.



Key

1.

Picture. 8



2.

a) It's eight to four.

b) It's nine o'clock.

c) It's a quarter past two.

3.

Possible answers

a) My lessons start at 07: 00 o'clock am.

b) My lessons finish at 12: 05 am.

Other answers can also be accepted.

LESSON 9: Classroom instructions

Introduction

Dear Student, in this lesson you will get to know the instructions which take place in the classroom.



Learning objectives:

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

- Use and respond to instructions given in the classroom.



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



Classroom instructions



Vocabulary

instructions = instruções

hands = mãos

I. Look at the pictures and read the classroom instructions below.

Classroom instructions are the portion of apprenticeship or orientation given in the classroom by a teacher or tutor.



Picture. 9

Other useful classroom instructions:

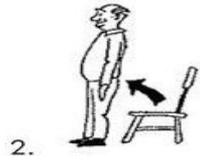
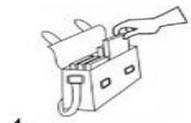
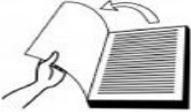
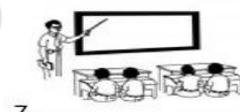
- | | |
|-----------------------------|--------------------------|
| 1. Raise your hand! | 7. Clean the blackboard! |
| 2. Sit down! = Have a seat! | 8. Open the book! |
| 3. Write your name! | 9. Open your book! |
| 4. Go out! | 10. Close the door! |
| 5. Open the door! | 11. Listen! |
| 6. Close your book! | 12. Get in! |



Exercise

A. Write the classroom instructions for each picture below using the information from the box:

Write the answers in your exercise book.

1. 	2. 	3. 	4. 
_____	_____	_____	_____
5. 	6. 	7. 	8. 
_____	_____	_____	_____
9. 	10. 	11. 	12. 
_____	_____	_____	_____

Sit down.	Read the book.	Raise your hand.	Close your book.
Take out your pencil.	Write your name.	Open your book.	Silence.
Take out your book.	Listen.	Look at the blackboard.	Stand up.

Picture. 10

B. Use the verbs that follow to complete the classroom instructions: *stand, open, sit, write, read*.

- | | | |
|--------------------|--------------------|---------------------|
| 1. _____ the text. | 3. _____ down. | 5. _____ your name. |
| 2. _____ up. | 4. _____ the door. | |



Lesson Summary

Dear student, the above lesson was about classroom instructions. You learnt different expressions related to classroom commands, from now on, you are able to use and respond to different instructions given in the classroom. Did you manage to do the exercises correctly? If yes, you can proceed to the next lesson. If not, we recommend you to repeat this lesson again so that you understand it well.

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



Key

A

- | | | |
|-----------------------|----------------------------|--------------------------|
| 4. Raise your hand | 8. Open | 12. Read the book |
| 5. Stand up | 9. Write your name | 13. Close your book |
| 6. Listen | 10. Look at the blackboard | 14. Take out your pencil |
| 7. Take out your book | 11. Sit down | 15. Silence |

B

- | | | | | |
|---------|----------|--------|---------|----------|
| 1. read | 2. stand | 3. sit | 4. open | 5. write |
|---------|----------|--------|---------|----------|

Unit 3: Family and friends

Introduction

Dear student, in the previous unit you were exposed to vocabulary related to the school environment, days of the week and telling the time.

In this unit you will learn family related vocabulary and the relationships within members of a family. You will also learn the names of colours, clothes and be able to use them in real life situations.

This unit has 4 lessons, namely:

Lesson 10: Family relationships

Lesson 11: Colours and clothes

Lesson 12: My best friend

Lesson 13: Healthy and unhealthy relationship



Learning objectives

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

- Identify members of the families (nuclear and extended family);
- Use adjectives to describe the members of the family;
- Identify colours and articles of clothing (adjectives of quality);
- Describe the members of the family (physical, for age, background, domicile, etc.).



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

Learning resources

There will be short texts describing family relationships, colours, clothes and family tree that are aimed at helping you to better understand the contents of the lesson

LESSON 10: Family relationships

Introduction

Dear Student, in this lesson you will read texts that will describe family members as well as the relationship between them. You will also get to know how to draw a family tree and establish the relationships that different members of the Family hold.



Learning Objectives:

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

- Identify members of the families (nuclear and extended family);
- Name members of the family;
- Draw family tree.



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



Family relationships



Vocabulary

father = pai sister = irmã cousin = primo/ a	uncle = tio grandfather = avô aunt = tia	grandmother = avó friend = amigo/a	who- quem family tree- árvore genealógica
---	---	---	--

Read the text about the family.

Hello! I'm Angela. I love my family so much. There are five members in our family, including myself. I have a brother and a sister. My brother is seven years old, and my sister is two. My parents are in charge of setting the rules for our family. Occasionally, my little sister gets into trouble. One of our favorite family activities is playing games together.



Exercise

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

1.
 - a) How many people are there in the family?
 - b) How old is her sister?
 - c) Who gets in trouble sometimes?

d) Who makes the rules for the family?

2. Answer these questions about your own family.

a) How many people live in your house?

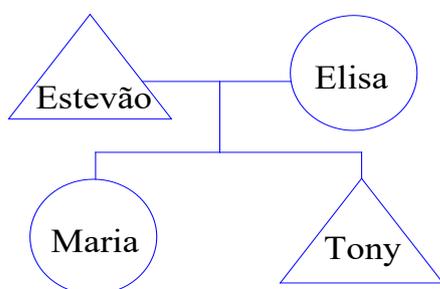
b) How many brothers and sisters do you have?

The Family tree

Read the text:

Hello, my name is Mary. I'm 19 years old. My father's name is Estevão, and my mother's name is Elisa. I have a brother named Tony, and he is 15 years old. Tony lives with our parents. I really love my family.

Now, look at my family tree drawn from the text.



Read the text that follows about the **Extended-Family Tree**

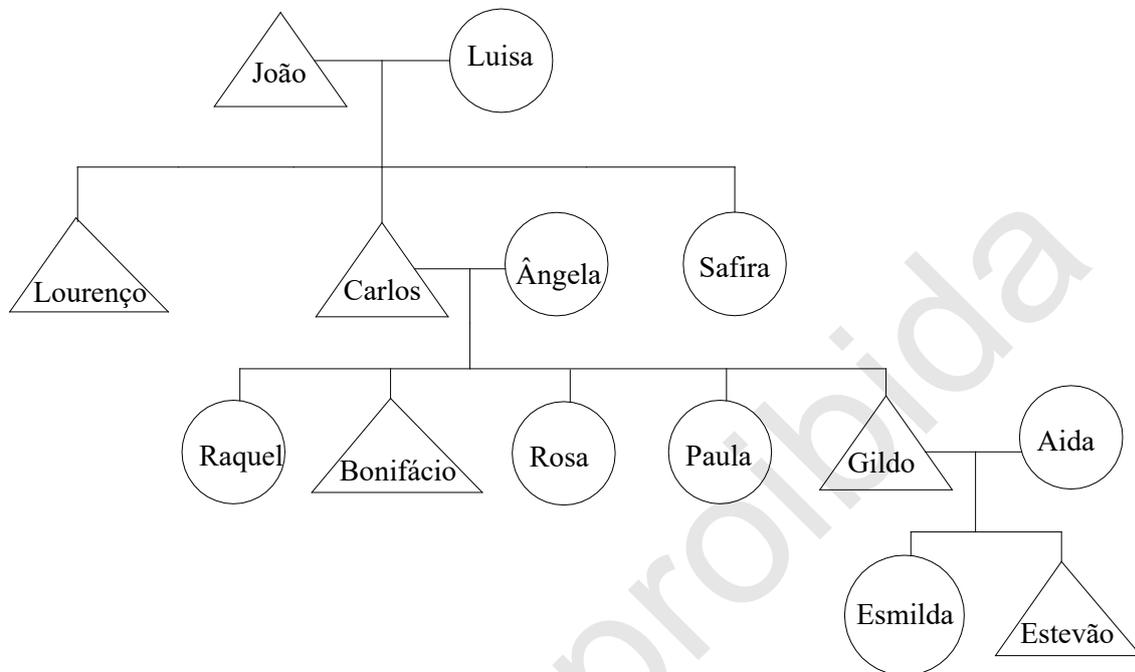
Hello! I'm Paula, and I'd like to introduce you to my family tree. My father's name is Carlos, and my mother is Ângela. I have four siblings (brothers and sisters): Raquel, Bonifácio, Rosa, and Gildo. Gildo is married to Aida, and they have two children named Esmilda and Estevão. Although my grandmother Luisa doesn't live with us, she resides with my grandfather João, my uncle Lourenço, and my aunt Safira. Together, they form a very joyful family.

Look at the sentences that describe the relationships in the above family tree.

- João is Paula's grandfather.
- Luisa is Paula's grandmother
- Carlos is Paula's father
- Ângela is Paula's mother
- Gildo and Bonifácio are Paula's brothers
- Raquel and Rosa are Paula's sisters
- Aida is Paula's sister-in-law
- Esmilda is Paula's niece
- Estevão is Paula's nephew

- Lourenço is Paula's uncle
- Safira is Paula's aunt.

Look at Paula's family tree



Look at the grammar's aspects that follow.

Grammar

Possessive case (genitive)

Possessive case or **genitive** is used when we say that someone or something belongs to someone.

For singular nouns add **-'s**

For example:

This is my father's house= (the house belongs to my father).

The teacher's book= (the book belongs to the teacher).

For plural nouns ending in "s" only add the apostrophe.

For example:

Those are my parents' cows. = (the cows belong to my parents).

The apartments you see over there are my cousins' = (the apartments belong to my cousins).



Exercise

3. Rewrite the sentences using possessive case:

Example: This is the son of Peter. *This is Peter's son.*

- a) That is the mother of Marcos. _____
- b) That is the dog of my uncle. _____
- c) The name of my family is. _____
- d) The bedroom of my sister. _____



Activity

3. Now draw your own family tree.



Lesson Summary

Dear student, in this lesson you learnt the family related vocabulary and read a text from which you answered some questions using the information from it. You have also learnt possessive case (or genitive case) and family tree. Did you get all the answers to exercises and activities correct? If yes, congratulations and go ahead. If not, repeat them as many times as you can in order to get them right.

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



Key

- 1.
 - a) There are five people in the family.
 - b) Her sister is two.
 - c) Her little sister.
 - d) The father and mother.

2.

Possible answers

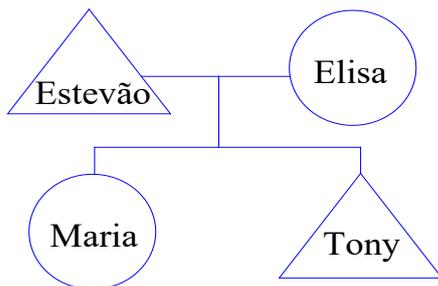
- a) There are six people who live in my house.
- b) I have a brother and two sisters

3.

- a) That is Marco's mother.
- b) That is my uncle's dog.
- c) My family's name is ...
- d) My sister's bedroom.

4.

Possible answer



LESSON 11: Clothes and colours

Introduction

Dear student, in this lesson you will learn vocabulary about clothes and colours. You will also be able to identify colours in different clothe items.



Learning objectives:

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

- Identify clothe items;
- Identify colours in different clothe items.



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



Clothes and colours



Vocabulary

colours = cores

clothe = vestuário

scarf = lenço

Look at the pictures and read the names of the clothes below.



Picture. 11



Exercise

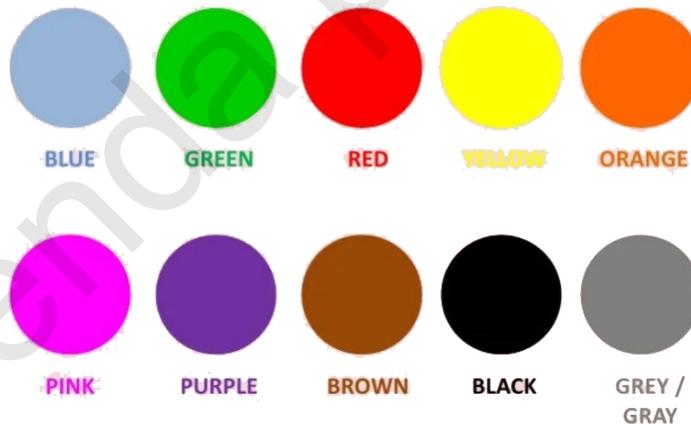
1. Match the picture with the word.



Picture. 12

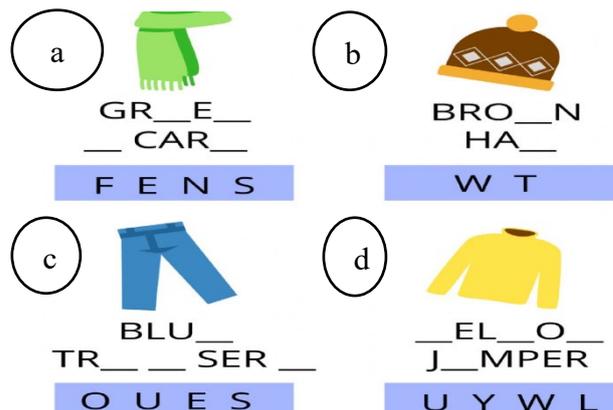
Learn these colours

COLOURS



Picture. 13

3. Complete the words with the correct letter suggested.



Picture. 14

4. Answer the questions as in the examples below:

	What is this?	<u>It is a red -shirt</u>
	What are these?	<u>They are black shoes</u>
	a) What is this?	_____
	b) What are these?	_____
	c) What are these?	_____

Picture. 15



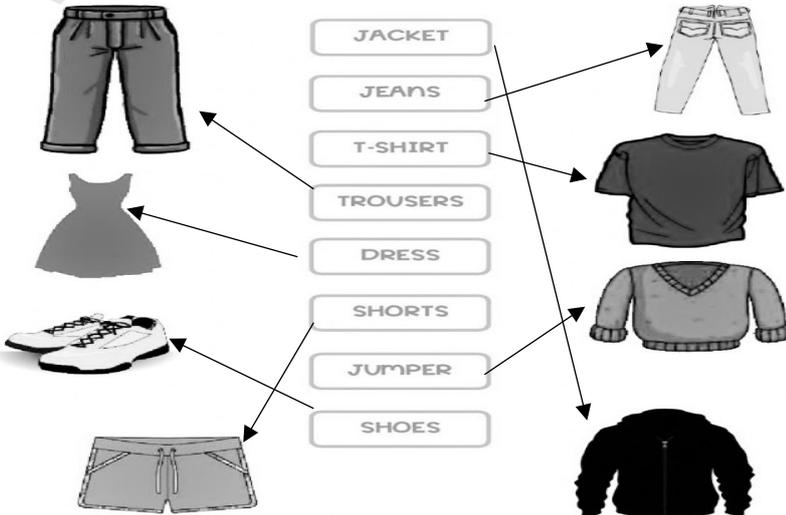
Lesson Summary

Dear student, in this lesson, you learnt vocabulary related to clothes and colours. We hope that you are now able to name colours, clothes as well as to identify the colour of different clothe-items. Do you feel comfortable to proceed? If yes, go ahead. If not, repeat this lesson again. Repetition will enable you to deepen your understanding of the lesson.

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

✓ **Key**

1.



Picture. 12

2.

- a) Green scarf
- b) Brown hat
- c) Blue trousers
- d) Yellow jumper

3.

- a) This is a blue skirt.
- b) They are green shorts.
- c) They are grey trousers.

Venda proibida

LESSON 12: My best friend

Introduction

Dear student, in this lesson you will get to know how to describe a best friend. You will also deal with Yes/No questions. There will be different practice exercises to check your understanding.



Learning Objectives

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

- Talk about a best friend;
- Ask and respond to Yes/No questions.



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



My best friend



Vocabulary

best friend = melhor amigo	yard = patio	dolls = bonecos	toy = brinquedo
together = juntos	holiday = férias	rock = embalar	

Read the text about best friends.

My best friend

Lizia and Mariza are best friends. They have known each other for the past two years. They are in the same class at school and they sit next to each other. They like to help each other with the school work. At lunch time, they play together in the yard. After school Lizia and Mariza often phone one another. When they are on holiday Mariza goes to Lizia's house and sometimes Lizia goes to Mariza's house, too. The two girls like best to play with dolls. They like to wash them, change their clothes, rock them to sleep and take them out for a walk.



Exercise

1. Complete the blank spaces with the information from the text above.

- The two best friends mentioned in the text are _____ and _____
- The girls go to the same _____ and are in the _____ class.

2. Read the text again and answer the following questions with *Yes* or *No*:

- a) Do the girls play at lunch time?
- b) Do they like helping each other?
- c) What is the girls' favourite toy?
- d) How do Lizia and Mariza play with their dolls?



Activity

3. Answer the questions about yourself.

- a) Do you have a favourite friend?
- b) What is your best friend's name?
- c) What do you like doing together?

Grammar

Yes/ No questions

We use short **Yes/** or **No** questions to avoid repetition of a sentence which is redundant and save time.

Questions that need either a *Yes* or *No* answer are called **Yes or No questions**.

Examples:

Question	Positive answer	Negative answer
Is it your book?	Yes, it is.	No, it isn't.
Do you like apples?	Yes, I do.	No, I don't.
Can you play the guitar?	Yes, I can.	No, I can't.
Does she understand it?	Yes, she does.	No, she doesn't.



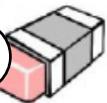
Exercise

4. Answer the questions by crossing the correct **Yes/** or **No box**. Write the answers in your exercise book.

		Yes	No	
a	Is this a ball?		<input type="checkbox"/>	<input type="checkbox"/>
b	Is this a book?		<input type="checkbox"/>	<input type="checkbox"/>
c	Is this a car?		<input type="checkbox"/>	<input type="checkbox"/>
d	Is this a cookie?		<input type="checkbox"/>	<input type="checkbox"/>
e	Is this a house?		<input type="checkbox"/>	<input type="checkbox"/>
f	Is this a flower?		<input type="checkbox"/>	<input type="checkbox"/>

Picture. 16

5. Read the questions and underline the correct answer.

<p>Is it a rubber?</p> <p>a </p> <p>Yes, it is / No, it isn't</p>	<p>Is it a sharpener?</p> <p>e </p> <p>Yes, it is / No, it isn't</p>
<p>Is it a glue stick?</p> <p>b </p> <p>Yes, it is / No, it isn't</p>	<p>Is it a ruler?</p> <p>f </p> <p>Yes, it is / No, it isn't</p>
<p>Is it a book?</p> <p>c </p> <p>Yes, it is / No, it isn't</p>	<p>Is it a pen?</p> <p>g </p> <p>Yes, it is / No, it isn't</p>
<p>Is it a pencil case?</p> <p>d </p> <p>Yes, it is / No, it isn't</p>	<p>Is it a school-bag?</p> <p>h </p> <p>Yes, it is / No, it isn't</p>

Picture. 17



Lesson Summary

Dear student, in this lesson you read a short text about someone's best friend. You have equally learnt Yes/ or No- questions from which you did some exercises. Was it difficult for you to understand this lesson? If yes, we advise you to repeat it again. If not, you can proceed to the next lesson.

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



Key

1.

- a) Lizia/Mariza
- b) school/same

2.

- a) Yes they do.
- b) Yes they do.
- c) Doll
- d) They like to wash them, change the clothes, rock them to sleep and take them out for a walk.

3. Possible answers

- a) Yes, I do.
- b) Her name is Lídia.
- c) We like singing, listening to music, dancing, playing the piano.

4.

- a) Yes.
- b) No.
- c) Yes.
- d) Yes.
- e) No.
- f) Yes.

5.

- a) yes, it is
- b) yes, it is
- c) yes, it is
- d) yes, it is
- e) no, it isn't
- f) no, it isn't
- g) no, it isn't
- h) no, it isn't

LESSON 13: Healthy and unhealthy relationships

Introduction

Dear student, in this lesson you will read passages that describe healthy and unhealthy relationships. There will be different practice exercises to check your understanding.



Learning Objectives:

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

- Establish the difference between healthy and unhealthy relationship.



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



Healthy and unhealthy relationships



Vocabulary

Healthy = saudável	couple = casal	harassment = assédio	fairly = com justiça
unhealthy = não saudável	kind = gentil	without = sem	neighbour = vizinho
relationship = relacionamento	goals = metas	clock = relógio	partner = parceiro

Read the expressions below.

Characteristics of a healthy relationship

- You respect each other. ...
- You trust one another. ...
- You communicate well as a couple. ...
- You're both committed to the relationship. ...
- You're kind to each other. ...
- You enjoy each other's company. ...
- You support each other's goals. ...
- You make decisions together.

Characteristics of an unhealthy relationship

- Control. One person makes all the decisions and tells the other what to do, what to wear, or who to spend time with. ...
- Dependence. One person feels that they “can't live without” the other. ...

- Digital monitoring or “clocking”. ...
- Dishonesty. ...
- Disrespect. ...
- Hostility. ...
- Harassment. ...
- Intimidation.



Exercise

A. Write, in your exercise book **H** when the statement is healthy, **U** when it is an unhealthy relationship.

1. My colleagues Celso and Manuel, argue all time. As soon as they are alone, they start shouting at each other. (Example: U)
2. My neighbour is always telling me to do things, he even took my phone off because I wouldn't go out with him.
3. My best friend waits for me when I come out of school walking home in the evening.
4. Problems are solved fairly.
5. It is fine for you when your partner spends time alone with family or friends.
6. Your partner has the power to make you feel bad and uses it.
7. You both decide how to spend your time together.
8. You usually feel happy in this relationship.
9. You are not a decision maker, only a partner.

B. Read the text below and write **T**, when is true or **F**, when it is false.

What is an example of a healthy relationship?

Healthy relationships involve **honesty, trust, respect and open communication between partners and they take effort and compromise from both people**. There is no imbalance of power.

Partners respect each other's independence, can make their own decisions without fear of retribution or retaliation, and share decisions. Respect for both oneself and others is a key characteristic of healthy relationships.

- a) Healthy relationship doesn't involve honesty, trust, respect and open communication.
- b) In healthy relationship partners respect each other's independence.
- c) In healthy relationship people don't make their own decisions.
- d) In healthy relationship people share decisions.

- e) The key characteristic of a healthy relationship is respect for both oneself and others.



Lesson Summary

Dear student, in this lesson we have enabled you to talk about healthy and unhealthy relationship, as well as you learnt the characteristics, from which you read a text related to the topic, did some exercises. Did you succeed in this lesson about healthy and unhealthy relationships? Well done.

Now, you can continue with the next lesson. If not, we advise you to repeat it again.

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



Key

A.

- | | | |
|------|------|------|
| a) U | d) H | g) H |
| b) U | e) H | h) H |
| c) H | f) U | i) U |

B.

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

Unit 4: The human body. Health and nutrition

Introduction

Dear student, in the previous unit you dealt with the family related vocabulary as well as the relationships that the members of the family hold, colour adjectives and clothes.

In this unit you will learn the parts of the human body as well as health and nutrition.

This unit contains 4 lessons, namely:

Lesson 14: Parts of the body

Lesson 15: Hygiene habits

Lesson 16: Likes and dislikes

Lesson 17: Quantifiers



Learning objectives

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

- Name parts of the body;
- Identify good hygiene habits;
- Express likes and dislikes.



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

Learning resources

There will be pictures identifying different parts of the human body, pictures showing different hygiene habits and texts expressing likes and dislikes that we believe will help you deepen your understanding of the unit and lessons.

LESSON 14: Parts of the human body

Introduction

Dear student, in this lesson you will be introduced to the human body and you will name its different parts.



Learning Objectives:

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

- Identify the parts of the human body;
- Name different parts of the human body.



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



Parts of the human body

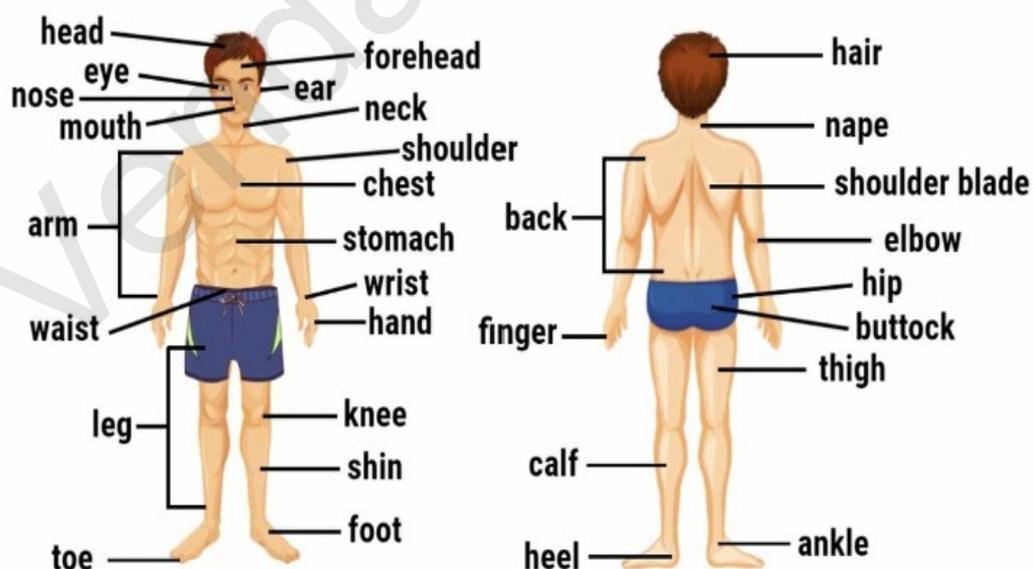


Vocabulary

Human body = corpo humano

around you = à sua volta

Look at the picture below and read the parts of the human body:



Picture. 18



Exercise

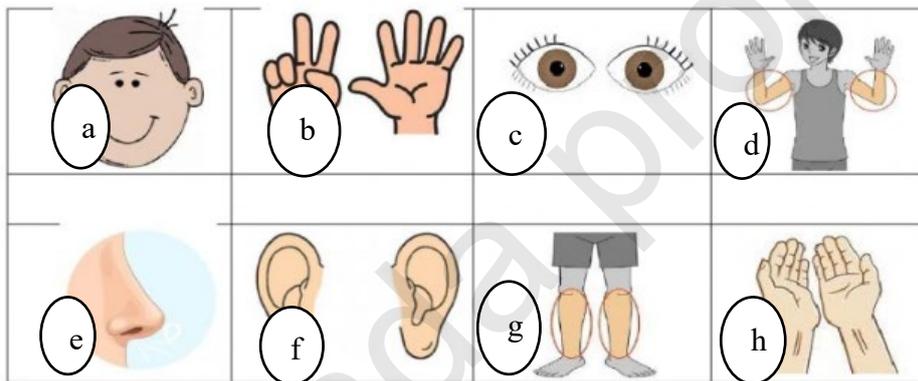
1. Fill in the gaps to complete the parts of the human body. Write in your exercise book.



Picture. 19

2. Look at the pictures and name different parts of the human body:

Write the answers in your exercise book.



Picture. 20

3 Read the following sentences and write the parts of the human body. The initial word has been given to you. Write the answers in your exercise book.

- You write using your *h*_____.
- You use your *e*_____ to see things around you.
- You use your *l*_____ to walk.
- You smell by your *n*_____.



Lesson Summary

Dear student, in this lesson you were introduced to the human body and named different parts of it. There you also practiced some activities and exercises. Were you able to do them correctly? If yes, well done. If not, repeat the lesson again and again until you get the exercises correct.

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



Key:

1.

- a) eye
- b) hand
- c) foot
- d) nose
- e) ear
- f) mouth

2.

- a) head
- b) hands
- c) eyes
- d) elbows
- e) nose
- f) ears

3.

- a) hand
- b) eyes
- c) legs
- d) nose

Venda proibida

LESSON 15: Hygiene habits

Introduction

Dear student, in this lesson you will be exposed to vocabulary related to hygiene habits.



Learning Objectives:

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

- Describe hygiene habits;
- Match the sentences with the correct pictures.



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



Vocabulary box

tooth paste = pasta dentrificada	broom = vassoura	hanky = lenço
water = água	nailcutter = corta unha	iron = ferro
comb = pente	towel = toalha	restroom/toilet = casa de banho
tooth brush = escova de dentes	soap = sabão	

Look at the picture and read about the hygiene habits below:



Picture. 21

Personal hygiene includes:

- taking bath every day
- washing hands with soap after going to the toilet
- brushing teeth twice a day
- covering mouth and nose with a tissue (or sleeve) when sneezing or coughing

- washing hands after handling pets and other animals
- often washing hands with soap and water or alcohol-based hand sanitizers
- cleaning and disinfecting surfaces such as bench tops, desks and doorknobs that are frequently used.
- cleaning and disinfecting objects such as mobile phones, keys, wallets and work passes.



Exercise

1. Fill the gaps, using these words: *comb, brush, take, wash*. Write in your exercise book.

- You should _____ a bath every day.
- You should _____ your hands.
- You should _____ your hair.
- You should _____ your teeth.

2. Look at the pictures and complete, writing in your exercise book, the sentences about personal hygiene.

1. I dry my hands with a _____.



2. I use _____ in the restroom.



3. I comb my hair with a _____.



4. I use a _____ to see me.



5. I put _____ on my toothbrush.



6. I wash my hair with _____.



7. I brush my teeth with a _____.



8. I clean my body with a _____.



Picture. 22



Activity

3. Answer the following questions about yourself.

- What do you do before eating or preparing food?
- What do you do after playing outside?



Lesson Summary

Dear student, in this lesson you were exposed to vocabulary related to hygiene habits and you have also read some passages describing them. Apart from that, you have done some practical exercises. That was great. Go ahead. If you still do not feel comfortable, repeat this lesson again.

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



Key

1.

a) take

b) wash

c) comb

d) brush

2.

1. towel

3. comb

5. tooth paste

7. tooth brush

2. toilet paper

4. mirror

6. shampoo

8. soap.

3.

Possible answers

a) I wash my hands.

b) I take a bath.

Other answers can be accepted.

LESSON 16: Likes and dislikes

Introduction

Dear student, in this lesson, you will be provided with a table of contents expressing likes and dislikes to enable you express yourself. You will also write sentences using expressions such as: I like, I dislike or I don't like.



Learning Objectives:

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

- Express likes and dislikes;
- Ask and answer questions about likes and dislikes.



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



Likes and dislikes



Vocabulary

Likes = gostos	grapes = uvas	Ice-cream = sorvete
----------------	---------------	---------------------

Expressing likes and dislikes

I <i>like</i> singing	I <i>don't like</i> singing
I <i>enjoy</i> eating sweets	I <i>dislike</i> eating sweets
I <i>love</i> dancing	I <i>hate</i> dancing

Look at these sentences and read:

- I like eating bread for breakfast.
- My neighbour likes eating rice on Fridays.
- Our teacher likes football and tennis.
- Nelson likes gardening and his garden is very beautiful.
- My sister likes travelling by bus.

When we do not like something we say:

- I dislike eating bread for breakfast.
- My neighbour dislikes eating rice on Fridays.

- c) My colleagues dislike playing football.



Exercise

1. Read the following vocabulary and write sentences, using like and dislike. Write the answers in your exercise book.

bread	bananas	grapes
butter	potatoes	biscuits
eggs	rice	coke
chocolate	meat	yoghurt
oranges	fish	ice-cream
apples	chicken	cake

- a) I like _____
b) I dislike _____

2. Put the words in the correct order. Write the answers in your exercise book.

- a) like/ you/ sweets
b) eggs/ don't/ I/ like
c) beans/ like/ I
d) don't/ tomatoes/ like/ you



Activity

1. Answer the question below about yourself. Write the answers in your exercise book.

- a) What do you like eating for breakfast?
b) What do you like eating for lunch?
c) What do you dislike drinking?



Lesson Summary

Dear student, in this lesson, you learnt how to express likes and dislikes in different ways. There were different activities for you to practise reading and writing. Have you succeeded? If yes, congratulations. If not, we recommend you to repeat this lesson again.

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



Key

1. Possible answers

- a) I like eating eggs with bread.
- b) I dislike chocolate.

2.

- a) You like sweets
- b) I don't like eggs
- c) I like beans
- d) You don't like tomatoes

3. Possible answers

- a) For breakfast I like bread with butter and cheese.
- b) For lunch I like juice, porridge with vegetables.
- c) I dislike beer.

Venda proibida

LESSON 17: Quantifiers

Introduction

Dear student, this is a grammar lesson where you will learn to use some and any. Here you will learn the uses, general rules and you will complete some sentences using some and any.



Learning Objectives:

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

- Write sentences using the new vocabulary;
- Use some and any correctly when writing sentences.



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



Quantifiers

Are expressions (e.g. all, some) that indicate the scope of term to which it is attached.

The general rule is that:

Some-is used for positive sentences.

Example:

1. There is *some* money in my pocket.
2. I have *some* news for you.
3. There are *some* flowers in the garden.
4. Paul wants to buy *some* new shoes.

Any- is used for questions and negatives.

Example:

- a) There isn't *any* water.
- b) I don't have *any* sugar.
- c) There aren't *any* cats under the table.
- d) I'm lonely. I don't have *any* friends.



Exercise

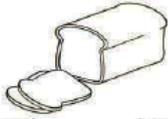
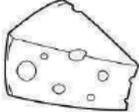
1. Read the sentences and complete them using *some* or *any*. Write in your exercise book.

- a) There is _____ butter in the fridge.
- b) Is there _____ butter in the fridge?

- c) There is _____ food in the kitchen.
- d) There is _____ water in the bottle.
- e) Are there _____ tomatoes in the salad?
- f) There aren't _____ apples in the fridge.

2.

Complete the sentence using the words "some" or "any".

<p>(a)  I would like _____ apples.</p>	<p>(b)  I don't want _____ coffee.</p>
<p>(c)  I need _____ bread.</p>	<p>(d)  Would you like _____ yogurt?</p>
<p>(e)  I would love _____ pears.</p>	<p>(f)  I want _____ cupcakes.</p>
<p>(g)  I don't have _____ cheese.</p>	<p>(h)  I need _____ flour for the cake.</p>
<p>(i)  I can't eat _____ nuts.</p>	<p>(j)  I would like _____ candy.</p>

Picture. 23



Lesson Summary

Dear student, in this grammar lesson you learnt how to use quantifiers *some* and *any*, as well as, wrote sentences using them. Did you succeed in the use of quantifiers? If yes, congratulations. You can now go to the next lesson. If not, we advise you to repeat the lesson again and again until you get all the activities and exercises correct.

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



Key

- | | | | | | |
|------------|---------|---------|---------|---------|--------|
| 1. a) some | b) any | c) some | d) some | e) any | f) any |
| 2. a) some | c) some | e) some | g) any | i) any | |
| b) any | d) any | f) some | h) some | j) some | |

Unit 5: The importance of English in the world today

Introduction

Dear student, in the previous unit you were exposed to the human body related vocabulary, you did some exercises using the names of parts of the human body and in the end, you discussed the importance of health and nutrition.

In this unit you will learn about the importance of English in Mozambique and in the world. You will also learn about English speaking countries surrounding Mozambique.

This unit contains 4 lessons, namely:

Lesson 18: The importance of English in Mozambique

Lesson 19: English speaking countries surrounding Mozambique

Lesson 20: The importance of English in the world

Lesson 21: Connectors



Learning objectives

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

- Identify English speaking countries around Mozambique;
- Discuss the importance of and the use of English in the world today;
- Ask and answer questions about the importance of English in Mozambique.



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

Learning resources

There will be passages, extracts of texts describing the importance of English in Mozambique and in the world today that will help you to deepen your learning of the topics suggested in this unit.

LESSON 18: The importance of English in Mozambique

Introduction

Dear student, in this lesson you will read some texts describing the importance of English in Mozambique as well as its use in your daily life communication.



Learning Objectives:

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

- Ask and answer questions about the importance of English in Mozambique;
- Use the new vocabulary properly.



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



The importance of English in Mozambique



Vocabulary

aviation = aviação	advantages = vantagens
---------------------------	-------------------------------

Read the text carefully

The importance of English in Mozambique

English is the language of science, aviation, computers, diplomacy and tourism. Last but not least, it is the language of international communication, the media and the internet. Whether it is for professional or personal reasons, understanding the importance of English will help you achieve your objectives.



Exercise

1. Answer the questions according to the text above. Write your answers in the exercise book.
 - a) Why is English important in Mozambique?
 - b) What is the advantage of understanding the importance of English?
2. Say whether the sentences are **True** or **False** according to the text above. Write your answers in the exercise book.
 - a) English is the language of science, aviation, computers, diplomacy and tourism.
 - b) English is not an international language for communication.

- c) People don't need to learn English.
- d) English won't help you achieve your objectives.



Lesson Summary

Dear student, in this lesson you read a text that described the importance of English in Mozambique and did some exercises. And we hope all went well. If not, please repeat the lesson until you get your exercises and activities right.

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



Key

1.

- a) Because it is the language of science, aviation, computers, diplomacy and tourism.
- b) It will help you to achieve your objectives

2.

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

LESSON 19: English speaking countries surrounding Mozambique

Introduction

Dear student, in the previous lesson you read passages discussing the importance of English in Mozambique and the way people can use it in their daily communication.

In this lesson, you will name some of the English speaking countries and know more about their culture.



Learning Objective:

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

- Name English speaking countries surrounding Mozambique



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



English speaking countries surrounding Mozambique



Vocabulary

country = país	fields = campos	share borders = partilhar fronteira
surrounding = arredores	trade = comércio	

Reading

The English-speaking countries

Mozambique is a country which is located in southern Africa and it is surrounded by six English speaking countries namely: Eswatini, Malawi, South Africa, Tanzania, Zambia and Zimbabwe.

The use of English in the country is of greater importance in several fields such as education, politics, economy, trade, social communication and interaction.

source: internet



Exercise

1. Say whether the sentences are **True** or **False** according to the text above.
 - a) Angola is part of Mozambique's neighbouring countries.
 - b) Zimbabwe is located in the north of Mozambique.
 - c) English is only used in aviation.
 - d) Tanzania is located in the north of Mozambique.

e) The official language spoken in Zimbabwe is Shona.

2. Answer these questions according to the text you read. Write the answers in your exercise book.

- a) Where is Mozambique located?
- b) Which countries share borders with Mozambique?
- c) In what fields is English used in Mozambique?



Lesson Summary

Dear student, in this lesson you read a passage about English speaking countries surrounding Mozambique and did some exercises. Was it difficult for you to understand the passage? We hope not. If yes, please repeat the lesson again for a deeper understanding.

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



Key

1.

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

2.

- a) It is located in southern Africa.
- b) Malawi, Zimbabwe, South Africa, Tanzania and Zambia.
- c) Education, politics, economy, trade, social communication and interaction.

LESSON 20: The importance of English in the world

Introduction

Dear student, in the previous lesson, you read a passage that was describing some English Speaking countries and did some exercises.

In this lesson you will read a short text about the importance of English in the world and its status.



Learning Objective:

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

- Discuss the importance and the use of English in the world today.



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



The importance of English in the world



Vocabulary

World = mundo	be able = ser capaz de	open doors = portas abertas
worldwide = o mundo inteiro	both = ambos	global citizens = cidadão global
also = também		

Reading

English is the Language of International Communication

Although English is not the most spoken language in the world, it is the official language in 53 countries and is spoken as a first language by around 400 million people worldwide. But that's not all, it is also the most common second language in the world. According to the British Council, in 2020 about two billion people in the world studied English.

Therefore, it is likely that if you meet someone from another country, you will both be able to speak English. It gives you an open door to the world and helps you communicate with global citizens.

Source: internet



Exercise

1. Say whether the sentences are **True** or **False** according to the text above. Write the answers in your exercise book.

- a) English is the most spoken language in the world.
- b) English is spoken as a first language by around 400 million people worldwide.
- c) According to the British Council, in 2020 about two billion people, in the world studied English.
- d) English is the official language in 50 countries.
- e) English gives you a closed door to the world and it does not help you communicate with global citizens.

2. Answer the question using the information from the text.

- a) How many countries have English as the official language in the world?
- b) According to the British Council how many people studied English in 2020?
- c) Why is English the language of international communication?



Lesson Summary

Dear student, in this lesson you read a short text about the importance of English in the world and did some exercises. Did you do all the exercises of the lesson successfully? If yes, congratulations. If not, do not get disappointed to repeat it. Repetition is also part of the learning process.

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



Key

1.

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

2.

- a) The English language is spoken in 53 countries in the world.
- b) According to the British Council by 2020 about two billion people in the world will be studying English.
- c) Because is spoken as first language by around 400 million people worldwide, is the most second language in the world.

LESSON 21: Connectors

Introduction

Dear student, in this lesson you will deal with the connectors and do some exercises which will be related to the topic.



Learning Objectives:

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

- Use connectors to join sentences;
- Complete the sentences with connectors.



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



Connectors



Vocabulary

connectors = conectores

join = juntar

unexpected information = informação inesperada

previous clause = cláusula anterior

alone = sozinha/o

afraid = com medo

nice gift = um bom presente

Connectors

Note that the words like **and**, **or**, **but**, **because** are used to **join two parts of a sentence**.

Connectors can also be used to give *more information*, *give alternatives*, *give reasons*, *give results* or *give unexpected information*.

And- expresses addition. When we use it, we add something to the previous clause.

Example: Maputo is a big city *and* it's the capital of Mozambique.

But- expresses contrast. When we use it, we are opposing two ideas.

Example: It's a nice gift *but* I don't like it.

Because- expresses cause. When we use it, we are presenting a reason.

Example: Peter can go out alone *because* he is 20 years old.

Or- expresses alternatives.

Do you prefer tea *or* coffee?



Exercise

1. Fill the gaps using connectors: **and**, **but**, **because** and **or**. Write the answers in your exercise book.

- a) I'm afraid of bees ___ they might sting me.
- b) Do you want a new car ___ a used car?
- c) Fruit tastes good ___ it's healthy for our body.
- d) I didn't eat my lunch ___ I was very hungry.
- e) I'm going to visit Tete ___ I want to visit Cahora Bassa.
- f) The baby is crying ___ you didn't feed him.
- g) I love you ___ I can't stay with you.
- h) Do you want to go out tonight ___ stay at home?

2. Connectors: **because**, **and**, **but**

Read the sentences carefully and then match them using the correct connector (because, and, but).

Write the answers in your exercise book.

1	I studied hard all weekend	it was too expensive	a
2	Jim went to bed early yesterday	I don't like his wife at all	b
3	Aisha didn't buy the black dress	watched a nice film together	c
4	I like my best friend Ali	sleepy	d
5	They stayed home on Saturday	he was very tired	e
6	Last night, Sam was really tired	I didn't pass the history exam	f

Picture. 24



Lesson Summary

Dear student, in this lesson you learnt the different ways of using connectors because, but or...and did some exercises the above connectors. We hope the lesson was not difficult for you. If so, well done. You can now go to the next lesson. If not, repeat it again.

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



Key

1.

- | | | | |
|------------|--------|------------|--------|
| a) because | c) and | e) and | g) but |
| b) or | d) but | f) because | h) or |

2.

1.f- I studied hard all weekend *but* I didn't pass the history exam.

2.e- Jim went to bed early yesterday *because* he was very tired.

3.a- Aisha didn't buy the black dress *because* it was too expensive.

4.b- I like my best friend Ali *but* I don't like his wife at all.

5.c- They stayed home on Saturday *and* watched a nice film together.

6.d- Last night, Sam was really tired *and* sleepy.

Unit 6: Home and community

Introduction

Dear student, in the previous unit you read passages that described the importance of English in Mozambique and in the world today. You also named the countries that surround Mozambique and identified the languages that they speak.

In this unit you will look at the pictures showing different types of houses, parts of the house, household activities and some common and public places in a community. Apart from that you will also learn some grammar items such as: demonstrative pronouns, quantifiers, prepositions and the articles.

This unit has 5 lessons, namely:

Lesson 22: Types of houses

Lesson 23: Parts of the house

Lesson 24: Daily household activities

Lesson 25: Public places in the community

Lesson 26: The articles



Learning objectives

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

- Identify different types of houses in the community;
- Identify the furniture of different parts of the house and their use;
- Describe the use of common household objects;
- Describe basic daily activities in and around home;
- Identify public places in the community;



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

Learning resources

There will be texts and pictures describing different topics that will lead you to a better understand of the lessons.

LESSON 22: Types of houses

Introduction

Dear student, in this lesson you are going to learn basic vocabulary related to the types of houses as well as the names of different things you can do in each part of the house.



Learning Objectives

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

- Identify different types of houses;
- Use demonstrative pronouns correctly.



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



Types of houses



Vocabulary

Reed = caniço	hut = palhota	bricks = tijolos	grass = capim
mud = lama	a block of flats = prédio com flats	tent = tenda	wood = madeira

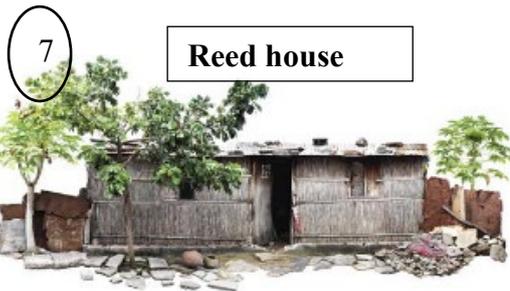
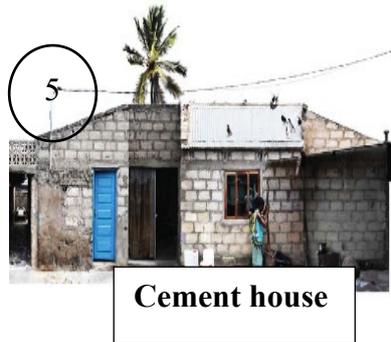
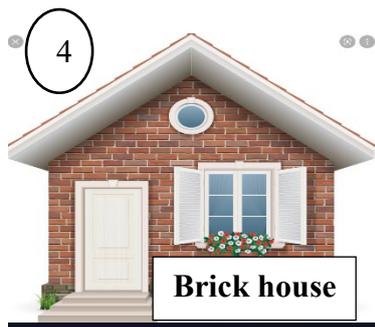


Reflect on the following questions:

- Where do you live?
- What kind of house do you live in?

Look at the following pictures that show different types of houses.





Picture. 25



Exercise

1. Now, write the number of each type of the house that matches with the description. Write your answers in your exercise book.

- A **mud house** is made of mud and grass.
- A **zinc house** is made of zinc.
- A **brick house** is made of bricks.
- A **cement house** is made of blocks and cement.
- A **wood house** is made of wood.
- A **hut house** is made of wood and grass.
- A **block of flats** is made of many flats in a tall building.
- A **reed house** is made of reeds.

2. Read the following dialogue

Sarah: What type of house do you live in?

Pedro: I live in a reed house. What type of house do you live in?

Sarah: I live in a flat above the shop.

Pedro: what types of houses have you got in your community?

Sarah: we've got flats.

3. Now, answer the following questions using the information from the dialogue. Write your answers in your exercise book.

a) What type of house does Sarah live in?

Answer: Sarah lives in a _____.

b) What type of house does Pedro live in?

Answer: Pedro _____.

c) What type of houses has Sarah got in her city?

Answer: She has got _____.

4. Complete the gaps with the type of the house. Use your own exercise book.



a) This house is made of wood and grass. This is a _____.



b) This is a block of _____.



c) This house is made of bricks. This is a _____.



Activity

5. Writing

Write a short paragraph describing the type of house you live in and the types of houses that are common in your community. Write the answers in your exercise book.



Grammar

Demonstrative pronouns	
<i>Singular</i>	<i>Plural</i>
This	These
Example: This is a flat.	Example: These are flats.
That	Those
Example: That is a hut house.	Example: Those are hut houses.



Exercise

6. Complete the sentences with **this** or **that**, **these** or **those**. Write the answers in your exercise book.

- a) My name is Janet. I work in _____ community as a tour guide.
- b) Who is _____ young woman over there? _____ is the tour guide.
- c) Who are _____ people around her? _____ are tourists.
- d) Look at _____ monkey over there!

7. Change these sentences from singular to plural.

- a) That house is very beautiful.
- b) This animal can be dangerous.
- c) This house is very attractive.
- d) That tourist visited Mozambique Island.



Lesson Summary

Dear student, in this lesson you identified different types of houses namely: *mud, zinc, bricks, cement, wood, hut and a block of flats*. You have also done some exercises and activities where you read the descriptions of houses and completed the gaps using appropriate vocabulary and demonstrative pronouns. Did you manage to do the exercises well? Well done. If not, please repeat the lesson again.

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



Key

1.

- A **mud house** is made of mud and grass.
- A **zinc house** is made of zinc.
- A **brick house** is made of bricks.
- A **cement house** is made of blocks and cement.
- A **wood house** is made of wood.
- A **hut house** is made of wood and grass.
- A **block of flats** is made of many flats in a tall building.
- A **reed house** is made of reeds.

2.

- a) Sarah lives in a flat.
- b) Pedro lives in a reed house.
- c) She has got apartments in her city.

3.

- a) This is a mud house.
- b) Block of flats.
- c) This is a brick house

4. Possible answers

I live in a brick house.

A brick house is made of bricks.

In my community we have got reed houses, which are made of reeds.

5. No key to this activity

6. a) this b) that/that c) those/those d) that

7. a) Those houses are very beautiful. b) These animals can be dangerous.

c) These houses are very attractive. d) Those tourists visited Mozambique Island.

LESSON 23: Parts of a house

Introduction

Dear student, in the previous lesson you read a dialogue which described different types of houses. Now, time has come for you to get to know the different parts of the house.



Learning Objectives:

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

- Name different parts of the house;
- Use sequence markers correctly.



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



Parts of a house



Vocabulary

Living room = sala de estar	Kitchen = cozinha	Bathroom = banheiro
Bedroom = quarto	Dining room = sala de jantar	Balcony = varanda

Look at the pictures with the names of the parts of the house.



Picture. 26

1. Reading

Hi, I'm Anícia. I live in a flat in Morrumbala district, in Zambézia province. My flat has five rooms. The first one is where we relax and watch TV. Then, there's the bedroom where I sleep. Next is the kitchen, which is connected to the dining room. Lastly, there's the bathroom. I cook in the kitchen and eat in the dining room. I take baths in the bathroom and sleep in my bedroom, which is cozy. On sunny days, I love sitting on the balcony to enjoy the fresh air.



Exercise

1. Answer these questions using the information from the text.

- a) How many parts are there in the house?
- b) Name them.
- c) How many parts has your house got?
- d) What are they?

Venda proibida

2. Match the words with the right pictures.

Kitchen ●



Bathroom ●



Living room ●



Garage ●



Bedroom ●



Picture. 27

Grammar

Sequence markers

Read this paragraph from the previous text:

“My house has got five rooms. **The first** is the living room, **the second** is the bedroom, **the third** is the kitchen which is next to the dining room and **the last** is the bathroom...”

In the above paragraph there are some bolded words like: **the first, the second, the third and the last**. All these are called **sequence markers**.

Sequence markers are used to link opinions from one sentence to the next and to give paragraph's coherence. There are many sequence markers that include: **then, after that, next, and then, finally, etc.**

Now, let us see how this sequence markers are used in real life situations.

Making a cup of tea

3. Complete the blank spaces with these sequence markers: **then, after, first, second** and **before**.

We are going to learn how to make a cup of tea. _____, we boil some water. _____ we serve the water in a cup. _____, we add the tea bag in the water. _____, we add milk and sugar in the water. _____, we add a biscuit and enjoy the cup of tea.



Lesson Summary

Dear student, in this lesson you were presented to different parts of a house. Those divisions or parts of a house are named as: *living room, sitting room, bedroom, kitchen, bathroom, garage, etc.* You have also discussed the sequence markers and did some exercises. Did you succeed? If yes, go to the next lesson. If not, repeat this lesson again.

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

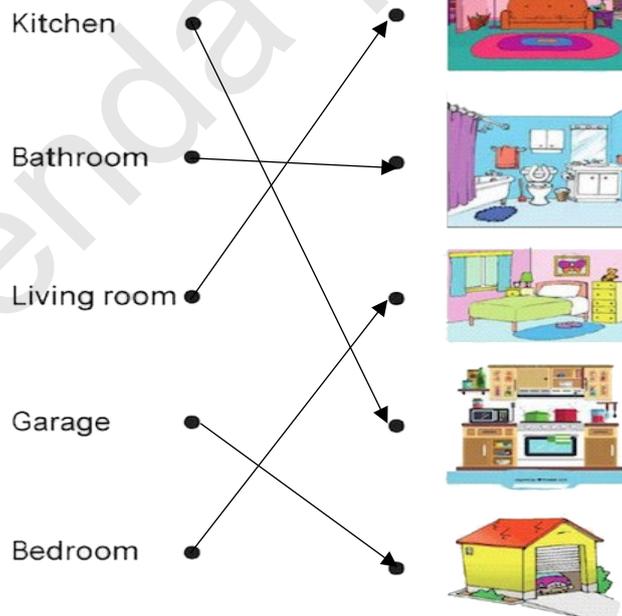


Key

1.

- a) There are five parts of the house
- b) There is a living room, a bedroom, a kitchen, a dining room and a bathroom.
- c) Possible answers
 - My house has got four rooms.
 - The first is the bedroom, the second is the kitchen, the third is bathroom and the last is dining room.

2.



Picture. 28

1. Making a cup of tea.

First- we boil some water.

Second - we pour water in a cup.

Then- we add the tea bag in the water.

After that- we add milk and sugar in the water.

Finally- we add a biscuit and enjoy the cup of tea.

Venda proibida

LESSON 24: Household objects

Introduction

Dear student, in this lesson you will study household objects that we can find in different parts of the house.



Learning Objectives:

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

- Identify the furniture in different parts of a house;
- Describe the use of common household objects;
- Use quantifiers appropriately to state the number or quantity.



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



Vocabulary

Dressers = aparador chair = cadeira lamp = lâmpada table = mesa	bed = cama windows = janelas washing machine = máquina de lavar	sofa = sofá sink = pia towel = toalha
--	--	--

Look at the picture below.



Picture. 29



Exercise

Look at the house and mark TRUE or FALSE. Write the answers in your exercise book.

1. There is one sofa ...
2. There is one washing machine ...
6. There are two beds ...
7. There are three windows...

- | | |
|---------------------------|---------------------------------|
| 3. There is one bed ... | 8. There are two lamps... |
| 4. There is chair ... | 9. There are two chairs... |
| 5. There is one table ... | 10. There are three dressers... |

2. Write down the household objects that can be found in each of the parts of the house below. Write the answers in your exercise book.

Living room	Bedroom	bathroom	kitchen	Dining room

Quantifiers

Quantifiers are adjectives and adjectival phrases that give an approximate answer to questions: **How much? And how many?**

Examples: How many bedrooms are there? There are two bedrooms

How many kitchens are there? There is one kitchen.



- Notice that, “*there is*” was placed before singular nouns and “*there are*” was placed before plural nouns. Therefore, bedrooms is a plural noun and kitchen is a singular noun.
- For negative statements, we can say: there isn’t (for singular nouns) and there aren’t (for plural nouns).

Examples:

There isn’t a garage.

There aren’t balconies in this house.

3. When we talk about an action or activity that is still taking place, we use present continuous tense.



Lesson Summary

Dear student, this is the end of the lesson and you have learnt some household objects. You have also answered some questions for different types of exercises. Were you successfully? If yes, congratulations! You can now go to the next lesson. If not, we advise you to repeat this lesson again.

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



Key

1.

- | | |
|------|-------|
| 1. T | 6. T |
| 2. T | 7. F |
| 3. F | 8. F |
| 4. F | 9. T |
| 5. F | 10. F |

2.

Living room	Bedroom	bathroom	kitchen	Dining room
Table	Bed	Towel	Dresses	Chair
Lamp	Lamp	Sink		Table
Sofa	Window			

LESSON 25: Public places in the community

Introduction

Dear student, in this lesson you will be exposed to vocabulary which describes different public places in the community. You will also look around and identify some places you can go to.



Learning Objectives:

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

- Identify public places in the community;
- Use prepositions of place to talk about the position or location of something in relation to another.



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



Public places in the community



Vocabulary

Church = igreja	Market = mercado	Train station = estação de comboio
Hospital = hospital	Library = biblioteca	Town hall = município

Look at these pictures of public places and say which ones you can find in your community.



Picture. 30



Exercise

1. Fill in the blank spaces with public places that are in the box. The initial letter has been given to help you. Write the answers in your exercise book.

hospital, park, museum, library, zoo, cinema, school, police station, supermarket

- To report a crime, I go to a *p* ____.
- I like to see films at the *c* ____.
- I learn many important things at *s* ____.
- I go to the *l* ____ to read books.
- I generally buy fruits at the *m* ____.
- I go to *h* ____ when I am sick.
- I can see many different animals at the *z* ____.
- I go to the *p* ____ to play.

Prepositions

Prepositions of place are used to show the position or location of one thing in relation to the other.

It answers the question “**where?**”

Where is the cat?

Look at the boxes that show different places where the cat is.



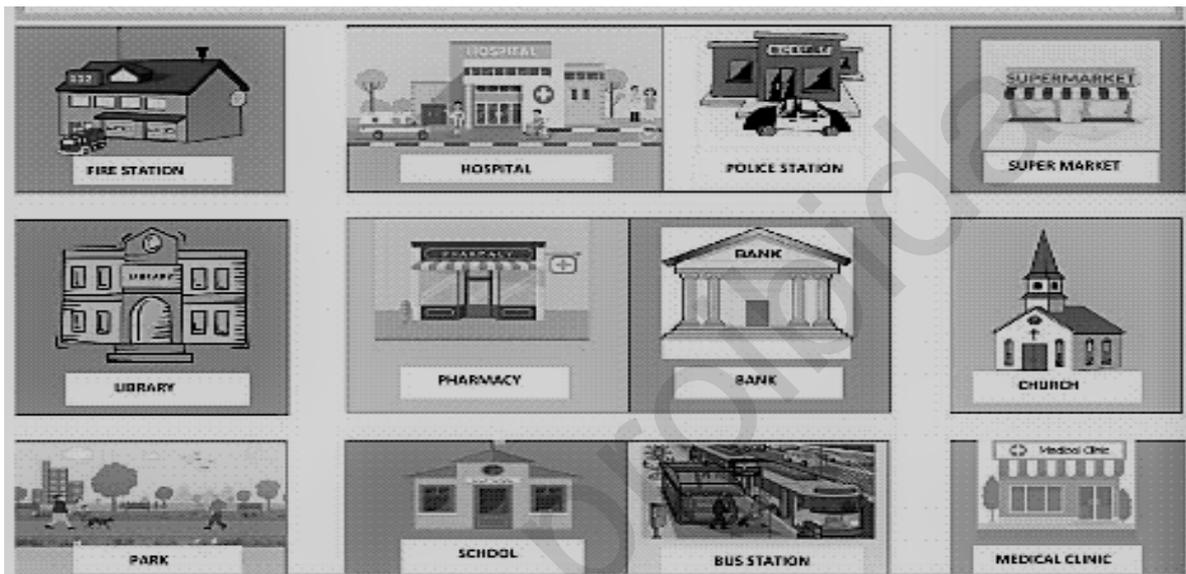
Picture 31

The cat is ... the box.

- The cat is **in** the box.
- The cat is **under** the box.

3. The cat is **above** the box.
4. The cat is **on** the box
5. The cat is **in front of** the box.
6. The cat is **behind** the box.
7. The cat is **near** the box
8. The cat is **between** the boxes.

2. Look at the pictures and choose the correct preposition.



Picture. 32

- a) The Pharmacy is next to/ in front of the Bank.
- b) The Police Station is in front of/ between the Hospital and the Supermarket.
- c) The Library is next to/ in front of the Park.
- d) The Hospital is in front of/ next to Fire Station.
- e) The School is between/ under the Park and Bus station.
- f) The Church is next to/ behind the Clinic.



Activity

3. Write a short paragraph naming some of the public places in your community and things you can do there. Write the answers in your exercise book.



Lesson Summary

Dear student, in this lesson you learnt vocabulary related to public places in the community. You have also been introduced to prepositions of place and did some exercises and an activity using them. Did you manage to understand every content dealt with in this lesson? If yes, well done. You can now go to the next lesson. If not, repeat this lesson again and again until you get a deeper understanding of it.

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



Key

1.

- a) To report a crime I go to a Police Station.
- b) I like to watch movies at the Cinema.
- c) I learn many important things at the School.
- d) I go to the Library to read books.
- e) I generally buy fruits at the Supermarket.
- f) I go to Hospital when I am sick.
- g) I can see many different animals at the Zoo.
- h) I go to the Park to play.

2.

- a) The Pharmacy is next to the Bank.
- b) The Police Station is between the Hospital and the Supermarket.
- c) The Library is in front of the Park.
- d) The Hospital is next to the Fire Station.
- e) The School is between the Park and the Bus station.
- f) The Church is behind the Clinic.

3. Possible answers

The market – I can buy potatoes in the local market.

The park- I usually play with my friends in the park.

The hospital- I go to the hospital when I'm sick.

The cinema- I like seeing films at the cinema.

LESSON 26: The articles

Introduction

Dear student, in this lesson you will deal with the definite article “**the**” and the indefinite articles “**a**” and “**an**”.



Learning Objectives:

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

- Distinguish definite from indefinite article;
- Use definite and indefinite articles appropriately.

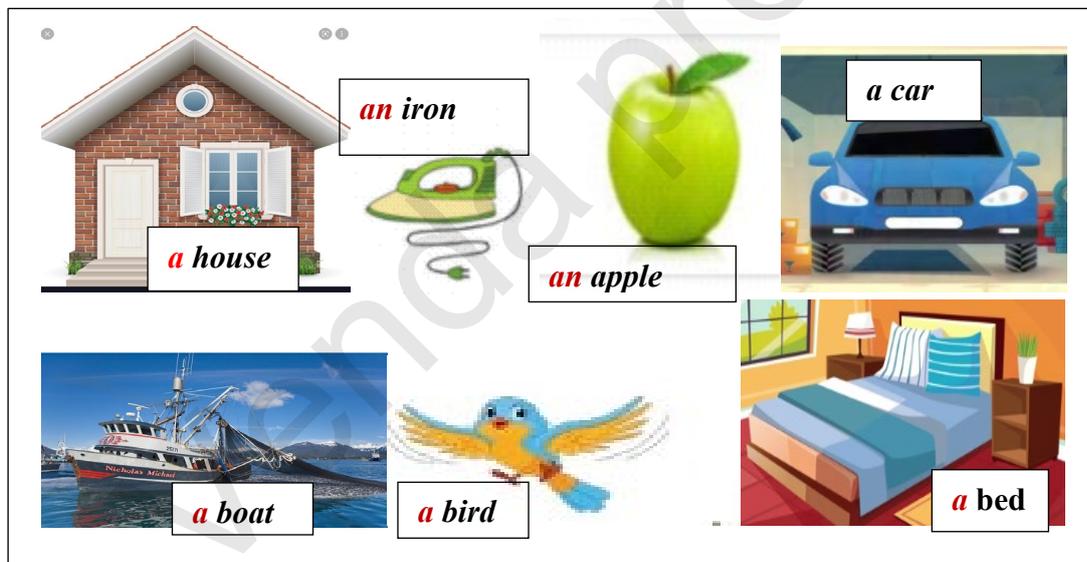


For a better understanding of this lesson, you will need 2 hours of study.



The articles

Look at the pictures and read the words next to them.



Picture. 33

1. Definite article (THE)

We use THE before all nouns to describe someone or something specific.

Examples: **the** bathroom, **the** sun, **the** egg, **the** air, etc.

2. Indefinite articles (A and AN)

A and AN are used to talk about things which are not particular. Usually, these are things that haven't been mentioned before or that the listener is unfamiliar with.

1.1 A is used before a word beginning with a consonant letter or sound.

Examples: **a** boy, **a** mouse, **a** girl, **a** music, **a** kite, etc.

1.2 AN is used before a word beginning with a vowel letter or sound.

Examples: **an** opera, **an** orange, **an** elephant, **an** egg, etc.



Exercise

A. Fill in the gaps with **a** or **an**.

	<input type="text"/>	biscuit	
	<input type="text"/>	orange	
	<input type="text"/>	avocado	
	<input type="text"/>	drink	
	<input type="text"/>	tomato	
	<input type="text"/>	apple	
	<input type="text"/>	ice-cream	
	<input type="text"/>	mango	
	<input type="text"/>	banana	
	<input type="text"/>	aubergine	
	<input type="text"/>	lettuce	
	<input type="text"/>	yoghurt	

Picture. 34

B. Choose **a**, **an** or **the** and complete the sentences.

1. I have got ____ dog. ____ dog is black.	
2. ____ sun is yellow.	
3. This is ____ apple. ____ apple is red.	
4. ____ sky is blue.	
5. ____ sea is great.	
6. This is ____ schoolbag. ____ schoolbag is purple.	
7. I can see ____ koala.	
8. There is ____ owl in my garden. ____ owl is fat.	
9. ____ kangaroo is ____ animal. It is ____ tall animal.	
10. Captain Cook has got ____ ship. ____ ship is big.	

Picture. 35



Lesson Summary

Dear student, in this lesson you have discussed the *definite article* **THE** and *indefinite articles* **A** and **AN**. In the end you did some exercises that have helped you to better understand the lesson. Were you successful with this lesson? If yes, well done. You can now proceed to the next lesson. If not, you are advised to repeat the contents of this lesson until you get a deeper understanding of it.

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



Key

	A	B
	<u>A</u> biscuit	1. <u>a, the</u>
	<u>An</u> orange	2. <u>The</u>
	<u>An</u> avocado	3. <u>An, the</u>
	<u>A</u> drink	4. <u>The</u>
	<u>A</u> tomato	5. <u>The</u>
	<u>An</u> apple	6. <u>A, the</u>
	<u>An</u> ice cream	7. <u>A</u>
	<u>A</u> mango	8. <u>An, the</u>
	<u>A</u> banana	9. <u>A, an, a</u>
	An aubergine	10. <u>A, the</u>
	<u>A</u> lettuce	
	<u>A</u> yogurt	

Unit 7: Farming and growing economy

Introduction

Dear student, in the previous unit you looked at the pictures that described different types of houses, you named parts of a house and identified common and public places that can be found in a community. In this unit you will deal with issues related to agriculture and farming.

This unit contains 4 lessons, namely:

Lesson 27: Farming

Lesson 28: Types of farming

Lesson 29: Food preservation

Lesson 30: Present continuous



Learning objectives

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

- Explain the importance of farming;
- Describe the types of farming;
- Explain the importance of food preservation;
- Describe the ways of preserving food;
- Ask and answer W/H questions;
- Deal with active to passive voice sentences.



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

Learning resources

There will be texts and pictures describing different topics in each lesson that will help you to better understand the lessons of this unit.

LESSON 27: Farming

Introduction

Dear student, in this lesson you will read a text describing what farming is and how people can grow crops.



Learning Objectives:

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

- Explain the importance of farming;
- Ask and answer questions about growing crops;
- Ask and answer W/ H questions.



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



Farming



Vocabulary

Farm = farma	Feed = alimentar	Wool = lã
---------------------	-------------------------	------------------

Reading comprehension

A visit to the farm

Hello! My name is Yamukela. I want to tell you a bit about my grandparents.

My grandparents live in the village. They have a farm. There are many animals on the farm. My grandmother takes care of chickens, pigs and sheep. My grandfather takes care of horses and cows. They have to feed the animals every day. Chicken eat corn, horses eat apples and carrots, cows eat grass, and pigs eat corn, apples and carrots.

My grandparents get up early in the morning to feed the animals and clean their houses. I like to watch them feed the horses with carrots and chicken with corn.

We get eggs from chicken. Eggs are used for baking cakes. Cows give milk, and milk is very healthy. Sheep gives us wool, and wool is used to make clothes. Horses are used for riding. They are my favourite animals.

Adapted from internet



Exercise

1. Answer these questions. Write the answers in your exercise book.

- a) What is this text about?

- b) What animals are there on the farm?
- c) Who cares for all the animals?
- d) How many animals are there on the farm?

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

- a) Animals are fed every day.
- b) Cows eat corn.
- c) Her grandparents get eggs from cows.
- d) Wool is used to make clothes.



WH- questions

Are questions that begin with **W** or **H**.

For Example: *what, who, when, how, where, etc.*

What- can be used to ask about things or objects.

Example:

What are you going to wear?

I am going to wear jeans.

Who- can be used to ask about a person or people.

Example:

Who is that? That is Neima.

When- can be used to ask about time and occasion.

Example:

When can I see you?

You can see me tomorrow morning.

How- can be used to ask about how someone or something is.

Example:

How do you normally go to school?

I go by train.

Where- can be used to talk about places or position.

Example:

Where do you live? I live in Bilene.

3. Fill in the blank spaces with the correct question word. You can use the words below more than once (How, Where, What and When).

- | | |
|--|---------------------------------|
| a) _____ time did you wake up? | e) _____ is his birthday party? |
| b) _____ is your favourite animal? | f) _____ are you? |
| c) _____ many animals are there on the farm? | g) _____ are you from? |
| d) _____ are the animals? | |



Lesson Summary

Dear student, in this lesson you learnt what a *farm* is and named animals that can be raised on the farm. In the end you dealt with WH questions and did some exercises. Congratulations if you have done everything well in this lesson. If not, could you please repeat the lesson so that you are able to get the deeper understanding of it.

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



Key

1.

- a) The text is about the farm.
- b) There are chickens, pigs, sheep, cows and horses.
- c) Her grandparents.
- d) There are five.

2. a) T

b) F

c) F

d) T

3.

- | | |
|---|---------------------------------------|
| a) <u>What</u> time did you wake up? | e) <u>When</u> is his birthday party? |
| b) <u>What</u> is your favourite animal? | f) <u>How</u> are you? |
| c) <u>How</u> many animals are there on the farm? | g) <u>Where</u> are you from? |
| d) <u>Where</u> are the animals? | |

LESSON 28: Types of farming

Introduction

Dear student, in the previous lesson you learnt about farming and named animals that are raised on the farm as well as what they eat.

In this lesson, you will get to know different types of farming and their purposes.



Learning Objectives:

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

- Identify subsistence and commercial farming;
- Describe subsistence and commercial farming;
- Deal with active and passive voice sentences.



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



Types of farming



Vocabulary

Patches = manchambas	Hoe = enxada	Rake = ancinho
Seed drill = máquina de semear	Watering can = regador	

Look at the following pictures.



Picture. 36

As you can see from the picture, farming is done in different ways all over the world. Depending upon geographical conditions, demand of production labor and level of technology, farming can be classified into two main types. These are *subsistence farming* and *commercial farming*.

Subsistence farming is practiced to meet the needs of a farmer's family and is practiced in small patches of land with the use of primitive tools like hoe, rake, watering can and digging sticks, and family or community labor.

Commercial farming is mostly practiced in developed countries. This type of farming is practiced for profits and it is characterized with the use of high technology like tractors, seed drills, fertilizer spreader, etc.



Exercise

Reading comprehension

1. Answer the questions using your exercise book.
 - a) What types of farming are mentioned in the text?
 - b) What is the difference between the two types of farming?
 - c) What type of farming do you think is common in your community?
 - d) Give two examples of farming instruments used in agriculture.

Active and Passive voice

The **active voice** tells us what a person or thing does.

We form the passive voice with **be +past participle** (3rd form of the verb).

So, in the present simple the passive is: **am/is/are+ past participle form**.

Examples:

Active voice	Passive voice
Maria cleans the house every day.	The house is cleaned every day by Maria.
He reads the newspaper at work.	The newspaper is read at work by him.
The students eat sandwiches for their breakfast.	The sandwiches are eaten by the students for breakfast.

2. Fill in the gaps using **am, is** or **are** to complete the following passive voice sentences.
 - a. This type of farming _____ used for profits.
 - b. The machinery _____ carried by the trucks.
 - c. The patches _____ irrigated by water cans.
 - d. Subsistence farming _____ used to meet the needs of the farmer's family.

3. **Put the verbs in brackets in the present simple passive.**
 - a. The workers in this farm _____ (not pay) well.
 - b. In the primitive subsistence farming, technologic machines _____ (not use).
 - c. Their house _____ (pay) every month.
 - d. Bananas _____ (grow) in Boane.



Lesson Summary

Dear student, in this lesson you have learnt two types of farming namely subsistence and commercial farming. In the grammar section you have also learnt how the active and passive voice sentences can be used. Was this lesson difficult for you? If yes, we advise you to repeat it again. If not, please proceed to the next lesson.

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



Key

1.
 - a) There are subsistence and commercial farming.
 - b) Subsistence farming is practiced to meet the needs of a farmer's family and commercial farming is practiced for profits.
 - c) Subsistence farming.
 - d) The two examples of farming instruments are hoe and rake but others answer can also be considered.

2.
 - a. is
 - b. is
 - c. are
 - d. is

3.
 - a. Are not paid
 - b. Are not used
 - c. Is paid
 - d. Are grown

LESSON 29: Food preservation

Introduction

Dear student, for thousands of years, people have tried to find ways to keep food for longer periods. In this lesson, you will learn 4 methods of food preservation.



Learning Objectives:

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

- Talk about different methods for food preservation;
- Discuss the importance of food preservation.



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



Food preservation

1. Look at the following picture and think about it.



Picture. 37

The picture you have just looked at shows that depending on the way people preserve food, it can grow bacteria and bacteria spoils food. To preserve food for longer period you have to destroy the bacteria or slow down their growth. There are different ways to do this.

1 Drying



Drying is the oldest type of food preservation. If water is removed from food, the bacteria can't grow. In ancient times in hot countries, people simply left fruit and meat outside to dry in the sun and the wind until all its natural water was gone. This made the fruit last a very long time. Drying fruit sometimes results in a completely new product. For example, grapes turn into raisins and plums turn into prunes. Drying food in the sun does not work in cooler or

wetter climates, but people have other methods to preserve food in cold places.

2 Salting



Salting food, especially meat and fish, is another very old way to preserve food. Bacteria cannot grow in a very salty environment, so salted food lasts a long time. In many countries, salt fish or meat has become a traditional food and people still eat today. For example, in Portugal the national dish is salt cold fish, and although people could buy fresh fish and refrigerate it, they prefer to eat the preserved fish.

3. Canning



A more modern way to preserve food was discovered in 1809 by an inventor called Nicolas Appert. He found that if food is heated at high temperatures and then sealed in a container, the food lasts for months. This is because the bacteria are killed when they are heated and cannot grow again without air. Vegetables and fizzy drinks in cans, and jam and juice in bottles are preserved using this method.

4. Freezing



Another newer method of food preservation is freezing. In the 1900s a scientist called Clarence Birdseye went to the Arctic. He noticed that when fish was caught it froze quickly in the icy conditions. He realised that freezing food slowed down the growth of bacteria. Back home, he invented a way of fast-freezing food. Frozen food was first sold in 1930 and was very popular, especially in North

America. Today millions of people have freezers in their homes. All sorts of food, from vegetables to pizza, is frozen in factories before it is transported to supermarkets for us to buy.

Adapted from internet



Exercise

1. How many methods are there for food preservation?
2. Fill in the gaps with the right method of food preservation. Write the answers in your exercise book.
 - a) If water is removed from food, bacteria can't grow. _____
 - b) When fish was caught it froze quickly in ice –conditions. _____
 - c) Bacteria can't grow in a salty environment. _____
 - d) If food is heated at high temperatures and sealed in a container, the food lasts for months. _____
3. What is the importance of preserving food?
4. Which of the above methods is common in your community?



Lesson Summary

Dear student, in this lesson you have discussed the **food preservation** as a way to getting food last for longer periods without spoiling it. Did you feel comfortable in studying this lesson? If yes, please go ahead with the next lesson. If not, we advise you to repeat it again.

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



Key

1. There are four methods.
2.
 - a) Drying
 - b) Freezing
 - c) Salting
 - d) Heating
3. The importance of preserving food is to make it last for longer periods as possible.
4. Possible answers

Example:

The common method for food preservation is freezing.

LESSON 30: Present continuous

Introduction

Dear student, this is a grammar lesson which will focus on daily events and of those that are in progress.



Learning Objective:

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

- Talk about day-to-day activities or situations using present continuous.

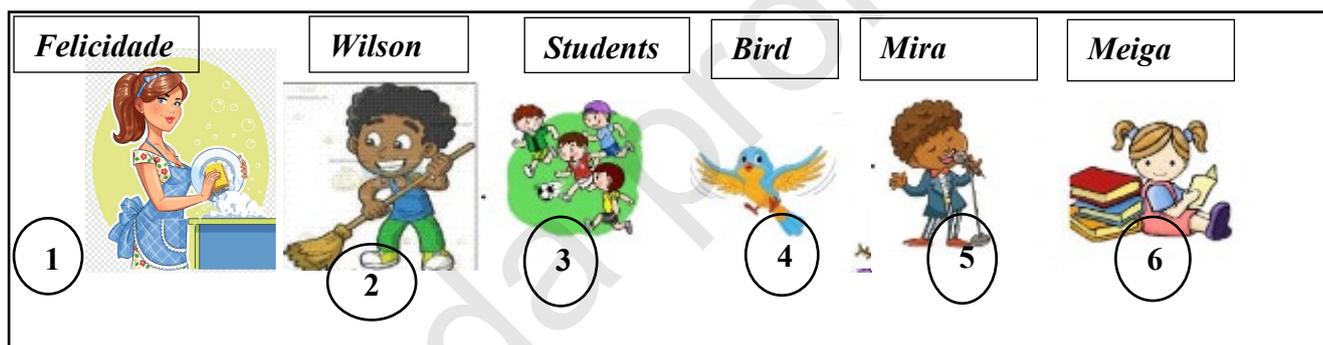


For a better understanding of this lesson, you will need 2 hours of study.



Present continuous

Look at these pictures and read the sentences that follow.



Picture. 38

1. Felicidade **is washing** dishes.
2. Wilson **is sweeping** the room.
3. The students **are playing** football.
4. The bird **is flying**.
5. Mira **is singing** a song.
6. Meiga **is reading** a book.

Present continuous tense.

We use present continuous tense to talk about actions that are in progress or that are still taking place, now.

Example:

I can't talk now. I **am brushing** my teeth.

I **am reading** a new book. I love it.

<p style="text-align: center;"><u>AFFIRMATIVE</u></p> <p>I am studying</p> <p>You are studying</p> <p>He 's studying</p> <p>She is studying</p> <p>It is studying</p> <p>We are studying</p> <p>You are studying</p> <p>They are studying</p>	<p style="text-align: center;"><u>NEGATIVE</u></p> <p>I am not studying.</p> <p>You are not studying.</p> <p>He isn't studying.</p> <p>She is not studying.</p> <p>It is not studying.</p> <p>We are not studying.</p> <p>You aren't studying.</p> <p>They aren't studying.</p>
<p style="text-align: center;"><u>INTERROGATIVE</u></p> <p>Am I studying ?</p> <p>Are you studying ?</p> <p>Is he studying?</p> <p>Is she studying?</p> <p>Is it studying?</p> <p>Are we studying?</p> <p>Are you studying?</p> <p>Are they studying?</p>	<p style="text-align: center;"><u>SHORT ANSWERS</u></p> <p>Yes, I am. / No, I am not.</p> <p>Yes, you are. / No, You aren't.</p> <p>Yes, he is. / No he isn't.</p> <p>Yes, she is. / No she isn't.</p> <p>Yes, it is. / No it isn't</p> <p>Yes, We are/ No, We aren't.</p> <p>Yes, You are. / No, You aren't.</p> <p>Yes, They are/ No, they aren't.</p>

Picture. 39



Exercise

1. Complete the sentences below using the verb given in the present continuous tense. Write the answers in your exercise book.

- a) You are _____ (come) with us right now.
- b) She is _____ (not/ dance) on the floor.
- c) He is _____ (start) a new business.
- d) Mary is _____ (study) now.

2. Rewrite the following sentences in the present continuous. Write the answers in your exercise book.

- a) Sara reads the book now.
- b) Mike takes shower now.
- c) Carl brushes teeth now.
- d) John talks on the phone now.



Lesson Summary

Dear student, in this lesson you were introduced to *present continuous tense*. From the pictures above you could see clearly that they described our day-to-day events and those in progress. And

finally, you did some exercises using the present continuous tense which showed your understanding of the topic. We believe you did not have any problems in understanding it. If so, go ahead with the next lesson. If not, please repeat the lessons as many times as you can just to make sure that you understood everything in it.

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



Key

1.

- a) Coming
- b) Not dancing
- c) Starting
- d) Studying

2.

- a) Sara is reading now.
- b) Mike is taking shower now.
- c) Carl is brushing teeth now.
- d) John is talking on the phone.



PREPARATION TEST FOR MODULE 1

SECTION I: READING

Read the following passage then, choose the correct alternative (A, B or C), according to the text below.

Family is one of the most crucial parts of a human's life. A person is incomplete without the complete family. It plays an essential role in society. Humans are social beings and thus need companionship from others. Family makes the kids and children get to learn some of the important values and morals of life.

Families reinforce our confidence and make us feel loved. They are the pillars of our strength who never fall. Instead, they keep us strong so we become better people. We learn the values of love, respect, faith, hope, caring, cultures, ethics, traditions, and everything else that concerns us through our families

Adapted, from: <https://www.aplustopper.com/paragraph-on-family/>

https://www.google.com/search?q=importance+of+the+family&rlz=1C1SQJL_enMZ952MZ952

- The text is talking about
A. relationships B. friendship C. family
- According to the text, the family plays an important _____ in our society.
A. paper B. role C. reality
- With the family, we become better _____.
A. person B. animals C. people
- Human beings need _____ from others.
A. ambition B. companionship C. heart
- The suitable title for this text is ...
A. The role that the family plays in people's lives
B. Members of the family
C. Types of the family

Read the passage below and write **T** when the sentence is true and **F** when the sentence is false.

Why is English so Important in the World Today?

English is the most spoken language in Australia, the United Kingdom, and the United States. English is also an official language in other 53 countries, including Belize, Canada, India, Jamaica, New Zealand, and South Africa.

Thus, many documents used all around the world are written in English addressing issues such as science, aviation and business. Also, lots of books, movies and music are produced in this language.

People from different countries learn English for different reasons namely:

- need to communicate with other people;
- it is a compulsory subject in schools:
- business or commerce or trade:
- further education or scholarships in English speaking countries...

Adapted from Internet: site live worksheets

6. English is the official language in 53 countries _____
7. Books, movies and music are developed in English _____
8. English is the most spoken language in Australia _____
9. Not many documents are written in English in the world today. _____

SECTION II: GRAMMAR

In questions 10 to 20 choose the best word or words to fill the gaps.

10. The students are all standing up. Suddenly, the teacher tells them to _____ on the chairs
A. sit down B. fall C. run away
11. Which of the following days of the week comes after Sunday?
A. Tuesday B. Thursday C. Monday
12. My father's father is my...
A. grandfather B. uncle C. son
13. My father's sister is my....
A. brother B. aunt C. daughter
14. Do you like swimming?
A. Yes, I do. B. Yes, I swim C. Yes, you like.

15. I dislike eating _____ early in the morning.
A. beer B. porridge C. wine
16. Maria is having dinner very quickly _____. She wants to go the museum.
A. or B. but C. because
17. Do you prefer tea _____ coffee?
A. to B. and C. but
18. _____ is the official language in South Africa
A. Portuguese B. Emakuwa C. English
19. Mozambique's official Language is _____.
A. Portuguese B. Changana C- Citswa
20. From 2023, Mozambican students will have the English subject only in the _____.
A. Primary school B- kindergarten C- Secondary Education

THE END



KEY TO PREPARATION TEST - MODULE 1

1	C. family
2	B. role
3	C. people
4	B. companionship
5	A. the role that the family plays in people's lives
6	T
7	T
8	T
9	F
10	A. sit down
11	C. Monday
12	A. Grandfather
13	B. aunt
14	A. Yes, I do
15	B. porridge
16	C. because
17	A. to
18	C. English
19	A. Portuguese
20	C. Secondary Education

THE END

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

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

Good work!

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