



REPÚBLICA DE MOÇAMBIQUE

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

Módulo **3**

Inglês

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

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

**Modulo III:
Inglês**

Moçambique

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ÍNDICE

GRADE 9 MODULE.....	7
UNIT 1: ENTERTAINMENT AND SPORTS.....	10
LESSON 1: FREE TIME ACTIVITY AND HOLIDAYS.....	11
LESSON 2: WHEN I WAS A CHILD FOOTBALL WAS FOR BOYS.....	17
LESSON 3: SCHOOL GAMES	22
LESSON 4: TICO TICO, MY FAVOURITE FOOTBALL PLAYER.....	27
LESSON 5: FILMS AND PLAYS EDUCATE PEOPLE, SAYS GIL MULANDEZA.....	32
LESSON 6: REVISIONS (TEST YOURSELF)	38
UNIT 2: HELPING OUR PLANET	49
LESSON 1: INHAMBANE IS FLOODED AGAIN.....	50
LESSON 2: THE ENVIRONMENT IS OUR, LET US PROTECT IT	55
LESSON 4: TOPIC: OIL FROM THE FACTORY POLLUTES THE COMMUNITY	66
LESSON 5: WHAT IS DESERTIFICATION?.....	72
LESSON 6: GENERAL REVISION (TEST YOURSELF).....	76
UNIT 3: DEVELOPING THE ECONOMY.....	88
LESSON 1: THERE ARE NOT MANY WILD ANIMALS IN MOATIZE.....	89
LESSON 2: TOPIC: WE USE MORE FERTILIZERS NOW THAN BEFORE	95
LESSON 3: REVISIONS	99
UNIT 3. REVIEW (TEST YOURSELF).....	105
UNIT 4: HEALTH AND FITNESS.....	106
LESSON 1: WHAT'S MALNUTRITION?	107
LESSON 2: NOWADAYS YOU CAN GET A BLOOD TRANSFUSION.	112
LESSON 3: MODERN MEDICINE HAS CHANGED THE WORLD.....	117
LESSON 4: WE GO TO TRADITIONAL HEALERS BEFORE SEEING A DOCTOR.....	122
LESSON 5: REVISIONS (TEST YOURSELF)	128
UNIT 4. REVIEW (TEST YOURSELF).....	135
UNIT 5: MOZAMBICAN SOCIETY AND CULTURE.....	137
LESSON 1: HELLO, I LIVE ON FISHING.....	138
LESSON 2: VISIT MOZAMBIQUE, A LAND OF PEACE, TOURISM AND HAPPINESS.....	144
LESSON 3: LIFE IN MOCUBA IS BETTER THAN IN MAPUTO.....	149
LESSON 4: THE RAINBOW IS THE SIGN OF A MONKEY'S WEDDING.....	154
LESSON 5: TRADITIONAL MEDICINE (REVIEW).....	159

LESSON 6: REVISION (TESTYOURSELF).....	164
UNIT 5. REVIEW (TEST YOURSELF)	169
UNIT 6: SCIENCE AND TECHNOLOGY	171
LESSON 1: HOW DO YOU LIVE WITHOUT COMPUTERS?	172
LESSON 2: BUY, CONSUME AND EXPORT PRODUCTS MADE IN MOZAMBIQUE.....	177
LESSON 3: START YOUR OWN BUSINESS	183
LESSON 4: REVISIONS (TEST YOURSELF)	189
UNIT 6. REVIEW (TEST YOURSELF)	195

MENSAGEM DA SUA EXCELÊNCIA MINISTRA DA EDUCAÇÃO E DESENVOLVIMENTO HUMANO

CARO ALUNO!

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

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

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

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

ESTIMADO ALUNO!

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

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

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

BOM TRABALHO!

Maputo, aos 13 de Dezembro de 2017



CONCEITA ERNESTO XAVIER SORTANE
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mfm

GRADE 9 MODULE

INTRODUCTION:

Dear student,

Welcome to English language learning.
This module has 16 units

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

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

MODULE ORGANIZATION:

This second module is organized in 6 units.

UNIT 1: Entertainment and sports.

UNIT 2: Helping our planet.

UNIT 3: Developing the economy.

UNIT 4: Health and fitness;

Modern and traditional medicine.

UNIT 5: Mozambican society and culture;

Tourism and wildlife.

UNIT 6: Science and technology;

Doing business.



LEARNING OBJECTIVES

- ✓ At the end of this module you should be able to communicate in English using a variety number of new vocabulary that is presented to you in this module.

LEARNING RESULTS

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

LEARNING GUIDE

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

HERE ARE SOME OF THE ADVICES:

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

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

ASSESSMENT CRITERION

Dear student,

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

1

UNIT 1: ENTERTAINMENT AND SPORTS



UNIT INTRODUCTION:

Dear student,

In this Unit of Module Three, you will learn about 'Entertainment and Sports', which contains 6 lessons. Lesson 1: Free time activities and holidays, Sports and entertainment in my city;

Lesson 2: Sports and entertainment.
Lesson 3: School games; Lesson 4: Tico Tico, my favourite football player;
Lesson 5: Films and plays Educate people, say Gil Mulandeza;

Lesson 6: Revisions and Test yourself.



TIME:+

Dear student,

For this unit you will need 2 hours of study.

AUXILIARY MATERIALS

Audiovisual aids, books, handouts...

LESSON 1: FREE TIME ACTIVITY AND HOLIDAYS



LEARNING OBJECTIVES

At the end of this lesson you should be able to talk about your family members, free time activities and plan about sport competitions.



LESSON INTRODUCTION:

Dear student, in this lesson you will be presented the following: 1.1.1 Pre-reading; 1.1.2 Reading; 1.1.3 Vocabulary; 1.1.4 Comprehension; 1.1.5 Grammar; 1.1.6 writing;



TIME:

Dear student,

In this lesson, you will spend 2 hours.

Pre-reading

What's your favourite hobby or sport?

Reading

Read the texts.



Hello, my name's **Gil**. I come from Inhambane. My hobbies are cooking and reading novels. My mother enjoys cooking. When I am on holiday, I like writing poems and walking. What about you?

Hello, my name is **Heloísa**. I come from Maputo. In my free time, I enjoy listening to African and American music. My mother likes basketball very much. My favourite singers are Neyo and Bruna Tatiana. When I am on holiday, I like taking rounds and travelling. What about you?



Hello, my name is **Vina**. I come from Nampula. I like basketball and football. When I am on holiday, I like listening to music. My dream is to learn how to play the guitar. My father likes football very much. He supports Muahivire. My favourite singer in Mozambique is Lizha James. What about you?

Hi, my name's **Aida**. I come from Xai Xai. My favourite sport is handball. My mother enjoys reading the Koran. When I am on holiday, I like watching horse riding contests on TV. What about you?



Important Vocabulary

Soap opera - novela

Snooker - bilhar

Swimming pool - piscina

Vocabulary

Choose the correct option.

A novel is a

Book

Film

Dictionary

Name

Taking photos is a

Sport

Hobby

c) Film

Enjoyment

Text Comprehension

Complete the table

Name	Comes from	Hobby / favourite sport	Parent's favourite leisure activity / sport	Activities in holidays
Gil				
Heloísa				
Vina				
Aida				
You				

Remember:

Present simple

Use:

To talk about customs

In Mozambique people have dinner at 8 o'clock in the evening.

To talk about habits and routines

I like watching horse riding contests on TV.

To describe something that is true for a long time

I come from Xai Xai.

Forms:

Negative

He doesn't live in Beira

Question/Interrogative

Do they live in Inhambane?

Present continuous

You form the present continuous with "be + present participle (-ing). You use the contracted form in spoken and informal written English.

<p>Affirmative</p> <p>I'm (am) playing</p> <p>You / we / they're (are) playing</p> <p>He / she / it's (is) playing</p>	<p>Negative</p> <p>I'm not (am not) playing</p> <p>You / we / they (aren't) playing</p> <p>He / she / it isn't (is not) playing</p>
<p>Questions</p> <p>Am I playing?</p> <p>Are you / we / they playing?</p> <p>Is he / she / it playing?</p>	<p>Short answers</p> <p>Yes, I am. / No, I am not.</p> <p>Yes, you / we / they are. / aren't.</p> <p>Yes, he / she / it is. / isn't.</p>



ACTIVITIES

Grammar

Write correct sentences in the present simple.

e.g. enjoy / Mia Couto / writing / letters → Mia Couto enjoys writing letters.

1. at / basketball / we / school / to play → _____

2. to do / she / what? → _____

3. not / Siteo / in the evening / to go out → _____

4. French / she / to speak → _____

5. to enjoy / swimming / you? → _____

Rewrite the sentences using the present continuous.

e.g. English / we / have / now → We are having English now.

1. what / do / you / now / ? → _____

2. to / at the moment / listen / I / African music → _____

3. now / people / do / America / what / in / ? → _____

4. now / my / watch / on TV / brother / football → _____

5. a dictionary / Mapilele / read → _____

1.1.6. Writing

Write a short paragraph about your favourite hobby or sport.



FEEDBACK

Vocabulary

1 - a)2 - b)

3 - c)4 - d)

Comprehension

Name	Comes from	Hobby / favourite sport	Parent's favourite leisure activity / sport	Activities in holidays
Gil	Inhambane	Cooking and reading novels	Tennis	I like writing poems and walking.
Heloísa	Maputo	Listening to African and American music	Basketball	Taking rounds and travelling
Vina	Nampula	Basketball and football	Football	Listening to music
Aida	Xai Xai	Handball	Reading the Koran	Watching horse riding contests on TV
You				

Grammar

5.1. Present simple	5.2. Present continuous
<p>We play basketball at school. What does she do? Siteo doesn't go out in the evening. She speaks French. Mapilele reads a dictionary.</p>	<p>What are you doing now? I am listening to African music at the moment. What are people doing in America now? My brother is watching football on TV now. Mapilele is reading a dictionary.</p>

LESSON 2: WHEN I WAS A CHILD FOOTBALL WAS FOR BOYS



LEARNING OBJECTIVES

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



LESSON INTRODUCTION:

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



TIME:

Dear student,

In this lesson, you will spend 12 hours.

1.2.1. Pre-reading

1. Are there any sports that are only suitable for girls and others are only for boys?

Reading

Read the text.

Hello, my name's Helena Mahira Hira. I come from Niassa. I'm 45 years old. I'm going to tell you about sports and games I played when I was a teenager like you. Girls were only allowed to play "light sports", I mean sports that do



not demand much strength and are not violent. These sports included skipping, walking and playing a traditional game called "muravarava". We played these sports during rain seasons. Because it was cold, we played these sports to keep ourselves warm!

Boys played football, karate, volleyball, handball, boxing and athletics. These were supposed to be dangerous for us. When I became a police officer, I practice all of them. I am very happy that my female grandchildren play football and boxing. What about you? What sports and hobbies do you play in your school?

Important vocabulary:

Teenager – adolescent

Grandchildren - netos

Female - alguém do sexo feminino

Vocabulary

Which word doesn't belong to the group?

police officer / detective / secretary / computer

baby / child / milk / boy

football / volleyball / hockey / taking photos

watching TV / skipping / cooking / listening to music

Comprehension

Read the text again and answer the questions according to the Text above.

Where does Ms. Helena Mahira Hira come from?

How old is Ms. Mahira Hira?

Did men and women play the same sports when she was a teenager?

What sports were appropriate for boys?

Why is Ms. Helena happy now?

Remember:

Interrogative

Be (am/are/is) / (was/were) + subject

Is he doing his homework?

Are you Mozambican?

Do/does + subject + main verb

Was he at home yesterday?

Do you like cassava?

Be (am/are/is) / (was/were) + subject
+ main verb with ing – form

Have/has + subject + got

Have you got classes today?



ACTIVITIES

Grammar

Make questions to the following statements.

e.g. Joana is staying at Polana hotel. → Is Joana staying at Polana Hotel?

1. Machava Stadium is in Matola 700. → _____

2. Girls are good at karate in my school. → _____

3. Richard Baulane is looking for Halima. → _____

4. Big John was in Massinga. → _____

5. Muciva is playing tennis. → _____

2.5.2. Complete the spaces using the adverbs and prepositions of time given in the box.

last / in / at / on / ago / recently

e.g. Lizha James released "Nita Mukuma Kwini" in 2007.

1. Lizha James sings at this club _____ Tuesday.

2. The show is _____ 6:30 pm.

3. Fina visited Manjacaze six months _____.

4. Lizha James visited the USA _____.

5. Paula celebrated her birthday _____ Monday.



FEEDBACK

Vocabulary

Taking photos; 2. Skipping; 3. Talking photos; 4. Skipping

Comprehension

Ms Helena Mahira Hira come from Niassa.

Ms. Mahira Hira is 45 years old.

No, they didn't.

Boys played football, karate, volleyball, handball, boxing and athletics.

Ms. Helena is happy now because her female grandchildren play football and boxing.

Grammar

Is Machava Stadium in Matola 700?

Are girls in my school good at karate?

Is Richard Baulane looking for Halima?

Was Big John in Massinga?

Is Muciva playing tennis?

1. on; 2. at; 3. ago; 4. recently; 5. Last

LESSON 3: SCHOOL GAMES



LEARNING OBJECTIVES

At the end of this lesson you should be able to report a sports event.



LESSON INTRODUCTION:

Dear student, in this lesson you will be presented the following: 1.3.1. Pre-reading; 1.3.2. Reading; 1.3.3. Vocabulary; 1.3.4. Comprehension; 1.3.5. Grammar; 1.3.6. Writing.



TIME:

Dear student,

In this lesson you will spend 2 hours.

Pre-reading

Have you ever been to a sport event?



Reading

Read the text.

Hello, my name's Mafunga. I'm a Physical Education teacher. Let me tell you about the school games we went to in Quelimane in 2007. School games are unique opportunities for students from all

over the country to meet and share their social and academic lives.

The ceremony started with a group of children doing gymnastics. It was beautiful, very beautiful. Then, the president opened it. In his speech he stressed the importance of school games:



"The objective of these games is to unite children from all over Mozambique. With these games you can meet children from other provinces and take this chance to share your experiences with them. Enjoy your stay. Don't worry about the games' results..."

The five days in Quelimane were a wonderful experience for my students and me. My province didn't win any prize but we enjoyed our stay and exchanged experiences. As the president said, the main objective was not to win prizes, but to compete and share experiences. We enjoyed Quelimane!

Important vocabulary

Share - partilhar

Exchange - troca

1.3.3. Vocabulary

Match the words to their definitions

Physical Education

A person who wins something

Prize

Something you receive after a victory

Referee

A school subject

Winner

A person who controls rules in a game

Comprehension

Summarize the text completing the sentences below.

Mr Mafunga is a _____.

Mr Mafunga went to _____ in 2007.

Mr Mafunga spent _____ days in Quelimane.

The objectives of the school games were not just to win but _____.

Manica didn't _____.

Remember:

Question tags

If the main part of the sentence is positive, the question tag is negative ...

He is British, **isn't he?**

She knows a lot of people, **doesn't she?**

If the main part of the sentence is negative, the question is positive.

You aren't at school, **are you?**

They don't drink alcohol, **do they?**



ACTIVITIES

Grammar

Make questions tags for the following statements.

e.g. you are not Nigerian, are you?

1. He's not coming, _____?

2. Maria doesn't speak English, _____?

3. You've been to London, _____?

4. She plays tennis, _____?

5. I'm fine, _____

Writing

Write a report about a sport event you have been to or heard about it.



FEEDBACK

Vocabulary	Comprehension	Grammar
Physical Education → a school subject	1. Physical Education teacher	1. Is he?
Prize → something you receive after a victory	2. Quelimane	2. Does she?
Referee → a person who controls rules in a game	3. five	3. Haven't you?
Winner → a person who wins something	4. to compare and share experiences.	4. Doesn't she?
	5. Win	5. Aren't I?

LESSON 4: TICO TICO, MY FAVOURITE FOOTBALL PLAYER



LEARNING OBJECTIVES

At the end of this lesson you should be able to write a biography.



LESSON INTRODUCTION:

Dear student, in this lesson you will be presented the following: 1.4.1. Pre-reading; 1.4.2. Reading; 1.4.3. Vocabulary; 1.4.4. Comprehension; 1.4.5. Grammar; 1.4.6. Writing.



TIME:

Dear student,

In this lesson, you will spend 2 hours.

Pre-reading

Who is your favourite football player?

Reading

Read the text.

Hello, this is Heloísa, I am going to tell you about my favourite football player Tico Tico.

Manuel Bucuane, or simply Tico Tico, was born in Maputo on 16th August, 1973. He is a striker. He started his sport



This picture was taken from the internet: www.google.com

career in Desportivo de Maputo in 1994. Because of his talent, he was called to join Estrela da Amadora, a team in Portugal. While in Portugal, Tico Tico played for Estrela and Mozambique as well. Tico Tico returned to Mozambique in 1995 and joined Desportivo again. If he shoots it is always a goal...

Tico Tico played for Jomo Cosmos, a South African Team, from 1996 to 2000, and after that he spent one year playing for Tampa Bay Mutiny. Tico Tico returned to his South African favourite team, Jomo Cosmos, where he played from 2000 to 2003.

Tico Tico also played for the Super sport United, a South African football team, from 2007 until today.

Whenever our national team (Mambas) plays, Tico Tico is the captain. I think Tico Tico is better than Ronaldinho. The difference is that Ronaldinho plays in Europe and Tico Tico plays in South Africa.

Vocabulary

Match the correct translation of the words:

Striker	Falhar
Sports career	Avançado/atacante
Shoot	Rematar
Miss	Carreira desportiva

Comprehension

Complete the table using information from the text:

Full name	
Nickname	
Birthplace	
Year of birth	
Position he plays in the team	

Remember:

Comparative degree of adjectives

For short adjectives:

You add -er to most adjectives. (Adjective+er)

Cold – colder

You add -r to adjectives ending in -e

Large – larger

You add -ier to adjectives ending in -y

Happy – happier

You double the final consonant and add -er to adjective of one syllable ending in a vowel and a consonant.

Hot – hotter

You use more for the comparative of long adjectives

Expensive – more expensive

Some adjectives have irregular comparative forms.

Good – better

Bad – worse

NOTE: You use a comparative + than when you compare two things which are different. Tico Tico is better than Ronaldinho.



ACTIVITIES

Grammar

Rewrite the sentences making comparisons.

e.g. Maninho / good / Luisinho → Maninho is better than Luisinho.

1. Aidar / fast / Ilídio → _____

2. Chauria / intelligent / Bacarito → _____

3. Desportivo's football pitch / big / Nova Alianca's → _____

4. Antique / slow / Malique → _____

5. Norte Jazz / famous / A Vitória do Zimbabwe → _____

Writing

Write a biography of a sport person you heard about or like a lot. This sport person can be alive or dead. Your biography should include his or her:

Full name, nickname, birthplace, year of birth, his/her team, position he/she plays in the team and its duration.



FEEDBACK

Vocabulary

Striker → avançado/atacante

Shoot → rematar

Sport career → carreira desportiva

Miss → falhar

Comprehension		Grammar
Full name	Manuel Bucuane	1. Aidar is faster than Ilídio.
Nickname	Tico Tico	2. Chauria is more intelligent than Bacarito.
Birthplace	One6 th August	3. Desportivo's football pitch is bigger than Nova Aliança's.
Year of birth	One973	
Position he plays in the team	Captain	

LESSON5: FILMS AND PLAYS EDUCATE PEOPLE, SAYS GIL MULANDEZA



LEARNING OBJECTIVES

At the end of this lesson you should be able to describe a play or a film and to summarize a book.



LESSON INTRODUCTION:

Dear student, in this lesson you will be presented the following: 1.5.1. Pre-reading; 1.5.2. Reading; 1.5.3. Vocabulary; 1.5.4. Comprehension; 1.5.5. Grammar; 1.5.6. Writing.



TIME:

Dear student,

In this lesson, you will spend 2 hours.

Pre-reading

What film or play have you watched recently?



Reading

Read the text.

Gil Mulandeza is a lecturer at Eduardo Mondlane University. Here he talks to Alexandre Matsimbe, a radio journalist, about genres of films and plays.

Journalist: Dr. Mulandeza, what's the difference between a film and a play?

Dr. Mulandeza: Well, you watch a film at the cinema, on TV or on a computer. A play is a live performance.

Journalist: What is the importance of films and plays for the public?

Dr. Mulandeza: Well, a message that would take long time to pass could take only ten minutes to be understood in a play or a film.

Journalist: Thank you very much for your time, Dr. Mulandeza.

Important vocabulary

Lecturer – docente universitário

Genres – género

Vocabulary

Complete the spaces using the words in brackets (laugh, hall, cinema, and playhouse)

1. You watch a film in a _____
2. You see a play in a _____
3. You can play basketball in a _____
4. Comedy films make people _____

Comprehension

Say whether the following statements are true or false.

1. Dr. Mulandeza lives and works in Durban. _____
2. Actors are only women. _____
3. Plays and films can be used to pass important message. _____

Remember:

Adverbs of frequency

They go between the subject and the verb (subject + adverb of frequency + verb).

I never get up early

Exception: after the verb to be (subject + verb to be + adverb of frequency).

I am never sad.

Adverbs of manner

Usually add – ly or – ily to the adjectives to form adverbs of manner:

Sad + ly = sadly

When the adjective ends in consonant + y, you delete y, then you add – ily after the adjective.

Heavy – heavily

Some are irregular

Good → well



ACTIVITIES

Grammar

5.1. Make your own sentences using adverbs of frequency: always, sometimes, often, never.

e.g. get up early → I never get up early.

1. have lunch in a restaurant → _____

2. have a shower → _____

3. go to school by plane → _____

4. visit friends → _____

Transform the adjectives given into adverbs of manner and write your own sentences.

e.g. slow → Magaiza works slowly.

1. fast → _____

2. terrible → _____

3. successful → _____

4. happy → _____

5. gentle → _____

Writing

Read one of the Mozambican book writers and make a summary. Your summary should include the following:

What is the book about, what is the title of the book, when was this book published, who is the writer of the book, where was this book published, what is the name of the publisher, who are the main characters of the book and what is the book about?



FEEDBACK

Vocabulary 3.1. → cinema 3.2. → playhouse 3.3. → hall 3.4. → laugh	Comprehension 1. False 2. False 3. True
Grammar	
5.1. Adverbs of frequency 1. I sometimes have lunch in a restaurant. 2. I always have shower. 3. I never go to school by plane. 4. I often visit friends.	5.2. Adverbs of manner 1. John drives fast. 2. Magaia is terrible. 3. She passed the exam successful. 4. She was reading happily. 5. I speak gently.

LESSON 6: REVISIONS (TEST YOURSELF)



LEARNING OBJECTIVES

At the end of this lesson you should be able to take into account the use of the present simple and present continuous, adverbs, comparatives of adjectives, interrogative form and question tags.



LESSON INTRODUCTION:

Dear student, in this lesson you will be presented the following: 1.6.1. Pre-reading; 1.6.2. Reading; 1.6.3. Vocabulary; 1.6.4. Comprehension; 1.6.5. Grammar; 1.6.6. Listening.



TIME:

Dear student,

In this lesson, you will spend 2 hours.

Pre-reading

What do you know about Mia Couto and Ronaldinho?

Reading

Read the texts.



WHAT DO YOU KNOW ABOUT THESE PEOPLE?



These pictures were taken from the internet: www.google.com

Full name: António Emílio Leite Couto	Full name: Ronaldo de Assis Morreira
Date of birth: July 7, 1955	Nickname: Ronaldinho
Place of birth: Beira	Date of birth: March 21, 1980
Nickname: Mia	Place of birth: Porto Alegre, Brazil

Comprehension

Read the texts and complete the table.

	Mia Couto	Ronaldinho
Full name		
Birthplace		
Date of birth		
Age this year		

Vocabulary

Complete the table using three words related to the topics given.

Sport	Entertainment	Hobbies	Leisure



ACTIVITIES

Grammar

Write correct sentences

are / writing / now / in English / we → _____

slowly / Matola / his / drives / car → _____

? / doesn't / she / football / plays / Neninha → _____

Makoka / faster / runs / Filo / than → _____

player / ? / is / father / a / football / your → _____

These sentences are all wrong. Correct them.

Madina comes from Cuamba, didn't she? → _____

Where are you live? → _____

Chingale de Tete is good this year than two years ago. → _____

I am terrible sorry about your situation. → _____

Look, Manuela cooks rice now. → _____

Listening

Listen carefully then organize this lyric so that you may have "Bryan Adams' lyric – Have you ever loved a woman" in order.

..... 2. 3. 4. 5. 6.

When you love a woman

You tell her that she's a really wanted

When you love a woman you tell her that

She's the one

'cuz she needs somebody

To tell her that you'll always be together

So tell me have you ever really

Really, really ever loved a woman?

Oh

A. To really love a woman, let her hold you

Til' you know how she needs to be touched

You've gotta breathe her, really taste her

Til' you can feel her in your blood

An' when you can see your unborn children

In her eyes

You know you really love a woman

B. You've got to give her some faith, hold her

Tight

A little tenderness, you gotta treat her right

She will be there for you, takin' good care

Of you

You really gotta love your woman, ya

C. And when you find yourself lyin' helpless in

Her arms

You know you really love a woman

D. When you love a woman you tell her

That she's really wanted

When you love a woman you tell her that

She's the one

'cuz she needs somebody to tell her

That it's gonna last forever

So tell me have you ever really

Really, really ever loved a woman?

Yeah

E. You tell her that she's really wanted

When you love a woman you tell her that

She's the one

'cuz she needs somebody

To tell her that it's gonna last forever

So tell me have you ever loved a woman?

Yeah

Just tell me have you ever really

Really, really, ever loved a woman?

Oh

Just tell me have you ever really

Really, really, ever loved a woman?

F. To really love a woman

To understand her - You gotta know her

Deep inside

Hear every thought - see every dream

And give her wings when she wants to fly

Then when you find yourself lyin' helpless

In her arms

You know you really love a woman



FEEDBACK

Comprehension

	Mia Couto	Ronaldinho
Full name	António Emílio Leite Couto	Ronaldo de Assis Moreira
Birthplace	Beira	Brazil
Date of birth	July 7, 1955	March 21, 1980
Age this year	62	37

Vocabulary

Sport	Entertainment	Hobbies	Leisure
Basketball	Films	Reading novels	Listening to music
Football	Movies	Swimming	Playing the guitar
Snooker	Music	Cooking	Riding the bicycle

Madina comes from Cuamba, doesn't she?

Where do you live?

Chingale de Tete is better this year than two years ago.

I am terribly sorry about your situation.

Look, Manuela is cooking rice now.

Grammar

6.5.1. Write correct sentences

These sentences are all wrong. Correct them.

We are writing English now.

Matola drives his car slowly.

Neninha plays football, doesn't she?

Makoka runs faster than Filo.

Is your father a football player?

1.6.6.Listening

1.G

2.E

3.B

4.A

5.C

6.D

7.F

UNIT 1. REVIEW (TEST YOURSELF)

Dear student,

Here is the list of exercises to test yourself in this UNIT 1. After you have these exercises done move back to the correspondent lesson *feedback* to check your answers. If you have more than 75% of the correct answers, congratulations, and if not, go back and do it again.

ACTIVITY 1. CHOOSE THE CORRECT OPTION.

1. A novel is a
 - a. Book
 - b. Dictionary
 - c. Film
 - d. Name
2. Taking photos is a
 - a. Sport
 - b. Hobby
 - c. Film
 - d. Enjoyment
3. A novel is a
 - a. Book
 - b. Dictionary
 - c. Film
 - d. Name
4. Taking photos is a
 - a. Sport
 - b. Hobby
 - c. Film
 - d. Enjoyment

ACTIVITY 2. COMPLETE THE TABLE USING THREE WORDS RELATED TO THE TOPICS GIVEN.

Sport	Entertainment	Hobbies	Leisure

ACTIVITY 3. WRITE CORRECT SENTENCES.

1. police officer / detective / secretary / computer
2. baby / child / milk / boy
3. football / volleyball / hockey / taking photos
4. watching TV / skipping / cooking / listening to music

ACTIVITY 4. WHICH WORD DOESN'T BELONG TO THE GROUP?

1. police officer / detective / secretary / computer
2. baby / child / milk / boy
3. football / volleyball / hockey / taking photos
4. watching TV / skipping / cooking / listening to music

ACTIVITY 5. WRITE CORRECT SENTENCES.

1. are / writing / now / in English / we → _____
2. slowly / Matola / his / drives / car → _____
3. ? / doesn't / she / football / plays / Neninha → _____
4. Makoka / faster / runs / Filo / than → _____
5. Player / ? / is / father / a / football / your → _____

ACTIVITY 6. MATCH THE WORDS TO THEIR DEFINITIONS.

1. Physical Education

2. Prize
3. Referee
4. Winner
- a. A person who wins something
- b. Something you receive after a victory
- c. A school subject
- d. A person who controls rules in a game

ACTIVITY 7. THESE SENTENCES ARE ALL WRONG. CORRECT THEM.

1. Madina comes from Cuamba, didn't she? → _____
 2. Where are you live? → _____
 3. Chingale de Tete is good this year than two years ago. → _____
 4. I am terrible sorry about your situation. → _____
- Look, Manuela cooks rice now. → _____

ACTIVITY 8. MATCH THE CORRECT TRANSLATION OF THE WORDS:

1. Striker
2. Sports career
3. Shoot
4. Miss
- a. Falhar
- b. Avançado/atacante
- c. Rematar
- d. Carreira desportiva

ACTIVITY 9. COMPLETE THE SPACES USING THE WORDS IN BRACKETS (LAUGH, HALL, CINEMA, AND PLAYHOUSE)

1. You watch a film in a _____
2. You see a play in a _____
3. You can play basketball in a _____
4. Comedy films make people _____

2 UNIT2: HELPING OUR PLANET



UNIT INTRODUCTION:

Dear student,

In this Unit of Module Three, you will learn about 'Helping our planet', which contains 6 lessons: Lesson 1: Inhambane is flooded again; Lesson 2: The environment is our, let us protect it; Lesson 3: Use and preserve the environment; Lesson 4: Oil from the factory pollutes the community; Lesson 5: What is desertification? Lesson 6: Revisions and Test yourself.



TIME:+

Dear student,

For this unit you will need 12 hours of study.

AUXILIARY MATERIALS

Audiovisual aids, books, handouts...

LESSON1: INHAMBANE IS FLOODED AGAIN



LEARNING OBJECTIVES

At the end of this lesson, you should be able to talk about natural disasters and write tips on how to preserve the environment.



LESSON INTRODUCTION:

Dear student, in this lesson you will be presented the following: 2.1.1. Pre-reading; 2.1.2. Reading; 2.1.3. Vocabulary; 2.1.4. Comprehension; 2.1.5. Grammar; 2.1.6. Writing.



TIME:

Dear student,

In this lesson, you will spend 2 hours.

Pre-reading

Why do we have floods?

Reading

Read the text.

Inhambane city, especially Chalambe, Muele and Mafurreira communities, is flooded again. The floods of 2000 had already affected these communities.

WHY ARE THESE COTTAGES ALWAYS FLOODED?



Dr. Macaringue told us: "When you cut a tree or kill an animal, you are causing problems for yourself. In Chalambe, Muele and Mafurreira, there were trees in 1980's, but people cut them to get money for living or to build their houses. These trees protected the soil, but now because there are no more trees, when it rains, water runs straight to the houses and they get flooded."

FLOODS CAUSE MALARIA AND CHOLERA



"We have more than 50 patients suffering from malaria and ten admitted last night because of cholera," said Dr. Falezia Macuacua. "As a doctor I recommend people to wash their vegetables very well before eating them. They should use mosquito nets and dump all the pools they have in their home area."

Important vocabulary

Flood – cheia

Cottage – habitação

Dump - esvaziar

Soil - solo

Vocabulary

Circle the words that have to do with environment.

Clothes

CD

Droughts

Erosion

Floods

Rivers

Pollution

Desertification

Comprehension

Read the text again and say whether the following statements are true (T), false (F) or probable (P).

Inhambane city is flooded. _____

There will be more rain in Inhambane. _____

Dr. Macaringue knows a lot about floods and environment problems. _____

These floods were partially provoked by the people who live there. _____

When people cut trees they knew the consequences. _____

Cholera and malaria can be caused by floods. _____

Remember:

Future simple

We use **will** to talk about the future: to say what we believe will happen. (Hopes and expectations).

The weather **will be** worse next week.

Structure: will + infinitive of the main verb



ACTIVITIES

Grammar

Rewrite the sentences using future simple.

e.g. in / play / Desportivo / next weekend / → Desportivo will play in Matengula next week.

in 20 years' time / hotter / the world / be → _____

flooded / affect / ? / Cabo Delgado / one day → _____

rain / next March / it / a lot → _____

2.1.6. Writing

Write down ten tips on how to preserve the environment. Think about what you can do at school, at home and in your community.



FEEDBACK

Vocabulary	Comprehension	Grammar
Erosion	1. T	In 20 years' time the world will be hotter.
Pollution	2. T	Will floods affect Cabo Delgado one day?
Floods	3. T	It will rain a lot next March.
Droughts	4. T	
Rivers	5. P	
Desertification	6. T	

LESSON 2: THE ENVIRONMENT IS OUR, LET US PROTECT IT



LEARNING OBJECTIVES

At the end of this lesson, you should be able to talk about natural disasters and write tips on how to preserve the environment.



LESSON INTRODUCTION:

Dear student, in this lesson you will be presented the following: 2.2.1. Pre-reading; 2.2.2. Reading; 2.2.3. Vocabulary; 2.2.4. Comprehension; 2.2.5. Grammar; 2.2.6. Writing.



TIME:

Dear student,

In this lesson, you will spend 2 hours.

Pre-reading

What do people do to protect the environment?

Reading

Read the text.

Read this interview with Dr. Manecas Mapilele, who works for the provincial Directorate of Environment.



Alexandre Matsimbe: What is the environment, Dr. Mapilele?

Dr. Mapilele: Well, the environment is everything around us. I am talking about the air, water and land in which people, animals and plants live.

Alexandre Matsimbe: Why is the environment important for us?

Dr. Mapilele: What we eat or breath comes from the environment; that is why we should protect it. For example, you should protect animals in danger of extinction, avoid cutting trees and burning bushes, you shouldn't pollute the air or water, etc. if you do these things, the environment will thank you...

Alexandre Matsimbe: Which animals are in danger of extinction? Dogs, for instance, are they in danger?

Dr. Mapilele: Well, animals in danger of extinction are animals of which only a few exist. The number of these animals is very small. So, the world is protecting them so that nobody kills them. These animals include, for example, the marine turtle, the white tiger, the dolphin, the dugong, the white goat, the whale, the kangaroo and the penguin.

Alexandre Matsimbe: What happens if you kill these animals?

Dr. Mapilele: The Mozambican government will punish people who don't obey these protection laws. These laws vary from imprisonment to heavy fines. Last month we caught ten people who were stealing turtle eggs. They will be spending the next four years in prison...

Alexandre Matsimbe: Well, everybody should do something for the environment. When you cut a tree, you should think about the consequences of cutting it. When you kill animals or go fishing, think about what will happen in 200 years' time. Protect the environment today, so that your grandchildren will have a healthy place to live in the future. These are people who go fishing using mosquito nets. They take everything out from the water. It is not good for the environment...

There are also people who build their houses on the dunes. Houses on the dunes cause erosion.

Alexandre Matsimbe: Thank you Dr. Mapilele, for your time.

Dr. Mapilele: Don't mention it, pay me a visit any time!

Important vocabulary

Directorate – direcção

So that – para que

That is why – é por isso que

Dugong – dugongo

Vocabulary

Complete the table using the information given in brackets.

(cutting trees, using poison for fishing, setting fire, using insecticide, hunting every day, planting trees, killing animals when is necessary).

Good environment practices	Bad environment practices

Comprehension

Read the text again and summarize it by completing the gaps.

Alexandre Matsimbe is a(1)_____. One day, he went to (2) _____ to interview Dr. Mapilele. Dr. Mapilele is an (3) _____. According to Dr. Mapilele, the environment is (4) _____, because (5) _____. There are some animals in danger of extinction. Here are three of them: (6) _____, (7) _____ and (8) _____. It is illegal to hunt or kill these animals. If you are

found killing, hunting or cutting trees you will (9) _____. It is a crime to do things against the law. Ten people (10) _____. When people use mosquito nets for fishing, they (11) _____. It's a shame, let's protect our environment!

Remember:

Future continuous

We use will + ing form of the main verb to talk about plans and promises.

They **will be spending** their holidays at Gorongosa.

Structure: will + -ing form of the main verb



ACTIVITIES

Write five sentences of your own using the future continuous.

e.g. I will be spending the next four weeks in Mascarenhas.

Writing

Write down five tips on how to preserve the environment. Think about what you can do at school, at home and in your community.



FEEDBACK

Vocabulary	
Good environment practices	Bad environment practices
<i>Using insecticides</i>	<i>Cutting trees</i>
<i>Planting trees</i>	<i>Using poison for fish</i>
<i>Killing animals when is necessary</i>	<i>Setting fire</i>
	<i>Hunting every day</i>
Comprehension	
<ol style="list-style-type: none">1. Journalist2. The Provincial Directorate of Environment.3. Environmentalist4. Everything around us5. What we eat and breathe comes from the environment6. Martine turtle, the white tiger, the dolphin7. The penguin8. Be spending the next four years in prison9. Were caught last week stealing turtle eggs10. Take everything out from the water	

At the end of this lesson you should be able to talk about activities that are good or bad for the environment.

LESSON 3: USE AND PRESERVE THE ENVIRONMENT



LESSON INTRODUCTION:

Dear student, in this lesson you will be presented the following: 2.3.1. Pre-reading; 2.3.2. Reading; 2.3.3. Vocabulary; 2.3.4. Comprehension; 2.3.5. Grammar.



TIME:

Dear student,

In this lesson, you will spend 2 hours.

Pre-reading

What activities should be done to preserve the environment in the area where you live?

Reading

Read the text.



Hello, this is Heloísa again. I went to spend my holiday in Gorongosa last year. What I saw there was very interesting. They preserve the environment in a sustainable way. In Gorongosa you can find lions, monkeys, rabbits, wild chickens, and tortoises, all moving freely. People are not forbidden to eat those animals, but they can only

kill them when it is necessary to do so.

Local people raise domestic animals. When they need meat they slaughter their domestic animals and eat them. People that lived on hunting animals are now doing different things: some do business, and others do artwork to sell... some

years ago, they hunted animals every day, because they didn't know how to preserve food. Nowadays, they know how to do it.

Children learn in schools how to preserve the environment. Each student plants a fruit tree at the beginning of the school year. These fruit trees produce air that the community needs to breath, children eat the fruits and the local community needs to breath, children eat the fruits and the local community uses the branches to make firewood or coal to prepare their food...

The community leader, Mr. Guenja, does not allow people to dig or make holes anywhere because it causes erosion. When they build their houses, they leave some water channels so that, when it rains, water doesn't cause floods.

Important vocabulary

Sustainable - sustentável

Slaughter –degolar

2.3.3. Vocabulary

Which word does not belong to the group?

- | | | | |
|-------------|--------|---------|---------------|
| 1. lion | pigeon | monkey | leopard |
| 2. mountain | river | lake | swimming pool |
| 3. preserve | kill | educate | plant |

Comprehension

According to the text above answer the questions.

Where did Vina spend her holiday?

What interesting thing did she see in Gorongosa?

What animals can you find in Gorongosa?

Can people eat rabbit whenever they want?

What do children learn in their school?

Why does the community leader forbid people to dig or make holes?

Remember:

Connectors

Connectors	Use	Connectors	Use
But, although	<i>Contrast</i>	When	<i>In questions After an expression of time to mean on which or at which</i>
Because	<i>Reason</i>	After/before	<i>Following/preceding something in time</i>
Also, either	<i>Addition</i>	Too	<i>To emphasize something (usually placed after a clause)</i>
As	<i>Compare</i>	Either	<i>To show a choice of two things To state a feeling or a situation</i>

Grammar

Complete the sentences using the following connectors.

but

because

Although

also

as

after

too

either

before

Mambas played very well, _____ they lost.

Maxaquene won in Maputo and in Tete _____.

I like Chingale _____ I come from Tete.

_____ 2007, I was living in Pemba Metuge.

Manuela doesn't like fish and Paulo doesn't like fish _____.

I will see you _____ the ceremony.

_____ English is a very simple subject many people fail.

Maradona _____ speaks English.

_____ you know, many Mozambicans speak more than three languages.

_____ you come to visit, bring my CDs.



FEEDBACK

Vocabulary	Comprehension	Grammar
Pigeon Mountain Kill	Heloísa spent her holiday in Gorongosa. They preserve the environment in a sustainable way. In Gorongosa you can find lions, monkeys, rabbits, wild chickens, and tortoises, all moving freely. No, they can't, because they can only kill them when it is necessary to do so. Children learn in schools how to preserve the environment. Because it causes erosion.	But Too Because Before Either After Although Also As When

LESSON 4: TOPIC: OIL FROM THE FACTORY POLLUTES THE COMMUNITY



LEARNING OBJECTIVES

At the end of this lesson you should be able to make a list of activities that pollute the environment.



LESSON INTRODUCTION:

Dear student, in this lesson you will be presented the following: 2.4.1. Pre-reading; 2.4.2. Reading; 2.4.3. Vocabulary; 2.4.4. Comprehension; 2.4.5. Grammar; 2.4.6. Writing.



TIME:

Dear student,

In this lesson, you will spend 2 hours.

Pre-reading

What pollutes the environment?

Reading

Read the text.

An oil factory in Angoche district pollutes Inguri community

Oil is made from coconuts. According to the local residents, the lives of people have changed a lot since the opening of this oil factory.



The first person who spoke to was Maimuna Mucussete, 42, born and raised in Inguri, who said: *"When they transform coconuts into oil, the workers make so much noise that we cannot sleep at night."*

Another interviewee was Manuel Selemane: *"What I don't like is the smell that comes out of the factory. At 7:30 a.m. the smell makes me vomit"* and he

continued *"When it rains, the water carries litter from the factory into our wells, which provokes many diseases after the rain,"* concluded Selemane.

Nina, a student from the local school, says: *"My brother told me that he thinks that people here cough because of the smoke from the factory."*

"Pollution should be one of our biggest concerns," says Dr. Nunes Alberto, senior lecturer at Pedagogic University, a specialist in environmental studies. He talked about pollution and its consequences.

According to Dr. Alberto, pollution is the process of making air and water dangerously dirty and not suitable for people to use. For example, air can be polluted by smoke, chemicals, etc., and water can be polluted by poisoning.

Important vocabulary

Interviewee –entrevistado(a)

Vocabulary

Complete the sentences using your own words.

1. Oil comes from _____
2. A well is a place where people fetch _____
3. Smoke can pollute the _____

4. An environmentalist is a person who

Comprehension

Read the text again and say whether the following statements are true, false or not mentioned.

Inguri community pollutes the factory. _____

Oil always comes from coconuts. _____

The lives of people in Inguri changed for the better with the oil factory.

People who live in Inguri community don't sleep at night.

Maimuna Mucussete comes from Angoche. _____

Manuel Selemene doesn't like the smell that comes from the factory.

After the rain, people catch some diseases. _____

Nina is sure that people cough because of the factory. _____

Nunes Alberto is a teacher at the local university. _____

There are many ways you can pollute the environment.

Remember:

Modals

Modals + infinitive without to

Must

Obrigaç o (dever, ter de)

We use must for obligations → E.g. We **must protect** the environment.

Should

(dever moral, necessidade, conselho)

We use should for advices → E.g. Pollution **should be** our concern.

Can

We use can for abilities, permissions and possibilities. → E.g. I **can** plant trees.

May

We use may for possibilities and permissions. → E.g. May we meet tomorrow?



ACTIVITIES

2.4.5. Grammar

Complete the spaces using the following words:

(can, should, shouldn't, mustn't, can't, may, must).

Shops _____ sell cigarettes to teenagers under 16.

Speak aloud. I _____ hear you.

If you want to lose weight, you _____ eat cold food.

There is a disco over there. You _____ go there.

People _____ watch the film, it is interesting.

There are animals that _____ live without water.

Tell me, _____ you memorise the names of Ten Chinese Rivers?

Writing

People pollute the environment in many different ways. Make a list of activities that pollute the environment.



FEEDBACK

Coconuts
 Water
 Environment
 Is an specialist in environmental studies

tes to teenagers under one6.

ou.

you mustn't eat cold food.

You should go there.

, it is interesting.

ive without water.

rise the names of Ten Chinese

1. False

2. True

3. False

4. True

5. True

6. True

7. True

8. True

9. Not mentioned

10. Not mentioned

Vocabulary

Comprehension

Grammar

LESSON 5: WHAT IS DESERTIFICATION?



LEARNING OBJECTIVES

At the end of this lesson you should be able to report the consequences of desertification.



LESSON INTRODUCTION:

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



TIME:

Dear student,

In this lesson, you will spend 2 hours.

Pre-reading

What pollutes the environment?

Reading

Read this interview with **dr. Matola** by **Vina**, a grade 9 student.



Vina: My Geography teacher asked our class to do a research on desertification. Can you help me, what desertification is?

dr. Matola: Well, desertification is usually caused by the lack of rain and lack of trees and water in rivers, lakes, etc. this happens in tropical areas where the weather is hot and it doesn't rain.

Vina: What are the consequences of desertification?

dr. Matola: The lack of trees poses the problem of lack of oxygen and water in the soil. Since in the desert there are no trees, there aren't many raw materials. There isn't enough food because there is no production.

Vina: What are the causes of desertification?

dr. Matola: There are many, but the majority is caused by men. One of them is cutting trees, another is bush burning.

Vina: How can we avoid desertification?

dr. Matola: We need to give environmental education to the local communities, in short assure their own survival...

Important vocabulary

Raw materials –matérias-primas

Assure – assegurar

In short – resumindo

Vocabulary

What words do you associate with desertification? Why?

Water

Camels

Flats

Floods

People

Ducks

Oxygen

Rivers

2.5.4.Comprehension

Read the text again and answer the questions.

1. What does Vina do?
2. Why is Vina interviewing Dr. Matola?

3. What are the causes of desertification?
4. What are the negative consequences of desertification?
5. How can we avoid desertification?

Writing

People pollute the environment in many different ways. Make a list of activities that pollute the environment.



FEEDBACK

Vocabulary	Comprehension
<p>Water, people and rivers, because it is usually caused by the lack of rain, trees and water in rivers.</p>	<ol style="list-style-type: none">1. Vina is a student.2. Because, Vina is doing a research on desertification.3. There are many causes, but the majority is caused by men. One of them is cutting trees, another is bush burning.4. The negative consequences of desertification are: the lack of trees poses the problem of lack of oxygen and water in the soil. Since in the desert there are no trees, there aren't many raw materials. There isn't enough food because there is no production.5. To avoid desertification we need to give environment education to the local communities, in short assure their own survival...

LESSON 6: GENERAL REVISION (TEST YOURSELF)



LEARNING OBJECTIVES

At the end of this lesson you should be able to take into account the use of the future simple, future continuous, modals (can, may, should, must), relative pronouns, connectors and should be able to design an educational poster informing people how to preserve the environment.



LESSON INTRODUCTION:

Dear student, in this lesson you will be presented the following: 2.6.1. Pre-reading; 2.6.2. Reading; 2.6.3. Vocabulary; 2.6.4. Comprehension; 2.6.5. Grammar; 2.6.6. Listening



TIME:

Dear student,

In this lesson, you will spend 2 hours.

Pre-reading

How can we fight floods?

How can we live in a world without erosion?

What is the best way of preserving animals in danger of extinction?

Reading

Read the text.

Don't throw away, recycle!



This picture was taken from the internet: www.google.com

Many years ago, people threw away many products just because they did not know that they could be recycled. Nowadays, recycling helps a lot in the sustainable use of natural and artificial resources.

Talking about my village, tree leaves are used to make manure to grow vegetables. We use tins to

make candle lights and children use them to make toys. We fill

plastic bottles with water from our river, then freeze it and sell it in the street. We use plastic bags to make purses and some people in my community make raincoats.

The sellers use papers to wrap peanuts, beans and other products, when the industries recycle papers, recycle plastic, bottles and other inorganic material, the number of trees cut to produce paper is reduced, the exploitation of mineral resources is also reduced.

Important vocabulary

Manure – estrume

Purses – porta-moedas

Wrap – embrulhar

Vocabulary (Match the words with their definitions).

1. Deforestation	a. The responsible use of natural resources
2. Desertification	b. Using products to make new similar ones
3. Erosion	c. The process of cutting trees
4. Recycling products	d. The soil becoming completely dry

5. Sustainable use	e. Gradual destruction of the soil
--------------------	------------------------------------

Comprehension

According to the Text above answer the questions.

1. What are the advantages of recycling?
2. How are tree leaves recycled in Gil's community?
3. What are tins used for after recycling?
4. What do they use to make raincoats?
5. What are the advantages if industries start recycling products?



ACTIVITIES

Grammar

Complete the sentences using the words in the box.

Will be, can, will be fighting, but, when, which, must, should, may

The world is beautiful, _____ people are destroying it.

_____ I offer you some juice, my dear?

People _____ respect environment laws, otherwise we will all die.

Felicidade _____ in Maputo next year.

_____ there are floods, we rescue children first.

Mapepa and Sinoia _____ next week.

A compass is an instrument _____ pilots use to guide them.

You _____ watch the weather forecast on TV every day.

_____ I help you, sir?

Write two sentences for each grammar item given below:

Relative pronouns

Connectors (but, too)

Listening

Listen to “Chris Brown’s lyric – Don’t judge me” and then complete the blank spaces with the missing words.

I 1 wanna go there

2 should there (damn)

3 wanna there?

4 ... guess ... gotta there

(Verse II) 5 hearing rumours about

6 can't stomach the thought

Of someone touching 7 body

When 8 so close heart

9 ... won't deny what saying

Because most of it is true

But it was all before I fell for you

(Chorus): 10

So 11

12 won't

Cause 13 ... could get ugly

14 gets

15

16 won't

17 if

Then let 18

Let it be beautifu-u-ul, let it be beautiful

Let it be beautifu-u-ul, let it be beautiful

Everything 19 right now

20 gonna used in another fight

21 I've been through many times

Can 22 change the subject?

You gonna start asking me questions like:

Was she attractive? Was she an actress?

23 the fact ...

24 hearing rumours about

25 saw some pictures online

Saying 26 got angry

Making 27 wish were blind

Before 28start talking crazy

Saying some things we'll regret

Can we just slow it down and press reset

(Damn).

You're beautiful

REPEAT = (Chorus):

Just let the past

Just let the past

And focus on things

That are gonna make us laugh

Take me as I am, not who I was

I promise I'll be, the one that you can trust

REPEAT = (Chorus):

Let it be 29 [x4]

Let it be 30 ay

Let it be 31 yeah, yeah, yeah

I 32 wanna baby (yeah)

We should 33 there.

1. wanna = want to - querer. 2. gonna = going to = irá, será, 3. gotta = have got to, have got a – ter que / ter um e/ou uma.

Difficult words:

Should=deveria.

Hearing rumours=ouvindo rumores.

Stomach=estômago, barriga, ventre.

Thought=pensamento, opinião.

Someone touching=alguém tocando.

Body=corpo

so close=tão perto.

heart=coração.

won't=não hei de...

most=muita/o, muitas/os.

true=verdade.

was=era, foi, fui.

ugly=feio, feia.

used in another fight=usado/a na outra luta.

many times=muitas vezes.

subject=assunto.

the fact=o facto.

saw=viu, viste.

angry=zangar, zangado.

were blind=fosse/ era cego.

regret=desgosto, remorso.

Damn=condenar, maldizer (droga! possas!).



FEEDBACK

Vocabulary	Comprehension
1. → c	1. Recycling helps a lot in the sustainable use of natural and artificial resources.
2. → d	2. Tree leaves are used to make manure to grow vegetables.
3. → e	3. Tins are used to make candle lights and children use them to make toys.
4. → b	4. They use plastic bags to make purses and some people in my community make raincoats.
5. → a	5. When the industries recycle papers, recycle plastic, bottles and other inorganic material, the number of trees cut to produce paper is reduced, the exploitation of mineral resources is also reduced.
	Listening
	1. Don't
	2. We...never go
	3. Why you...go
	4. I...I...go
	5. You're...me
	6. And you
	7. My
	8. You're... to my
	9. I...they
	10. So please baby
	11. So please don't judge me
	12. And I ...judge you
	13. It
	14. Before it... beautiful
	15. Please don't judge me
	16. And I... judge me
	17. And...if love me
	18. It be beautiful
	19. I say
	20. Is...be
	21. And...this so
	22. we
	23. Baby...is
	24. You're...me
	25. and
	26. They...you so
	27. You...you
	28. we
	29. beautiful
	30. beautiful
	31. beautiful
	32. Don't

UNIT 2. REVIEW (TEST YOURSELF)

Dear student,

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

ACTIVITY 1. CIRCLE THE WORDS THAT HAVE TO DO WITH ENVIRONMENT.

Clothes
Erosion
Pollution
CD
Floods
Desertification
Droughts
Rivers

ACTIVITY 2. COMPLETE THE SENTENCES USING YOUR OWN WORDS.

Oil comes from _____
A well is a place where people fetch

Smoke can pollute the _____
An environmentalist is a person who

ACTIVITY 3. WHAT WORDS DO YOU ASSOCIATE WITH DESERTIFICATION? WHY?

Water
People
Camels
Ducks
Flats
Oxygen
Floods
Rivers

ACTIVITY 4. COMPLETE THE SENTENCES USING THE WORDS IN THE BRACKETS. (WILL BE, CAN, WILL BE FIGHTING, BUT, WHEN, WHICH, MUST, SHOULD, MAY).

The world is beautiful, _____ people are destroying it.
_____ I offer you some juice, my dear?
People _____ respect environment laws, otherwise we will all die.
Felicidade _____ in Maputo next year.
_____ there are floods, we rescue children first.
Mapepa and Sinoia _____ next week.
A compass is an instrument _____ pilots use to guide them.
You _____ watch the weather forecast on TV every day.
_____ I help you, sir?

ACTIVITY 5. WRITE TWO SENTENCES FOR EACH GRAMMAR ITEM GIVEN BELOW:

Relative pronouns

Connectors (but, too)

ACTIVITY 6. COMPLETE THE TABLE USING THE INFORMATION GIVEN IN BRACKETS.

(cutting trees, using poison for fishing, setting fire, using insecticide, hunting every day, planting trees, killing animals when is necessary).

Good environment practices	Bad environment practices

ACTIVITY 7. MATCH THE WORDS WITH THEIR DEFINITIONS.

<ol style="list-style-type: none">1. Deforestation2. Desertification3. Erosion4. Recycling products5. Sustainable use	<ol style="list-style-type: none">a. The responsible use of natural resourcesb. Using products to make new similar onesc. The process of cutting treesd. The soil becoming completely drye. Gradual destruction of the soil
---	---

3

UNIT 3: DEVELOPING THE ECONOMY



UNIT INTRODUCTION:

Dear student,

In this Unit of Module Three, you will learn about 'Developing the Economy', which contains 3 lessons: Lesson one: There are not many wild animals in Moatize and you can get milk, butter, soap and oil from a cow; Lesson 2: We use more fertilizers now than before; Lesson 3: Revision and Test yourself.



TIME:+

Dear student,

For this unit you will need 6 hours of study.

AUXILIARY MATERIALS

Audiovisual aids, books, handouts...

LESSON 1: THERE ARE NOT MANY WILD ANIMALS IN MOATIZE



LESSON INTRODUCTION:

Dear student, in this lesson you will be presented the following: 3.1.1. Pre-reading; 3.1.2. Reading; 3.1.3. Vocabulary; 3.1.4. Comprehension; 3.1.5. Grammar; 3.1.6. Writing.

You can get milk, butter, soap and oil from a cow

At the end of this lesson you should be able to give information about crops and wild animals;

and be able to discuss about the importance of agriculture.



LEARNING OBJECTIVES



TIME:

Dear student,

In this lesson, you will spend 2 hours.

Pre-reading

When do you harvest and eat crops?

Reading

Read the text.

Teresa Muzazaila trains local community members on how to improve the raising of domestic animals and the industrial use of crops produced in Moatize. They grow crops



that they sell throughout the year. The common crops found in Moatize are: cassava, peanuts, watermelon, cucumber and beans.

The only wild animals she has seen in Moatize so far were: lions, hippopotamus, elephants and some gazelles. The local community also practices traditional fishing.

Important vocabulary

Crops – plantações

Throughout-durante todo

Vocabulary

Put the words under the correct heading. (pear, tomato, lemon, orange, onion, cabbage, mango, lettuce, banana).

Fruit	Vegetables

Comprehension

1. What does her work involve?
2. What crops can you find in Moatize?
3. Do you think that the wild animals mentioned in the text are the only ones found in Moatize?



ACTIVITIES

Grammar

Complete the spaces using the following prepositions of place and time.

In, at, on, between, opposite, behind, in front of

1. The plane is arriving _____ Tete city.
2. We eat mangoes _____ November.
3. I live _____ 53 Mavalane Avenue.
4. My uncle will arrive _____ Tuesday.
6. My house is _____ the market and the old apostolic church.
7. Sequefile Secondary school is _____ the market.

Remember:

Quantifiers

With Uncountable Nouns	With Countable Nouns	With Both
Much, little	Many, few,	A lot of, some

Complete the spaces using the following words in the box. Pay attention to countable and uncountable nouns to decide which quantifier you have to use.

Many, much, a lot of, few, little

I've got _____ friends living in Machipanda

Don't eat _____ salt. It is not good for your health.

How _____ rice do you need for the party?

There are _____ people learning English nowadays.

Very _____ children learn to write in Arabic in this community.

Writing

Write a short report about the importance of agriculture in Mozambique.



FEEDBACK

Vocabulary

Fruit	Vegetables
Pear, lemon, orange, mango, banana.	Tomato, onion, cabbage, lettuce.

Comprehension

1. Her work involves training local community members on how to improve the raising of domestic animals and the industrial use of crops produced in Moatize.
2. The common crops found in Moatize are: cassava, peanuts, watermelon, cucumber and beans.
3. No, I don't think so.

Grammar

Complete the spaces using the following prepositions of place and time.

1. The plane is arriving at Tete city.
2. We eat mangoes in November.
3. I live behind 53 Mavalane Avenue.
4. My uncle will arrive on Tuesday.
6. My house is between the market and the old apostolic church.
7. Sequefile Secondary school is in front of the market.

I've got many friends living in Machipanda

Don't eat little salt. It is not good for your health.

How much rice do you need for the party?

There are a lot of people learning English nowadays.

Very few children learn to write in Arabic in this community

1.5.2. Complete the spaces using the following words in the box. Pay attention to countable and uncountable nouns to decide which quantifier you have to use.

LESSON 2: TOPIC: WE USE MORE FERTILIZERS NOW THAN BEFORE



LEARNING OBJECTIVES

At the end of this lesson you should be able to write instructions on how to make the soil fertile.



LESSON INTRODUCTION:

Dear student, in this lesson you will be presented the following: 3.2.1. Pre-reading; 3.2.2. Reading; 3.2.3. Vocabulary; 3.2.4. Comprehension; 3.2.5. Grammar; 3.2.6. Writing.



TIME:

Dear student,

In this lesson, you will spend 2 hours.

Pre-reading

When do you harvest and eat crops?



Reading

Read this conversation between Namalha and Ms. Quiteria, an agrarian.

Namalha: What instruments did people use in agriculture and fishing in Mozambique 50 years ago?

Ms. Quiteria: We used and still use some traditional agricultural instruments (hoes, spades, rakes...) and the fishing was also different from the present one. People used fish hooks, homemade nets, poison, baits and cages...

Namalha: What about now?

Ms. Quiteria: We use modern instruments and practices (tractors, irrigating machines, seeds which are genetically modified, and about fishing, we now use ships with modern fishing nets and hooks. In addition Mozambique exports prawns, crayfish, crabs and red fish.

Namalha: Thank you very much for your time.

Ms. Quiteria: Don't mention it.

Important vocabulary

Hoes- enxadas

Rakes- ancinho

Baits – isca

Spades- pá, espada

Fish hooks- anzol

Cages – gaiola

Vocabulary

water

Cross out the word which does not belong to the group.

plant

irrigate

shoot

fish

lemon

crayfish

crabs

Comprehension

Read the text again and say whether the statements are true, probable or false.

Ms. Quiteria is employed.

Ms. Quiteria is more than 50 years old.

Mozambique imports red fish, crayfish, crabs and prawns.



ACTIVITIES

Grammar

Complete the text using the following sequence markers: **first, then, after that, before, finally, after.**

How to plant a lemon tree



The (1) _____ thing you need to do is to clean the soil. (2) _____, you look for some dry grass and spread it around the place where you want to plant it. (3) _____ you put some sand on the grass. (4) _____ you pour some water and leave for about two weeks. Sorry, (5) _____ you pour water, you need to check whether there are some big trees around, (6) _____ checking it, you (7) _____ plant it. Isn't it easy, my friend?

Writing

Write instructions on how to improve the fertility of the soil. Name all the necessary products.



FEEDBACK

Vocabulary

1. shoot

2. lemon

Comprehension

1. T

2. P

3. F

Grammar

(1) first

(3) after

(5) before

(7) finally

(2) then

(4) after that

(6) after

LESSON 3: REVISIONS

TEST YOURSELF



LEARNING OBJECTIVES

At the end of this lesson you should be able to take into account the use of the prepositions of place (at, on), quantifiers, as...as, and should be able to write about the importance of agriculture and fishing for the development of Mozambique.



LESSON INTRODUCTION:

Dear student, in this lesson you will be presented the following: 3.3.1. Pre-reading; 3.3.2. Reading; 3.3.3. Vocabulary; 3.3.4. Comprehension; 3.3.5. Grammar; 3.3.6. Writing.



TIME:

Dear student,

In this lesson, you will spend 2 hours.

Pre-reading

How do you preserve fish, meat and sugar cane in your community?

Reading

Read the text.

Why do we preserve food?



Cereals: For cassava and wheat, we first built a granary where we now keep dry cassava or wheat. With granary we keep birds and rats away from our cereals. There is another method we use for cassava. We peel it, put it to dry and keep it in sacks. When it is dry, we can make it into powder and use it for breakfast or other meals. We can also boil and eat it.

Fish and meat: in our community, we haven't got electricity or solar panels to freeze products, but we have different ways of preserving sea food. We boil fish and wrap it in banana leaves, and then we bury it in the place where we cook.



It can stay good to be eaten for about three months. Some people also smoke fish and keep it; the fish can also be salted to be eaten after a very long time.

The advantage of preserving food is that it helps us in the periods of droughts or floods.

Vocabulary

I like fruit specially _____, _____, _____ and _____.

I like wild animals specially _____, _____ and _____.

Fisher man use _____, _____ and _____.

Comprehension

Important vocabulary

Wheat – trigo

Granary – celeiro

1. Summarize and explain how people preserve food in Gilé.
2. Does Gilé have electricity?
3. How do they preserve fish?
4. Explain the advantages of preserving food, meat and fish.

Remember:

You use not as + adjective + as to make negative comparisons.

E.g. Golf is not as dangerous as motor racing.

You use more + adjective + than to make positive comparisons.

E.g. Magumba is more delicious than carapau.

Grammar

Write sentences using the following words: as ... as, the most, at (for places), on (for time), should.

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

Write a few lines about the importance of agriculture and fishing for the development of Mozambique.

Listening

Organize these verses, for you to have “James Blunt’s lyric – You’re beautiful.”

A B C D E F G

1. You’re beautiful, you’re beautiful

You’re beautiful it’s true

There must be an angel with a smile on her face

When she thought up that I should be with you

But it’s time to face the truth; I will never be with you

2. You’re beautiful, you’re beautiful

You’re beautiful it’s true

I saw your face, in a crowded place

And I don’t know what to do

‘Cause I’ll never be with you

3. Yeah she caught my eye, as I walked on by

Writing

She could see from my face that I was

Flying high and I don't think that I'll

See her again but, we shared a moment

That will last 'till the end

4. You're beautiful, you're beautiful

You're beautiful it's true

I saw your face, in a crowded place

And I don't know what to do

'Cause I'll never be with you

5. La-la-la-la, La-la-la-la, La-la-la-la, la

6. My life is brilliant, my love is pure

I saw an angel, of that I'm sure

She smiled at me on the subway

She was with another man, but I won't lose

No sleep on that 'cause I've got a plan

7. My life is brilliant



FEEDBACK

Comprehension

1. For cassava and wheat, they first built a granary where they keep dry cassava or wheat. There is another method they use for cassava. They peel it, put it to dry and keep it in sacks.
2. No, it doesn't.
3. They boil fish and wrap it in banana leaves, and then they bury it in the place where they cook. Some people also smoke fish and keep it; the fish can also be salted to be eaten after a very long time.
4. The advantage of preserving food is that it helps us in the periods of droughts or floods.

Grammar

English is not *as difficult as* Portuguese.

Football is *the most* famous sport in the world.

I am *at* school now.

Let's meet *on* Tuesday.

We *should* study more.

Listening

A.7

B.6

C.2

D.3

E.4

F.5

G.1

UNIT 3. REVIEW (TEST YOURSELF)

Dear student,

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

ACTIVITY 1. WRITE SENTENCES USING THE FOLLOWING WORDS: AS ... AS, THE MOST, AT (FOR PLACES), ON (FOR TIME), SHOULD.

4 UNIT 4: HEALTH AND FITNESS

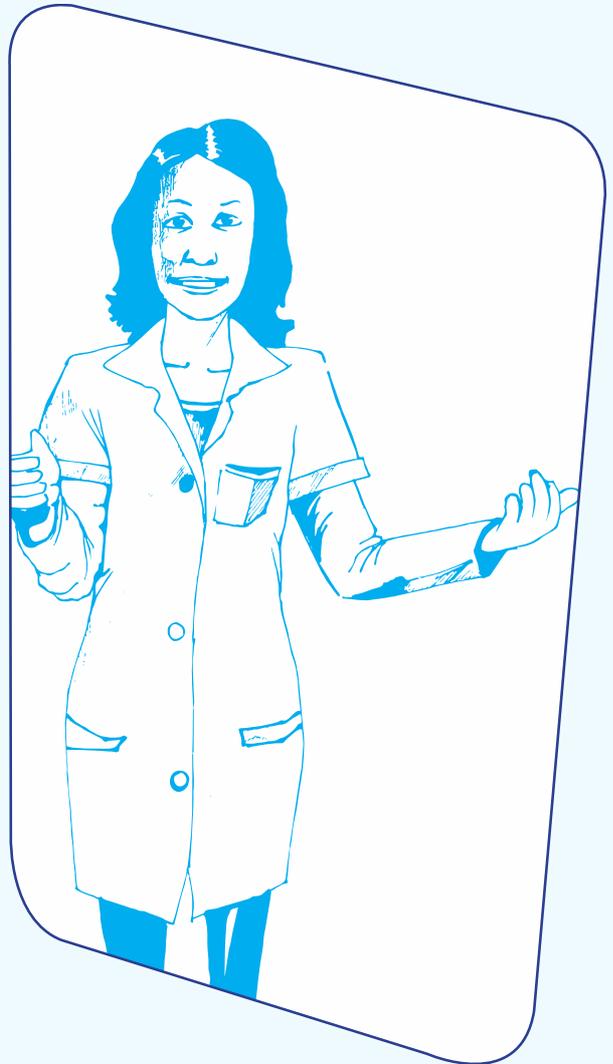
MODERN AND TRADITIONAL MEDICINE



UNIT INTRODUCTION:

Dear student,

In this Unit of Module 4, you will learn about 'Health and Fitness, and Modern and Traditional Medicine' which contains 4 lessons: Lesson 1: What's malnutrition? Lesson 2: Nowadays you can get a blood transfusion; Lesson 3: Modern medicine has changed the world; Lesson 4: We go to traditional healers before seeing a doctor; Lesson 5: Revisions and Test yourself.



TIME:+

Dear student,

For this unit you will need 10 hours of study.

AUXILIARY MATERIALS

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

LESSON 1: WHAT'S MALNUTRITION?



LEARNING OBJECTIVES

At the end of this lesson you should be able to find information about malnutrition.



INTRODUCTION:

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



TIME:

Dear student,

LEARNING OBJECTIVES

At the end of this lesson you should be able to find information about malnutrition.

In this lesson, you will spend 2 hours.

Pre-reading

What do you know about malnutrition?

Reading

Read the text.



What do you know about malnutrition?

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

What are the symptoms of malnutrition?

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

Can malnutrition be cured?

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

Important vocabulary

Patient – paciente

Pale – pálido

Vocabulary

Which word doesn't belong to the group?

1. a nurse

b. doctor

- c. hospital
- d. pharmacist

Comprehension

1. What is malnutrition?
2. How does a person with malnutrition look like?
3. Do you think malnutrition can be cured?
4. What can we do to avoid malnutrition?

Remember:

Conditional sentences

Type 0 affirmative and negative Used to make statements about facts.	
If + present simple.	Present simple
<i>If you lie in the sun too long,</i>	<i>you get sun burnt.</i>
<i>If you don't eat fruits and vegetables</i> <i>you,</i>	<i>don't get vitamins.</i>
Type 1 affirmative and negative We use it when we think it is possible that something will or won't happen in the future.	
If + present simple.	Future
<i>If he has a balanced diet,</i>	<i>he'll be health.</i>
<i>If he doesn't hurry,</i>	<i>he won't get there in time.</i>



ACTIVITIES

Grammar

Write sentences using if clauses:

E.g. If you drink Ratex, (die) → If you drink Ratex, you'll die.

If you go to Porto, (see FC Porto) → _____

If you study, (pass the examination) → _____

If you put water in a higher temperature, (boil) → _____



FEEDBACK

Vocabulary	Comprehension
Hospital	
Grammar	
<i>If you go to Porto, <u>you'll see FC Porto.</u></i>	4.1. Malnutrition is a health condition in which the patient doesn't have enough of the four groups of nutrients—proteins, carbohydrates, lipids (fat) and vitamins.
<i>If you study, <u>you will pass the examination.</u></i>	4.2. A person with malnutrition looks like having the following: pale skin, weakness and swelling of the body.
<i>If you put water in a higher temperature, <u>it boils.</u></i>	4.3. Yes, I do. 4.4. We can avoid malnutrition by eating a lot of fresh fruit and having a balanced diet.

LESSON 2: NOWADAYS YOU CAN GET A BLOOD TRANSFUSION.



LEARNING OBJECTIVES

At the end of this lesson you should be able to conduct a research on traditional medicine, and informing about some eating habits.



INTRODUCTION:

Dear student , in this lesson you will be presented the following : 4.2.1. Pre-reading; 4.2.2. Reading; 4.2.3. Vocabulary; 4.2.4. Comprehension; 4.2.5. Grammar; 4.2.6. Writing.



TIME:

Dear student,

In this lesson, you will spend 2 hours.

Pre-reading

What are the advantage and disadvantages of modern and traditional medicine?



Reading

Read the text.

Xavier Njomba: is a doctor and he currently works at the Provincial Directorate of Health in Maputo.

Reporter: What is the advantage of modern medicine?

Xavier Njomba: Modern medicine is based on updated research . For

example, we use a microscope to find out whether you have malaria or any other diseases. We have X-ray machines that show your internal problems , for instance if you have broken leg or arm... with the development of modern medicine, a pregnant woman can find out at an early stage whether she is going to have a female or a male child.

Reporter: It means that traditional medicine is not important then.

Xavier Njomba: I didn't say that. As Africans, we also have our beliefs and traditions. There are disease called 'Nhocane' in the local language, when a child is born, she or he needs to be given some bitter roots to drink. If the child does not drink it, she or he will always have problems when the moon is full... Snake bites are also treated by traditional doctors...

Reporter: I thought modern medicine was complete and perfect...

Xavier Njomba: My son, nothing in the world is perfect or complete.

Important vocabulary

~~X-ray~~ raio X

~~Bitter~~ amargo

~~Blood transfusion~~ transfusão de sangue

Vocabulary

Match the words to their translations.

AIDS

Blade

Lamina

SIDA

Comprehension

Say whether the following sentences are true, false or probable.

Xavier Njomba is a traditional doctor.

Xavier Njomba has worked as a doctor, but he knows a lot about traditional medicine.

Xavier Njomba thinks that one day modern medicine will treat all diseases.

Traditional is also important.

Remember:

Countable/Uncountable nouns

Countable nouns can usually be plural. E.g. *A tomato → two tomatoes*

Uncountable nouns usually have no plural form. E.g. *Some rice.*



ACTIVITIES

Grammar

Write C (countable) or U (uncountable).

___ egg

___ friend

___ milk

___ water

Writing

Design a poster informing people about good eating habits and food that make people strong and healthy.



FEEDBACK

Vocabulary

1 → b

2 → a

Comprehension

1. F

2. P

3. F

4. T

Grammar

a) egg

b) milk

c) friend

d) water

LESSON 3: MODERN MEDICINE HAS CHANGED THE WORLD



LEARNING OBJECTIVES

At the end of this lesson you should be able to use the present perfect and present perfect continuous in the context of modern and traditional medicine and discuss the advantages of modern medicine.



INTRODUCTION:

Dear student, in this lesson you will be presented the following: 4.3.1. Pre-reading; 4.3.2. Reading; 4.3.3. Vocabulary; 4.3.4. Comprehension; 4.3.5. Grammar.



TIME:

Dear student,

In this lesson, you will spend 2 hours.

Pre-reading

What do you know about modern medicine?

4.3.2. Reading

Read the text.

According to the history of medicine, 100 years ago, if one was to go for a surgery operation, this person had to be beaten with a hammer to faint. It was painful and risky since in some occasions patients never recovered from the fainting! Nowadays, before any surgery you get an injection of anaesthetic.



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

Another important development in medicine was the invention of vaccination. Modern medicine can prevent diseases through vaccination.

Important vocabulary

Faint—desmaiar

Vaccination – vacinação

Anaesthetic – anestesista

Womb – ventre

Vocabulary

Match the words to their correct translation.

Surgery

Disease

Premature

Prematuro

Cirurgia

Doença

Comprehension

Read the text again and say whether the statements are true or false.

The development of science and technology affected medicine negatively.

With modern medicine you still need a hammer to operate on someone.

Incubators are used to keep babies warm.

Vaccines have eradicated some diseases.

Remember:

Present perfect

- You form present perfect simple with has/have + past participle.
- You use to talk about past experiences. You use it with ever and never.

Example: *Have you ever stayed in a hotel?*

No, I have never stayed in a hotel.

- You use it to talk about recent events, such as past actions which have a result in the present. You often use it to describe a change.

Example: *He's hurt back.*

Affirmative	Negative	Interrogative
I have been	I have not arrived	Have I been?
You have seen	You have not invited	Have you seen?
He has called	He has studied	Has he called?
She has eaten	She has eaten	Has she eaten?
It has drunk	It has played	Has it drunk?
We have got	We have watched	Have we gotten?
You have lived	You have brought	Have you lived?
They have gone	They have taken	Have they gone?

Present Perfect Continuous

We form it like this: have/has been + -ing form of the main verb.

E.g. *It has been raining for two hours.*

They haven't been playing football.

Has he been doing his homework?

We use the Present Perfect Continuous to talk about a continuous action which started in the past and is still going on.



ACTIVITIES

Grammar

Change these sentences from present simple to present perfect.

E.g. Jaime eats fish. → Jaime has eaten fish.

1. I live in Gorongosa. → _____

2. Carla speaks to Manuela. → _____

3. Rosa takes photos of Inhambane. → _____

4. Beto cooks meat. → _____

Build up sentences, using the present perfect continuous.

1. in / to live / village / they / this → _____

2. a / in / to work / factory / he / not → _____

3. not / to phone / she / abroad? → _____

4. to learn / you / long / English / now / for / ? → _____



FEEDBACK

Vocabulary

→ b)

→ c)

3 → a)

Comprehension

1. F

2. F

3. T

4.

T

Grammar

1. I have lived in Gorongosa.

2. Carla has spoken to Manuela.

3. Rosa has taken photos of Inhambane.

4. Beto has cooked meat.

1. in / to live / village / they / this → They have been living in this village.

2. a / in / to work / factory / he / not → He hasn't been working in a factory.

3. not / to phone / she / abroad? → Has not she been phoning abroad?

4. to practice / when / boy / karate / the / since / ? → When has the boy been practicing Karate?

LESSON 4: WE GO TO TRADITIONAL HEALERS BEFORE SEEING A DOCTOR



INTRODUCTION:

Dear student, in this lesson you will be presented the following : 4.4.1. Pre-reading; 4.4.2. Reading; 4.4.3. Vocabulary; 4.4.4. Comprehension; 4.4.5. Grammar; 4.4.6. Writing.



LEARNING OBJECTIVES

At the end of this lesson you should be able to discuss the differences between traditional and modern medicine and the problems related to it.



TIME:

Dear student,

In this lesson, you will spend 2 hours.

Pre-reading

Why do people in rural areas prefer traditional medicine to modern medicine?

Reading

Read this conversation between Dr. Felizarda and Aida, a student carrying out a research about the comparison between modern and traditional medicine.



Aida: Good morning, my name is Aida. I'm here carrying out a research about the differences between traditional and modern medicine. Can you tell me the advantages of going to hospital when one is not feeling well?

Dr. Felizarda: In hospitals we conduct accurate tests. We have instruments to do specific tests, for that we have X-ray machines, laboratories, microscopes and so on.

Aida: Why shouldn't we use tablets bought in the market without a doctor's prescription?

Dr. Felizarda: First of all, diseases have very similar symptoms. You can buy a wrong medicine and die from it. Secondly, the keeping of medicine in the market is not appropriate. So, we recommend people to use medicine from hospitals or pharmacies...

Aida: What about traditional medicine? Do you think people should use it?

Dr. Felizarda: Traditional medicine is not bad at all. Some African and Asian countries have developed this area of medicine. There are pharmacies specialized in traditional medicine.

Aida: If you were to compare or make judgments what would you say?

Dr. Felizarda: Traditional medicine is good, because the products used are natural and, when well taken, they do not have side effects. On the contrary, modern medicine has some disadvantages in terms of effects. For example, when you have a headache, the aspirin will cure your headache, but it will pose problems to your kidneys. You see, we do one problem and pose another one... In traditional medicine, we don't have these signs.

The problem of traditional medicine is that if the traditional healer gives you the wrong medicine, he/she can poison you...

Aida: Thank you very much for your support.

Important vocabulary

Kidneys – rins

Blade – lâmina

Sample – amostra

Keeping – conservação

Judgement – juízo de valor

Side effects – efeitos colaterais

Support – apoio

Vocabulary

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

1. a. dentist b. pharmacist c. writer d. nurse
2. a. aspirin b. anaesthetic c. penicillin d. malaria

Comprehension

Read the text again and answer the questions.

1. Why is Aida talking to Dr. Felizarda?
2. What are the advantages of going to hospital?
3. Does Dr. Felizarda approve of people using traditional medicine?
4. Find two advantages of traditional medicine stated in the text.
5. What is the disadvantage of modern medicine?

Remember:

Conditional sentences—type 2

We use the second conditional when we are thinking about a situation in the present or future which is hypothetical, unlikely or unreal. (If + past simple + would + infinitive)

E.g. *If I won money, I would buy an airplane.*

We use **if I were you** ... to give advice.

Conditional sentences–type 3

We use the third conditional when we are talking about something that happened in the past and cannot be changed now. (If + past perfect + would + present perfect)

E.g. *If I had studied more, I would have passed my exams.*



ACTIVITIES

Grammar

Complete the sentences using the second conditional and third conditional.

E.g. If I were you, *I would be careful.*

If I visited Rome, → _____ (see the Pope)

If Maria knew, → _____ (not drive)

If you drank, → _____ (be mad)

If I had been in your position, I → _____ (act) differently.

If you had changed your mind, you → _____ (save) a lot of trouble.

If you had told me about it earlier, I → _____ (be able) to help you.

Writing

Conduct a research and write a report about the importance of medicine.



FEEDBACK

4.4.3. Vocabulary

1. c
2. d

4.4.4. Comprehension

1. She's talking to Dr. Felizarda because she's carrying out a research about the differences between traditional and modern medicine.
2. The advantage of going to hospitals is that there they conduct accurate tests. They have instruments to do specific tests, for that they have X-ray machines, laboratories, microscopes and so on.
3. Yes, he does.
4. The advantages of traditional medicine are: the products used are natural and, when well taken, they do not have side effects.
5. The disadvantage of modern medicine is when you have a headache, the aspirin will cure your headache, but it will pose problems to your kidneys.

4.4.5. Grammar

1. If I visited Rome, → I would see the Pope
2. If Maria knew, → I would not drive
3. If you drank, → you would be mad
4. If I had been in your position, I → would have acted differently.
5. If you had changed your mind, you → would have saved a lot of trouble.
6. If you had told me about it earlier, I → would be able to help you.

LESSON 5: REVISIONS (TEST YOURSELF)



LEARNING OBJECTIVES

At the end of this lesson you should be able to talk into account the use of conditional sentences, countable and uncountable noun, present perfect and continuous.



INTRODUCTION:

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



TIME:

Dear student,

In this lesson, you will spend 2 hours.

Pre – reading

Have you ever visited a witchdoctor?



Reading

Read the text.

Community tries to lynch a witchdoctor

By Júlio Langa

Three people have been arrested and ten were seriously

injured after police shots using rubber bullets to scatter a group of residents in Dombe district, in Manica province, who were trying to lynch an old man 82 years old, accused of bewitching neighbours, growing more crops than his neighbours and 'stealing' money at night.

'People associate age with witchcraft' say Rosa Nhanombe, an anthropologist. 'The thing is they are old and experienced. They can predict what will happen, so people suspect that they are witches.'

Manuel Xirinda was born in Manica and has a different view.

'I'm 38 years old. I once received a visit of that old man at night when I was sleeping. He wanted to kill me, but I was prepared. He didn't manage to kill me.'

Our reporter went to visit the old man to speak to him personally.

'My son, we live in a world of gossipers. I got a loan from the government under the local development funds. I started ploughing all alone. While I go to my field to look after my plants my neighbours are drinking spirits in the local market. How can they have money or grow crops if they don't work? Even if they kill me, if they don't work, they will never have enough food to eat and money to live better than I do, my son.'

This is not the first time people attempt to lynch old people in Mozambique. Last year, a woman was burnt alive accused of bewitching her own children in Muanza, in Sofala province.

Important vocabulary

Make a list of the following topics.

Three jobs related to medicine. →

Parts of our body. → _____

Comprehension

Read the text again and answer the questions.

Why were people arrested and injured in Dombe?

How old is the person accused of bewitching?

What makes people accuse old people?

Why did Julio Langa visit Mr Mpapacha?



ACTIVITIES

Grammar

You _____ drink alcohol because it is not good for you.

You _____ see a doctor because of your health problem.

I have _____ rice to give you.

Rewrite these sentences.

? / ever / been / have / you / to / Manica

I / been / since / rice / have / cooking / three

Complete the sentences using the following words: many, much, few, ought to, shouldn't.

Listening

Complete the blank spaces, so that you may have “John Legend’s lyric – All of you”

[Verse 1:]

What would (1) _____ without your smart mouth?

Drawing me in, (2) _____ kicking (3) _____ out

You’ve got my head spinning, no kidding, I

Can’t pin (4) _____ down

What’s going on in that beautiful mind?

(5) _____ your magical mystery ride

(6) _____ so dizzy; don’t know what hit me,

But I'll be alright

[Pre-Chorus:]

My head's under water

But I'm breathing fine

(7) _____ crazy and I'm out of mind

[Chorus:]

'Cause all of me

(8) _____

Love your curves and all your edges

All your perfect imperfections

Give your all to me

I'll give my all to you

(9) _____ end and my beginning

Even when I lose I'm winning

'Cause I give you all of me

And you give me all of you, ohoh

[Verse 2:]

How many times do (10) _____ to tell you?

Even when you're crying (11) _____ beautiful too

The world is beating you down, I'm around

Through every mood

(12) _____ my downfall, you're my muse

My worst distraction, my rhythm and blues

I can't stop singing; (13) _____ ringing, in my head (14) _____

Repeat: [Pre-Chorus:] and [Chorus:]

[Bridge:]

(15) _____ all of you

Cards on the table, (16) _____ both showing hearts

Risking it all, though (17) _____ hard

Repeat: [Chorus:]

VOCABULARY: would=podia; smart mouth=boca maçã; drawing me in=puxando-me; kicking me=chutando-me; head pinning=cabeça girando; no kidding=não é brincadeira; pin you down=desapontar-te; ride=passeio; so dizzy=tão tonto; breathing=respirando; out of mind=for da mente; curves=curvas; edges=bordas, fios; perfect imperfections=imperfeições perfeitas; winning=vencendo; through=atravês; mood=humor; downfall=queda; muse=musa; though=embora.



FEEDBACK

<p>Vocabulary</p> <p>2. Aspirin, vaccination, anaesthesia</p> <p>3. Leg, arm, hands</p>	<p>Comprehension</p> <p>1. Because they were trying to lynch an old man.</p> <p>2. He's 82 years old.</p> <p>3. People accuse the old people because they associate age with witchcraft.</p> <p>4. Julio Langa went to visit Mr Mpapacha to speak to him personally.</p>
<p>Grammar</p>	
<p>5.4.1. 1. shouldn't 2. ought to 3. few</p>	<p>5.4.2.</p> <p>1. Have you ever been to Manica?</p> <p>2. I have been cooking rice since.</p>
<p>4.5.7. Listening</p> <p>1. I do</p> <p>3. me</p> <p>5. I'm in</p> <p>7. you're</p> <p>9. you're my</p> <p>11. you're</p> <p>13. it's</p> <p>15. give me</p>	<p>2. And you</p> <p>3. You</p> <p>6. and I'm</p> <p>8. loves all of you</p> <p>10. I have</p> <p>12. you're</p> <p>14. for you</p> <p>16. we're</p>

UNIT 4. REVIEW (TEST YOURSELF)

Dear student,

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

ACTIVITY 1. COMPLETE THE SENTENCES USING THE FOLLOWING WORDS: MANY, MUCH, FEW, OUGHT TO, SHOULDN'T.

You _____ drink alcohol because it is not good for you.
You _____ see a doctor because of your health problem.
I have _____ rice to give you.

ACTIVITY 2. REWRITE THESE SENTENCES.

? / ever / been / have / you / to / Manica
I / been / since / rice / have / cooking / three

ACTIVITY 3. COMPLETE THE SENTENCES USING THE SECOND CONDITIONAL AND THIRD CONDITIONAL.

E.g. If I were you, *I would be careful.*

1. If I visited Rome, → _____ (see the Pope)
2. If Maria knew, → _____ (not drive)
3. If you drank, → _____ (be mad)
4. If I had been in your position, I → _____ (act) differently.
5. If you had changed your mind, you → _____ (save) a lot of trouble.
6. If you had told me about it earlier, I → _____ (be able) to help you.

ACTIVITY 4. CHANGE THESE SENTENCES FROM PRESENT SIMPLE TO PRESENT PERFECT.

E.g. Jaime eats fish. → Jaime has eaten fish.

1. I live in Gorongosa. → _____

2. Carla speaks to Manuela. → _____

3. Rosa takes photos of Inhambane. → _____

4. Beto cooks meat. → _____

ACTIVITY 5. BUILD UP SENTENCES, USING THE PRESENT PERFECT CONTINUOUS.

1. in / to live / village / they / this → _____

2. a / in / to work / factory / he / not → _____

3. not / to phone / she / abroad? → _____

4. to learn / you / long / English / now / for / ? → _____

ACTIVITY 6. WRITE SENTENCES USING IF CLAUSES:

E.g. If you drink Ratex, (die) → If you drink Ratex, you'll die.

If you go to Porto, (see FC Porto) → _____

If you study, (pass the examination) → _____

If you put water in a higher temperature, (boil) → _____

CULTURE

TOURISM AND WILDLIFE



UNIT INTRODUCTION:

Dear student,

In this Unit of Module four, you will learn about 'Mozambican Society and Culture; Tourism and Wildlife', which contains 6 lessons. Lesson 1: Hello, I live on fishing; Lesson 2: Visit Mozambique, a land of peace, tourism and happiness; Lesson 3: Life in Mucuba is better than in Maputo; Lesson 4: The rainbow is the sign of a monkey's wedding; Lesson 5: Traditional Medicine (revision); Lesson 6: Revisions and Test yourself.



TIME:+

Dear student,

For this unit you will need 12 hours of study.

AUXILIARY MATERIALS

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

LESSON 1: HELLO, I LIVE ON FISHING



LEARNING OBJECTIVES

At the end of this lesson you should be able to talk about activities in a community and to report an event.



INTRODUCTION:

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



TIME:

Dear student,

In this lesson, you will spend 2 hours.

Pre-reading

What do members of your family do for a living?

Reading



Hi, my name is Isabel. I live with my mother in Cuamba. My mother is a hairdresser . She is well-known. I am learning to be a hairdresser.



The only thing I know is to comb a client's hair.

Hi, my name is João. I live with my uncle in Nicoadala. My uncle is a businessman. He doesn't earn a lot of money, but he manages to get us something to eat. He goes to Quelimane to buy the fish he sells in Nicoadala. In hot seasons he makes a lot of money, but in rainy seasons fish sometimes gets rotten.

Hello, my name is Anabela. I live in Maxixe Velha with my mother. She is a painter. She paints walls and makes some drawings that I sell in the street. We are four in our family and my mother gives us food and water to drink. She built our house with the money she earned drawing and selling paintings.



Vocabulary

Bricklayer

Painter

Builds houses

Makes drawings and paintings

Match the names of the jobs to the activities.

Comprehension

Read the speech bubble again and complete the table.

Name	From	How parents earn a living	Benefit from the activity

Remember:

Past simple (we use the past simple for actions completed in the past).

Affirmative		Negative			Interrogative		
I		I				I	
You		You				You	
He		He				He	
She	Lived	She	didn't	Live	Did	She	live?
It		It				It	
We		We				We	
You		You				You	
They		They				They	

You add -ed to most regular verbs (*walk-walked*).

You drop the -y and add -ied to verbs ending in -y. (*study-studied*).

You add -d to verbs ending in -e. (*close-closed*).

You add -ed to verbs ending in vowel + -y. (*play-played*).

You double the consonant and add -ed to verbs of one syllable ending in a vowel and a consonant. (*stop-stopped*).

Used to + infinitive of the main verb
She **used to** live in Maputo.

We use this structure to talk about habits in the past, which we don't do now.



ACTIVITIES

5.1.1. Grammar

1. I am in Nacala.
2. I read the bible.
3. Madalena goes to school.

Change the sentences into the past simple

Put the words in the correct order and write sentences.

1. Nhantumbo / to the cinema / go /
used to
2. Paulino / live in Pemba / used to
3. used to / Mr Bacarito / play
tennis



FEEDBACK

Vocabulary	Comprehension			
1 → a); 2 → b)	Isabel	Cuamba	Her mother is a hairdresser.	She is well known.

Grammar	
1. I was in Nacala.	1. Nhantumbo used to go to the cinema.
2. I read the bible.	2. Paulino used to live in Pemba.
3. Madalena went to school.	3. Mr Bacarito used to play tennis.

LESSON 2: VISIT MOZAMBIQUE, A LAND OF PEACE, TOURISM AND HAPPINESS



LEARNING OBJECTIVES

At the end of this lesson you should be able to talk about activities in a community and to report an event.



INTRODUCTION:

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



TIME:

Dear student,

In this lesson 2, you will spend 2 hours.

5.2.1. Pre-reading

Are there places in your community that you can take tourists to?

5.2.2. Reading

Maputo

Maputo is the capital of Mozambique. Here you can do



everything you want. If you are a beach person or love swimming, there are three places you must visit: Costa do Sol, Macaneta and Catembe. If you like craftwork, you can go downtown. You will see things you have never seen before.

There is also Maputo Special Reserve where you can see the oldest elephant in Africa. On the way to Maputo there is a Special Reserve where you can see how Mozambicans live.

Sofala



This picture was taken from the internet: www.google.com

In this province you have got the well-known Gorongosa National Park. If you like swimming, you can go to Praia Nova... If you want to taste local food and drink, you can visit the Maquinino market.

5.2.3. Vocabulary

Cross the word, which does not belong to the group.

1. a. tourist b. tour guide c. Museum d. teacher

5.2.4. Comprehension

Read the text again and answer the questions.

2. Where can you eat local food in Sofala?
3. What is well-known there?
4. Where can you go swimming in Maputo?
5. How many provinces did the radio announcer talk about?

Remember:

Adjectives

They are used to describe nouns and are usually placed before them.
(adjective + noun)

E.g. *A pretty woman*

An angry lion.

Going to / Will

We use *going to*, *to* talk about something we decided to do (an intention) and *to* make a prediction based on the present situation:

E.g. *I'm going to buy Samanta a present.*

It is going to rain in the afternoon.

We use *will* + infinitive to make predictions and promises and to express decisions taken at the moment of speaking:

E.g. *You will have lots of children!*

I'll go out with you next week.

Yes, I'll marry you!



ACTIVITIES

5.2.5. Grammar

Write two sentences using the following adjectives (tall, intelligent)

1. → _____

2. → _____

1. I have bought a ticket. I *'m going to* / *will go* to Chimoio.

2. My dream is to visit England. I *will visit* / *going to visit* England one day.

Going to or will—choose the correct option.



FEEDBACK

Vocabulary	Comprehension	Grammar
c. museum	<ol style="list-style-type: none">1. At Maquinino Market.2. Gorongosa National Park3. In Maputo you can go swimming at Costa do Sol, Macaneta and Catembe.4. The radio announcer talked about two provinces	<p>2.5.2.</p> <ol style="list-style-type: none">1. I'm going to;2. will visit

LESSON 3: LIFE IN MOCUBA IS BETTER THAN IN MAPUTO



LEARNING OBJECTIVES

At the end of this lesson you should be able to compare life in cities and life in country sides.



INTRODUCTION:

Dear student , in this lesson you will be presented the following : 5.3.1. Pre-reading; 5.3.2. Reading; 5.3.3. Vocabulary; 5.3.4. Comprehension; 5.3.5. Grammar; 5.3.6. Writing



TIME:

Dear student,

In this lesson 3, you will spend 2 hours.

5.3.1. Pre-reading

What are the differences between living in the city and living in the countryside?

5.3.2. Reading

Read the text.



Hello, my name is Bernardo Ouana. I come from Maputo city and last year I visited a small town in Zambezia province called Mocuba.

Mocuba is a small town in Zambezia province. It is very far from Maputo. Life in Mocuba is completely different from Maputo. In Maputo life is faster than in Mocuba. In Mocuba almost everybody knows each other. People speak Chuabo, Emakua and Elowe. There aren't many restaurants like in Maputo. However people still eat good food in Mocuba. There is a good place called *Banca Mulamo*. Mulamo is one of the languages spoken in Mocuba and means brother-in-law. I enjoyed the zambezian chicken with cassava flour.

There is only one disco in Mocuba. Its name is *Refeba*. It is very interesting place. When I visited Mocuba there were only two banks. None of these had Automatic Teller Machine (ATM). If you wanted money you would have to go inside the bank and sign a cheque to withdraw your money. In Maputo there are many banks and all of them have ATM's. There is a market where you can almost buy everything- food, medicine, clothes and beverages. There is also a mosque, two churches and a small hospital in Mocuba. There is a football field called *campo Municipal de Mocuba*.

I like living in country sides because life is quieter and cheaper! In big cities like Maputo, where I live, there is no peace. There is too much noise and people there are under stress.

Important vocabulary

Automatic teller machine (ATM)- máquina de multibanco

Withdraw money - levantar dinheiro

5.3.3. Vocabulary

Cross the word which does not belong to the group.

- 1.a) post office
- b) museum
- c) hospital

- d) plane
- 2.a) disco
- b) swimming pool
- c) hospital
- d) cinema
- 3. a) football
- b) basketball
- c) visit
- d) hockey
- 4. a) Emakua
- b) Xitswa
- c) Maputo
- d) Chope

5.3.4. Comprehension

1. Where does Bernardo Ouana come from?
2. Find four differences between Mocuba and Maputo in the text.
3. Why does the author say that everyone knows each other in Mocuba?
4. What languages do people speak in Mocuba?
5. What did Samuel eat in Mocuba?
6. How many mosques are there in Mocuba?
7. What can you do in *Refeba*?



ACTIVITIES

Grammar

8. What does Samuel miss in Mocuba?

Write sentences using the comparative degree of adjectives.

1. Matola/ big/ Namaacha

2. Niassa/ small/ Maputo

3. Durbun/ developed/ Beira

4. a BMW/ fast/ Toyota

5. Sandra/ talkative/ Marta

5.3.5. Writing.

Write a composition comparing a big city and a small village. Talk about the advantages and disadvantages of living in both places.



FEEDBACK

Vocabulary

1. plane
2. hospital
3. visit
4. Maputo

Comprehension

1. Samuel Cossa comes from Maputo.
2. Mocuba is a small town; it is far from Maputo; life in Mocuba is completely different from life in Maputo; there aren't restaurants like in Maputo; there is only one disco in Mocuba; there are only two banks in Mocuba...
3. Because Mocuba is a small town.
4. People in Mocuba speak Chuabo, Emakua and Elowe.
5. Samuel eats the Zambezian chicken and cassava flour.
6. There is only one mosque in Mocuba.
7. You can dance in Refeba.
8. He misses the life there.

Grammar

1. Matola is bigger than Namaacha.
2. Niassa is smaller than Maputo.
3. Durban is more developed than Beira.
4. A BMW is faster than Toyota.
5. Sandra is more talkative than Marta.

LESSON 4: THE RAINBOW IS THE SIGN OF A MONKEY'S WEDDING



LEARNING OBJECTIVES

At the end of this lesson you should be able to talk about traditional beliefs and superstitions.



INTRODUCTION:

Dear student , in this lesson you will be presented the following : 5.4.1. Pre-reading; 5.4.2. Reading; 5.4.3. Vocabulary; 5.4.4. Comprehension; 5.4.5. Grammar; 5.4.6. Writing



TIME:

Dear student,

In this lesson, you will spend 2 hours.

5.4.1. Pre-reading

1. What myths and legends do you know?



5.4.2. Reading

Read what these people say about their communities.

Hello, my name's Mapanzene. I come from Pemba. If you see a rainbow, it means that monkeys are getting married. We are not supposed to point to the rainbow because our parents tell us that, if we do, our fingers will be cut!

My name is Jerry and I come from Ponta de Ouro. There are many myths about the albinism here. When children see an albino, they spit on their chest. People say if you don't do so, your mother will bear an albino.

When a woman is pregnant she is not supposed to eat eggs because she will bear a bald child...

Hello, my name is Edite. I come from Chokwé. In Chokwé, when you go fishing or hunting, if the first person you meet is a man, then it will be a bad day. You can go back home because you are not going to catch anything!

When your hand itches, it is a sign that you will receive money that day...

Hello, my name is Memore and I come from Manica. In Manica, unmarried people are not supposed to eat bird wings. Adults say that if they do so, boys or girls will always say 'no' to their marriage proposals.

Important vocabulary

Rainbow - arco iris

Itches - ter comichão

Bald - careca

5.4.3. Vocabulary

Match the two columns

1. Language

a) MaChangana

2. Religion

b) Zione

3. Rituals

c) Visiting tombs

4. Tribe

d) Mandarin

5.4.4. Comprehension

Read the speech bulbs and say whether the statements are true or false.

1. Where Mapanzene comes from people say that monkeys get married when it rains. _____
2. The government forbids to point at the rainbow in Pemba. _____
3. According to Jerry, when children see an albino they great him or her. _____
4. Pregnant women shouldn't eat eggs. _____
5. When you go fishing or hunting, if the first person you meet is a woman, you will have a lucky day. _____
6. When your hand itches, it means you will get some money that day. _____
7. Memore lives in Maputo. _____
8. If you are not married, adults forbid you to eat bird's wings. _____
9. If you don't spit on your chest, your mother will have an ugly baby. _____
10. All these are superstitions are not real. _____



ACTIVITIES

Grammar

Build correct sentences. Pay attention to the verb tenses you have to use.

1. Talk/ them/ she/ to. → _____

2. English/ now/ we/ to learn → _____

3. by/ he/ the/ to lie/ river/ ? → _____

4. a / not/ to write/ letter/ she/ ? → _____

5. at/ I/ no / her/ look → _____

5.4.5. Writing

Write describing a myth or traditional belief in your community.



FEEDBACK

Vocabulary

1. d

2. b

3. c

4. A

Comprehension

1. F

6. T

2. F

7. F

3. F

8. T

4. T

9. F

5. T

10. T

Grammar

1. She wants to talk to them.
2. We are learning English now.
3. Is he lying by the river?
4. She is not writing a letter
5. I am not looking at her.

LESSON 5: TRADITIONAL MEDICINE (REVIEW)



LEARNING OBJECTIVES

At the end of this lesson you should be able to talk about traditional medicine



INTRODUCTION:

Dear student, in this lesson you will be presented the following: 5.5.1. Pre-reading; 5.5.2. Reading; 5.5.3. Vocabulary; 5.5.4. Comprehension; 5.5.5. Grammar; 5.5.6. Writing



TIME:

Dear student,

In this lesson, you will spend 2 hours.

5.5.1. Pre-reading

Traditional medicine still plays an important role in some countries around the world. Can you explain why?

5.5.2. Reading

Read the text.

Traditional medicine



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

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

For instance, if you drink 1.5 litres of water, which correspond to 3 glasses in the morning for about a week, you will have some nausea, diarrhea, and will urinate a lot in the first days, but after some days these symptoms disappear and you will see some changes in your health. Many people have found this treatment effective and helpful. If you use traditional medicine you will save money because you don't need to pay for a visit to the doctor or to pay some tablets. And the treatment does not have side effects.

Believe it or not, we get it when our body doesn't have a good balance of nutrients. So, since traditional medicine uses natural products, you get better through the use of these products. For example if you have high blood pressure, traditional medicine recommends people to stop eating meat and avoid drinking cold water. Instead, you are recommended to eat fruit and vegetables since these contain a lot of vitamins and proteins that your body needs. Remember to do exercise, because many diseases are due to lack of Activities.

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

5.5.3. Vocabulary

Match the words with their translations.

1. herbalist

a) efeitos secundários

2. evidence

b) obesidade

3. obesity

c) provas

4. side effects

d) ervanario

5.5.4. Comprehension

Read the text again and say whether the statements are true or false.

1. The author has visited anAsian country. _____

2. The author did the course in traditional medicine. _____

3. Traditional medicine helps you, because there are no side effects after treatment. _____

4. The author thinks that we get ill when we do not have enough nutrients. _____

5. Water can prevent some diseases. _____

6. Traditional medicine forbids people to drink cold water. _____

7. People spend a lot of money buying heath food. _____

8. People should not use natural products. _____



ACTIVITIES

Grammar

Complete the blank spaces using the given words in the box.

if	Some	just	Many	would	should	Some
----	------	------	------	-------	--------	------

Hello, my name's Nina Ndubuzai. I visited Manjacaze last year. There are (1) _____ people living in Manjacaze. There are (2) _____ rivers too. I met many people there, but I did not take my camera with me. (3) _____ I had my camera, I (4) _____ have taken some photos. Unfortunately, I did not meet Mr. Makoka because he had gone to Nigeria. There are (5) _____ discos, but I did not go to any of them. I (6) _____ have gone, but I did not have enough money.

Sorry, my sister has (7) _____ called me. Let me see what she wants.

5.5.5. Writing

Write an essay in which you describe the importance of medicine or write a description of the preparation of traditional medicine.



FEEDBACK

Vocabulary

1. d

2. c

3. b

4. a

Comprehension

1. T

4. T

5. T

2. T

6. T

7. F

3. T

8. F

Grammar

1. many

3. had

5. some

7. just

2. some

4. would

6. should

LESSON 6: REVISION (TEST YOURSELF)



LEARNING OBJECTIVES

At the end of this lesson you should be able to talk into account the use of past tense, used to, adjectives, going to and will.



INTRODUCTION:

Dear student, in this lesson you will be presented the following : 5.6.1. Pre-reading; 5.6.2. Reading; 5.6.3. Vocabulary; 5.6.4. Comprehension; 5.6.5. Grammar.



TIME:

Dear student,

In this lesson 6, you will spend 2 hours.

5.6.1. Pre-reading

What traditional ceremonies do you have in your community?

5.6.2. Reading

Read the text.

Culture in Mozambique



Province	Tribes	Favourite food	Dances	Religions	Languages
Maputo	Changana Ronga Vandindi	Cacana Mboa Matapa Nhangana	Marrabenta	Zion, the Old Apostolic Church, Jehovah's Witnesses, Islam, Catholic	Portuguese, Ronga and Changane
Gaza	Changana	Xiguinha Usha	Chigubo Marrabenta	Zion, the Old Apostolic Church, Jehovah's Witnesses, Islam, ZCC, Catholic	Portuguese Changana

5.6.3. Vocabulary

List elements under each topic:

Tribes → _____

Common food → _____

5.6.4. Comprehension

1. Where can you dance Marrabenta? → _____

2. What languages can you speak in Gaza? → _____

3. What religions can you find in the two Provinces?



ACTIVITIES

5.6.5. Grammar

a. Change the sentences into the past simple.

1. Muciva drives a car. → _____

2. Cidinho eats chicken. → _____

b. Put the words in the correct order and write sentences.

1. long hair / used to / Madala / have →

2. used to / a singer / my father / be →

c. Write two sentences using these adjectives (beautiful, slow)

1. → _____

2. → _____

5.6.6. Listening

Organise these verses and complete the blank spaces, for you to have “Luck Dube’s lyric – I’ve got you baby”

A B C D E F G

1. Now that I've found you baby

I ain't gonna look no further [x3]

2. _____ to make me feel alright [x3]

_____ to make me feel alright [x3]

3. Baby you know how much I need you baby

Please never leave me baby

Never leave me ooh...

4. I have gone right round the world

Trying to find a woman

A woman that'll understand me [x2]

All the women I had before

Never understood me

5. Ayo ayo

Ayo ayo [x7]

You know baby my life depends on you

You are my future you are everything I got

Please baby please baby yeah...

6. it's so nice when you're there

So nice so nice

I love you I love you I love you I love you I love you



FEEDBACK

Comprehension

1. You can dance Marrabena in Maputo and Gaza.
2. In Gaza you can speak Portuguese and Changana.
3. Zion, the Old Apostolic Church, Jehovah's Witnesses, Islam, Catholic

Grammar

a.

Muciva drove a car.
Cidinho ate chicken.

b.

Madala used to have a long hair.
My father used to be a singer.

5.6.6. Listening

- A.4
- B.1
- C.6
- D.2
- E.3
- F.5
- G.7

UNIT 5. REVIEW (TEST YOURSELF)

Dear student,

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

ACTIVITY 1. CHANGE THE SENTENCES INTO THE PAST SIMPLE.

1. Muciva drives a car. → _____
2. Cidinho eats chicken. → _____

ACTIVITY 2. PUT THE WORDS IN THE CORRECT ORDER AND WRITE SENTENCES.

1. long hair / used to / Madala / have → _____
2. used to / a singer / my father / be → _____

ACTIVITY 3. WRITE TWO SENTENCES USING THESE ADJECTIVES (BEAUTIFUL, SLOW)

1. → _____
2. → _____

ACTIVITY 4. COMPLETE THE BLANK SPACES USING THE GIVEN WORDS IN THE BOX.

If	Some	just	many	Would	Should	Some
----	------	------	------	-------	--------	------

Hello, my name's Nina Ndubuzai. I visited Manjacaze last year. There are _____ people living in Manjacaze. There are _____ rivers too. I met many people there, but I did not take my camera with me. _____ I had my camera, I _____ have taken some photos. Unfortunately, I did not meet Mr. Makoka because he had gone to Nigeria. There are _____ discos, but I did not go to any of them. I _____

have gone, but I did not have enough money.

ACTIVITY 5. BUILD CORRECT SENTENCES. PAY ATTENTION TO THE VERB TENSES YOU HAVE TO USE.

1. Talk/ them/ she/ to.
2. English/ now/ we/ to learn
3. by/ he/ the/ to lie/ river/ ?
4. a/ not/ to write/ letter/ she/ ?
5. at/ I/ no / her/ look

ACTIVITY 6. WRITE SENTENCES USING THE COMPARATIVE DEGREE OF ADJECTIVES.

1. Matola / big / Namaacha
2. Niassa / small / Maputo
3. Durban / developed / Beira
4. a BMW / fast / Toyota
5. Sandra / talkative / Marta

DOING BUSINESS



UNIT INTRODUCTION:

Dear student,

In this Unit of Module Four, you will learn about 'Science and Technology and Doing Business', which contains 4 lessons; Lesson 1: How do you live without computers? Lesson 2: Buy, consume and export products made in Mozambique; Lesson 3: Start your own business; Lesson 4: Revisions and Test yourself.



TIME:+

Dear student,

For this unit you will need 8 hours of study.

AUXILIARY MATERIALS

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

LESSON 1: HOW DO YOU LIVE WITHOUT COMPUTERS?



LEARNING OBJECTIVES

- ✓ At the end of this lesson you should be able to talk about inventions and innovations.



INTRODUCTION:

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



TIME:

Dear student,

In this lesson, you will spend 2 hours.

6.1.1. Pre-reading

How was life before computers?

6.1.2. Reading

Aida went to the Provincial Directorate of Science and Technology to interview Mr. Paulo Muranziua, a computer expert and a teacher of information technologies.

Read the interview.



Aida: What can computers do?

Muranzuia: You can type letters, do calculations and when it is connected to the internet you can send emails, research, 'chat' with people around the world...

Aida: How did you live without computers?

Muranzuia: Before computers come to Mozambique, people lived their lives in a natural way. We used to find long queues to get money from banks, people used typewriters...

Aida: What has changed in Mozambique with computers?

Muranzuia: The banking systems have improved a lot. You can go to an ATM and withdraw your money. In terms of information record, it also plays a very important role. A computer can keep information for a very long period of time...

Aida: Thank you very much for your help.

Muranzuia: Don't mention it.

Important vocabulary

Expert – perito

Queue – fila

6.1.3. Vocabulary

Complete the sentences using: cellphone and computer.

1. You can send or receive emails from a _____.
2. In some _____ you can take photos, read and write emails and talk.

6.1.4. Comprehension

Read the text and say whether the statements are true or false.

1. Miquidade works at the Provincial Directorate of Science and Technology.
2. There are things we do today that two decades ago were impossible to do.
3. Computers are more intelligent than men.
4. Mr Muranziua learnt to use computers in Europe

Remember:

Make can be used with different meanings, for example, produce, cook, cause, force, etc.

Do is used as an auxiliary verb, but can also be used in different situations, meaning for example, succeed, a job, an action, behave, etc.



ACTIVITIES

6.1.4. Grammar

Write do or make in the spaces.

1. I want you to _____ the homework.
2. Can you _____ me some coffee?
3. What can I _____ for you?
4. I _____ a big mistake



FEEDBACK

Vocabulary	Comprehension	Grammar
computer cellphone	1. F; 2 T 3. F; 4 T	1. do; 2. Make 3. do; 4. Make

LESSON 2: BUY, CONSUME AND EXPORT PRODUCTS MADE IN MOZAMBIQUE



LEARNING OBJECTIVES

- ✓ At the end of this lesson you should be able to design an advertisement to promote Mozambican products.



INTRODUCTION:

Dear student, in this lesson you will be presented the following: 6.2.1. Pre-reading; 6.2.2. Reading; 6.2.3. Vocabulary; 6.2.4. Comprehension; 6.2.5. Grammar.



TIME:

Dear student,

In this lesson, you will spend 2 hours.

6.2.1. Pre-reading

Buying Mozambican products help to promote Mozambican economy. Do you agree with this?

6.2.2. Reading

Read this text.

Mozambique produces enough and



good products, why do we need to import?

Mozambique grows enough and good vegetables, why do we need tinned vegetables?

Mozambique raises enough chickens, why do we need to import them?

Mozambique produces beautiful clothes, why do we need to import them?

What are the advantages of consuming and exporting Mozambican products?

Mozambican products are fresh.

Mozambican natural products are better than imported ones.

Mozambican products are cheaper.

Mozambican products are healthier than imported canned ones.

What are the advantages of buying Mozambican products?

When buying Mozambican products we are creating more jobs for Mozambicans.

We are helping Mozambican producers.

We are stimulating our economy.

Please, buy, consume and export products made in Mozambique. By doing this, we are contributing for the reducing of pervert in Mozambique.

Important vocabulary

Tinned- enlatados

Stimulate-

estimular

6.2.3. Vocabulary

Put the products in the box below the places where they are sold.

aspirin

shoes

fried

chicken

banana

shirt rice

mosquito net

beef

oil

chips

pizza trousers

vegetables

Market	Chemist's	Restaurant	Clothes shop

6.2.4. Comprehension

Read the text and say whether the sentences are true or false.

1. Mozambique produces different products. _____
2. Because Mozambique produces a lot of vegetables, we should only import tinned vegetables. _____

3. Mozambique produces shirts. _____
4. Mozambican food is fresher than imported ones. _____
5. You can get Mozambican products at lower price. _____
6. Mozambican fresh food is healthier than tinned ones. _____
7. When we buy Mozambican products, producers feel happy. _____
8. If we buy Mozambican products, we are creating jobs for Mozambicans.

9. We can help reduce poverty if we buy Mozambican products. _____



ACTIVITIES

6.2.5. Grammar

Put the verbs in the *past simple*.

1. Go
2. Fight
3. Drive
4. Read
5. See
6. Live
7. Cook
8. Walk
9. Play
- 10.

Write



FEEDBACK

Vocabulary

Market: banana, rice, oil, vegetables

Chemist's: aspirin, mosquito net,

Restaurant: fried chicken, beef, pizza,

Clothes shop: shoes, shirt, trousers

Comprehension

1. T

2. F

3. T

4. T

5. T

6. T

7. T

8. T

9. T

Grammar

1. Went

4. Read

6. Lived

9. Played

2. Fought

7. Cooked

10. Wrote

3. Drove

5. Saw

8. Walked

LESSON 3: START YOUR OWN BUSINESS



LEARNING OBJECTIVES

- ✓ At the end of this lesson you should be able to interview a businessman or a businesswoman.



INTRODUCTION:

Dear student, in this lesson you will be presented the following: 6.3.1. Pre-reading; 6.3.2. Reading; 6.3.3. Vocabulary; 6.3.4. Comprehension; 6.3.5. Grammar; 6.3.6. Writing



TIME:

Dear student,

In this lesson, you will spend 2 hours.

6.3.1. Pre-reading

Imagine yourself a couple of years ago. Can you picture yourself having your own business?

6.3.2. Reading

Read the text.

Zuleca Lichucha is very successful hairdresser. She lives in Pemba Metuge, in Cabo Delgado province. She talks to Alexandre Matsinhe, a radio Journalist.



Zuleca Lichucha: After having completed grade 10, I did not have enough money to continue my studies. So, I thought of doing something decent to earn money to feed my children and husband.

Alexandre Matsinhe: How much money did you need to start this business?

Zuleca Lichucha: Money is not the most important thing in business. In business ideas are more important than money. I like quoting president Guebuza. When I visited Nampula two years ago he said

“poverty is in our heads”. Anyone can do something for a living. I didn’t have a lot of money. I started by plaiting women’s hair in my village. As I made some money I asked my sister-in-law in South Africa to buy this hair dress...

Alexandre Matsinhe: Do you have only women in your hairdresser?

Zuleca Lichucha: No, not only women. There are men coming here too. Women come here to plait their hair, make extensions, but men come here to cut their hair and shave. There are also women who come here to paint their nails or do make-up...

Alexandre Matsimbe: How long have you been running this salon?

Zuleca Lichucha: I have been running this business for about two years.

Alexandre Matsimbe: Is this a good business?

Zuleca Lichucha: I think so. I feed my children, my husband and I pay for my fees at school with the money that I make in this hairdresser’s. I have also

opened a shop, sorry, a mini-shop where I sell dry fish, chewing gum, sugar, salt and paper.

People say that I'm a rich woman, but I'm not. I'm simply a woman with bright ideas.

Alexandre Matsimbe: What would you say if someone wanted to start a business?

Zuleca Lichucha: First you need to be strong, there will be many people challenging you. Secondly, you need to know the market. Make sure your business has people interested in your products. Thirdly, you need to be patient. There will be days when nobody will come to buy your products. Don't give up; finally, set your goals or objectives. Run your business thinking about your goals, ask yourself some questions: what will I do with the money I make? Invest? Pay for my studies? Build a house?

Alexandre Matsimbe: Thank you very much for your time.

Zuleca Lichucha: Good luck and a lot of success for your programme.

Important vocabulary

Plait - entrançar

Paint - pintar

Nail – unha

6.3.3. Vocabulary

Match the words with their translation

- | | |
|--------------|-------------------|
| 1. Cheap | a) lucro |
| 2. Expensive | b) promoção/saldo |
| 3. Sale | c) caro |
| 4. Profit | d) barato |

6.3.4. Comprehension

Read the text and answer the questions.

1. What does Zuleca?
2. What is the relationship between Zuluca and Alexandre?
3. How did Zuleca start her business?
4. Explain in your own words what she means by ‘doing something decent’.
5. Why does she like president’ quote?
6. How long has she been running her salon for?



ACTIVITIES

6.3.5. Grammar

Write sentences in the present perfect tense.

1. I/ be/ to Massinga
2. Mambas/ win/ the CAF
3. Manuela and Tome/ marry/ recently
4. Paula/ know/ Afua for a very long time
5. Roberto Antique/ teach/ at Polana Secondary School
6. Marcelino/ play/ for Maxaquene
7. Eva Bombeira/ kick/ the ball
8. Semedo/ live/ in France
9. Armindo/ take/ a photograph of Tico- Tico
10. Eulalia/ insult/ Danilo

6.3.6. Writing

Interview a person in your community running an informal business and write a short report about this person.



FEEDBACK

Vocabulary

1. D 2. C 3. B 4. A

Comprehension

1. She is a hairdresser.
2. Interviewer and interviewee.
3. After having completed grade 10, she did not have enough money to continue with her studies. So, she thought of doing something decent to feed her children and husband.
4. Clear business.
5. Yes, because if you have money you need to have a plan.
6. Because it encouraged her to start her own business.
7. Two years.

Grammar

1. I have been to Massinga.
2. Mambas have won the CAF.
3. Manuela and Tomé have married recently.
4. Paula has known Afua for a very long time.
5. Roberto Antique has taught English at Polana Secondary School.
6. Marcelino has played for Maxaquene.
7. Eva Bombeira has kicked the ball.
8. Semedo has lived in France.
9. Armindo has taken a photograph of Tico-Tico.
10. Eulalia has insulted Danilo.

LESSON 4: REVISIONS (TEST YOURSELF)



LEARNING OBJECTIVES

- ✓ At the end of this lesson you should be able to talk about inventions and innovations.



INTRODUCTION:

Dear student, in this lesson you will be presented the following: 6.4.1. Pre-reading; 6.4.2. Reading; 6.4.3. Vocabulary; 6.4.4. Comprehension; 6.4.5. Grammar.



TIME:

Dear student,

In this lesson 4, you will spend 2 hours.

6.4.1. Pre-reading

What do you think is the letter about?

6.4.2. Reading

Read the letter.

Bairro de CHINGODZI

Tete

Banca Chendjera

Mercado Cambinde

Tete

Re: Philips radio cassette player

22nd

October

2009

Dear Sir/Madam,

My name is Fátima Canuna, I am a secretary at the city council.

I am writing to complain about the Philips radio cassette player, receipt number 23/2009, which I bought from your shop last Tuesday.

When you sold it to me, you said this radio was brand new and the speakers were perfect. However, it seems that isn't true. The radio has many problems.

First of all, it doesn't play cassettes, and secondly the sound doesn't come out of the speakers.

I went to your shop and spoke to your shopkeeper, but he refused to give me back my money.

I am writing to you hoping that you, as the manager of this shop, intervene as soon as you receive this letter and do my problem. I expect you to do something within three days. Failing to respond positively to this letter, I will be forced to talk legal action.

I look forward to hearing from you.

Yours faithfully

Fátima Canuna

CC: District Command of the Mozambique Police (PRM), local church, Human Rights League (LDH).

6.4.3. Vocabulary

Read the text and find a word or words related to:

1. A document confirming that you paid for something _____
2. Parts in a radio cassette player _____

6.4.4. Comprehension

Read the text and answer the questions.

1. Where does Fátima Canuna live?
2. How can Fátima prove she bought the radio there?
3. What is the problem with the radio?
4. Who is she writing this letter to?



ACTIVITIES

6.4.5. Grammar

Write three full sentences for each tense given.

Present continuous

E.g. I'm finishing the exercise now.

Present perfect

E.g. I've seen a chicken dancing R&B in a zoo.

Past simple

E.g. I danced Kuduro in 1990

6.4.6. Listening

Complete the blank spaces with the missing words for you to have “Tina Turn’s lyric –“I don’t wanna lose you”

1..... to rely all his responses

Having played the mating game

2..... waste time cause all that

Really honest emotions

3. Ones he can't show

4. Thought I hardly

5. About know

Chorus:

6..... wanna

7..... even wanna

I just wanna hold on

8.To this true,

Women who have made mistakes

9.Are a little afraid, taking chances

She will play the waiting game

10..... impressed by those manly advances

11..... , I've only just met you

Maybe, I should know better

12.But when

There's something inside that's so right

Chorus: (repeat)

13..... you're real

14.You're pretending

15..... a deal

16.'cos my hearts depending on

Chorus: (repeat)



FEEDBACK

Vocabulary

1. Receipt
2. speakers

Comprehension

1. She lives in Bairro de CHINGODZI.
2. By producing the receipt.
3. First of all, it doesn't play cassettes, and secondly the sound doesn't come out of the speakers.
4. She is writing to the manager of Banca Chendjera

6.3.7. Listening

1. They learn...and judge
2. She doesn't ...she wants is
3. Help out
4. Know your name I know
5. Love and I
6. I don't ...lose
7. I don't...say good bye, oh know
8. True love
9. They don't like
10. She's never
11. I know
12. You look at me that way
13. Tell me
14. Not
15. Let's make
16. You

UNIT 6. REVIEW (TEST YOURSELF)

Dear student,

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

ACTIVITY 1. WRITE THREE FULL SENTENCES FOR EACH TENSE GIVEN.

Present continuous

E.g. I'm finishing the exercise now.

Present perfect

E.g. I've seen a chicken dancing R&B in a zoo.

Past simple

E.g. I danced Kuduro in 1990.

MODULE REVIEW

Dear student,

Now that you finished reading this module, there is a list of activities that you are presented to do in order to revise all that you have learnt in this module. Remember to go back to the correspondent lesson feedback to check your answers. If you have more than 75% of the correct answers, congratulations, if not go back and do it again.

ACTIVITY 1. COMPLETE THE TABLE USING THREE WORDS RELATED TO THE TOPICS GIVEN.

Sport	Entertainment	Hobbies	Leisure

ACTIVITY 2. WRITE CORRECT SENTENCES

1. are / writing / now / in English / we →

2. slowly / Matola / his / drives / car →

3. ? / doesn't / she / football / plays / Neninha →

4. Makoka / faster / runs / Filo / than →

5. Player / ? / is / father / a / football / your →

ACTIVITY 3. THESE SENTENCES ARE ALL WRONG.
CORRECT THEM.

1. Madina comes from Cuamba, didn't she? →

2. Where are you live? → _____

3. Chingale de Tete is good this year than two years ago. →

4. I am terrible sorry about your situation. →

Look, Manuela cooks rice now. →

ACTIVITY 4. Complete the sentences using the words in the brackets.

(Will be, can, will be fighting, but, when, which, must, should, may).

The world is beautiful, _____ people are destroying it.

_____ I offer you some juice, my dear?

People _____ respect environment laws, otherwise we will all die.

Felicidade _____ in Maputo next year.

_____ there are floods, we rescue children first.

Mapepa and Sinoia _____ next week.

A compass is an instrument _____ pilots use to guide them.

You _____ watch the weather forecast on TV every day.

_____ I help you, sir?

ACTIVITY 5. Write two sentences for each grammar item given below:

Relative pronouns

Connectors (but, too)

ACTIVITY 6. Write sentences using the following words: as ... as, the most, at (for places), on (for time), should.

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

ACTIVITY 7. Put the words under the correct heading. (pear, tomato, lemon, orange, onion, cabbage, mango, lettuce, banana).

Fruit

Vegetables

ACTIVITY 8. Cross out the word which does not belong to the group.

1. Water

plant

irrigate

shoot

2. fish

lemon

crayfish

crabs

ACTIVITY 9. Complete the spaces.

a. I like fruit specially _____, _____, _____ and _____.

b. I like wild animals specially _____, _____ and _____.

_____.

c. Fisher man use _____, _____ and _____.

ACTIVITY 10. Write sentences using the following words: as ... as, the most, at (for places), on (for time), should.

5. _____
6. _____
7. _____
8. _____

ACTIVITY 11. Complete the sentences using the following words: many, much, few, ought to, shouldn't.

1. You _____ drink alcohol because it is not good for you.
2. You _____ see a doctor because of your health problem.
3. I have _____ rice to give you.

ACTIVITY 12. Rewrite these sentences.

1. ? / ever / been / have / you / to / Manica
2. I / been / since / rice / have / cooking / three

ACTIVITY 13. Change the sentences into the past simple.

1. Muciva drives a car. → _____
2. Cidinho eats chicken. → _____

ACTIVITY 14. Put the words in the correct order and write sentences.

1. long hair / used to / Madala / have →

2. used to / a singer / my father / be →

ACTIVITY 15 Write two sentences using these adjectives (beautiful, slow)

1. → _____
2. → _____

ACTIVITY 16. Write three full sentences for each tense given.

Present continuous

E.g. I'm finishing the exercise now.

Present perfect

E.g. I've seen a chicken dancing R&B in a zoo.

Past simple

E.g. I danced Kuduro in 1990.

ACTIVITY 17. Put the verbs in the **past simple**.

1. Go
2. Live
3. Fight
4. Cook
5. Drive
6. Walk
7. Read
8. Play
9. See
10. Write

ACTIVITY 18. Write sentences in the **present perfect tense**.

1. I / be / to Massinga
2. Mambas / win / the CAF
3. Manuela and Tome / marry / recently
4. Paula / know / Afua for a very long time

5. Roberto Antique / teach / at Polana Secondary School
6. Marcelino / play / for Maxaquene
7. Eva Bombeira / kick / the ball
8. Semedo / live / in France
9. Armindo / take / a photograph of Tico- Tico
10. Eulalia / insult / Danilo

Isildo Celestino. 2001. **Livro do Aluno: Inglês 9ª Classe**. Plural Editores
(Grupo Porto Editores)

I. Useful and extra vocabulary

All the words that a person knows or uses, from which can be: Active or passive.
Let us now have some important vocabularies:

Food

Things that animals or people eat or drink:



Alface – **lettuce**

Alimentos – **food**

Arroz – **rice**

Azeite – **olive oil**

Azeitona – **olive**

Bacalhau – **cod**

Batatas – **potato**

Batatas cozidas – **boiled potatoes**

Biscoito – **biscuit**

Bolo – **cake**

Caldo – **soup**

Carne - **meat**

Carne assada – **roast beef**

Carne estufada – **stewed meat**

Carne de porco – **pork**

Carne de vaca – **beef**

Carne de vaca cozida – **boiled beef**

Carne picada – **minced meat**

Castanha – **chestnut**

Cebola – **onion**

Cenoura – **carrot**

Cerveja – **beer**

Chá – **tea**

Coelho – **rabbit**
Couve – **cabbage**
Couve-flor – **cauliflower**
Ervilha – **pea**
Espinafres – **spinach**
Feijões – **beans**
Fiambre – **ham**
Fígado – **liver**
Frango – **chicken**
Ganso – **goose**
Gema de ovo – **yolk of egg**
Lagosta – **lobstar**
Leitão – **suckling pig**
Legumes – **vegetables**

Leite – **milk**
Língua – **tongue**
Manteiga – **butter**
Mel – **honey**
Melão – **melon**
Molho – **sauce**
Natas batidadas – **whipped cream**
Omeleta – **omelette**
Ovo estrelado – **fried egg**
Pato – **duck**
Pepinos – **cucumbers**
Peru – **turkey**
Pombo – **pigeon**
Presunto – **bacon, smoked ham**

Queijo – **cheese**
Rins – **kidneys**
Salada – **salad**
Salmão – **salmon**
Sardinha – **sardine**
Sobremessa – **dessert**
Sopa – **soup**
Sorvete gelado – **ice cream**
Torrada – **toast**
Vinagre – **vinegar**
Vinho – **wine**
Xarope – **syrup**

Animals

Boi – **ox**
Búfalo – **buffalo**
Cabra – **nanny goat**
Cabrito – **kid**
Camelo – **camel**
Carneiro – **sheep**
Cavalo – **horse**
Coelho – **rabbit**
Cordeiro – **lamb**
Égua – **mare**

Elefante – **elephant**
Gato – **cat**
Gaivota – **gull**
Ganso – **goose**
Gazela – **antelope**
Girafa – **giraffe**
Hipopótamo – **hippopotamus**
Hiena – **hyena**
Javali – **wild boar**



Jumento – **ass**
Leão – **lion**
Leopardo – **leopard**
Lobo – **wolf**
Macaco – **monkey, ape**
Ovelha – **ewe**
Papagaio – **parrot**
Pantera – **panther**
Porca – **sow**

Porco-espinho – **hedgehog**

Raposa – **fox**

Ratazana – **rat**

Rato – **mouse**

Rato Silvestre – **dormouse**

Rinoceronte – **rhinoceros**

Tartaruga – **tortoise**

Tigre – **tiger**

Touro – **bull**

Urso – **bear**

Vaca – **cow**

Vitela – **heifer**

Zebra – **zebra**

The house



Andar – **story**

Apartamento – **flat**

Biblioteca – **library**

Campainha – **bell**

Casa de banho – **bathroom**

Sala de jantar – **dining room**

Corredor – corridor, passage

Cozinha – **kitchen**

Degrau – **step**

Dispensa, copa – **pantry**

Elevador – **lift**

Escada – **staircase**

Escritório – **office**

Tapete – **mat**

Fechadura – **lock**

Janela de grade – **venetian blind**

Entrada – **threshold**

Parede – **wall**

Patio – **yard**

Piso – **floor**

Porta da rua – **front door**

Rés-do-chão – **ground floor**

Retrete – **toilet**

Sala de estar – **living room**

Sala de visitas – **sitting room**

Tapete – carpet, rug

Tecto – **ceiling**

Telha – **tile**

Telhado – **roof**

Terraço – **terrace**

Varanda – **balcon**

Town

Alfândega – customs house

Bairro – **estate**

Banco – **bank**

Banheiros públicos – **public baths**

Calçada – paved street

Câmara municipal – **town hall**

Castelo – **castle**

Cemitério – **cemetery**



Centro commercial – **shopping centre**

Cidade – town, city

Circo – **circus**

Colégio – **school**

Correio – post office

Edifício – **building**

Escada rolante – **escalator**

Esquadra de polícia – **police station**

Estação de caminho-de-ferro – **railway station**

Fonte – **fountain**

Igreja – **church**

Jardim public – **public garden**

Livraria – **bookshop**

Loja – **shop**

Mercado – **market**

Museu – **museum**

Palácio – **palace**

Paragem de autocarros – **bus stop**

Parquet – **park**

Parque de estacionamento, parque de automóveis – **parking lot, car park**

Passagem – **passage**

Passeio – **walk**

Passeio (na rua) – **pavement**

Pensão – boarding house

Polícia de trânsito – **traffic policeman**

Ponte – **bridge**

Portão – **gate**

Praça – **square**

Rua – **street**

Semáforos – traffic lights

Supermercados – **supermarket**

Subúrbios – **suburbs**

Teatro – **theatre**

Terminal aério – **air terminal**

Universidade – **university**

The human body – O corpo humano

Anca – **hip**

Articulação – **artery**

Barba – **beard**

Bigode – moustache

Boca – **mouth**

Braço – **arm**

Cabeça – **head**

Calcanhar – **heel**

Cara, rosto – **face**

Carne – **flash**

Cérebro – **brain**

Coração – **heart**

Corpo – **body**

Costas – **back**

Costela – **rib**

Cotovelo – **elbow**

Dedo – finger

Dedo (do pé) – **toe**

Dedo polegar – **thumb**

Esqueleto – **Skelton**

Estômago – **stomach**

Face – **cheek**

Fígado – **liver**

Garganta – **throat**

Gengivas – **gums**

Joelho – **knee**

Lábio – **lip**

Língua – **tongue**

Mão – **hand**

Medula – **marrow**

Membro – **limb**

Músculo – **muscle**

Narinas – **nostrils**

Nariz – **nose**

Nervo – **nerve**

Olho – **eye**

Ombro – **shoulder**

Orelha – **ear**

Osso – **bone**

Palma da mão – **palm**

Pálpebra – **eyelid**

Pé – **foot**

Peito – **breast**

Pele – **skin**

Perna – **leg**

Pescoço – **neck**

Pestanas – **eyelashes**

Pulmões – **lungs**

Pulso – **wrist**

Quadril – **buttock**

Rins – **kidneys**

Sangue – **blood**

Seios – **breasts**

Sobrancelhas – **eyebrows**

Testa – **forehead**

Tornozelo – **ankle**

Unha – **nail**

Veia – **vein**

Ventre – **belly**

Months

Janeiro – **January**

Fevereiro – **February**

Março – **March**

Abril – **April**

Maio – **May**

Junho – **June**

Julho – **July**

Agosto – **August**

Setembro – **September**

Outubro – **October**

Novembro – **November**

Dezembro – **December**

Days of the week

Week days:

Monday – Segunda-feira

Tuesday – Terça-feira

Wednesday – Quarta-feira

Thursday – Quinta-feira

Friday – Sexta-feira

Weekend days:

Saturday - Sábado

Sunday – Domingo

The family and family relationships – Família e graus de parentesco

Adolescente – teenager,
adolescent

Afihado – **godson**

Afilhada – goddaughter

Avô – grandfather

Avó – grandmother

Bisavô – great
grandfather

Bisavó – great
grandmother

Criança – **child**

Cunhada – sister-in-law

Cunhado – brother-in-law

Entiado – stepson

Entiada - stepdaughter

Filha – **daughter**

Filho – **son**

Genro – son-in-law

Herdeira – **heiress**

Herdeiro – **heir**

Homem – **man**

Infância – **childhood**

Irmão – brother

Irmã – **sister**

Jovem – **young**

Mãe - mother

Marido – **husband**

Madrinha - godmother

Mocidade – **youth**

Mulher – **woman**

Mulher (esposa) – **wife**

Nora – daughter-in-law

Padrinho – godfather

Pai – father

Parente - relative

Orfão – **orphan**

Prima, primo – **cousin**

Rapariga – **girl**

Rapaz – **boy**

Sobrinha – **niece**

Sobrinho – **nephew**

Sogra – mother-in-law

Sogro – father-in-law

Solteira – **spinster**

Solteiro – **bachelor**

Tia – **aunt**

Tio – **uncle**

Velhice – **old age**

Vizinho – **neighbour**

Viúva – **widow**

Viúvo – **widower**



Fruits

Amêndoa – **almond**

Ananás – **pineapple**

Castanha – **chestnut**

Cereja – **cherry**

Figo – **fig**

Framboesa – **raspberry**

Maça – **apple**

Melão – **melon**

Morango – **strawberry**

Pêssego – **peach**

Pêra – **pear**

Toranja – **grapefruit**

Uvas – **grapes**

Furniture – Móveis

Almofada – **pillow**

Aparador – **sideboard**

Armário – **cupboard**

Berço – **cradle**

Cadeira – **chair**

Cama – **bed**

Candeeiro – **lamp**

Colchão – **mattress**

Cómoda – chest of drawers

Cortina – **curtain**

Coxim, almofada – **cushion**

Espelho – **mirror**

Lavatório – **wash basin**

Lençóis – **sheets**

Mesa – **table**

Pá – spade, shovel

Pano de mesa – **tablecloth**

Poltrona – **armchair**

Quadro – **picture**

Relógio – **clock**

Secretária – **desk**

Sofa – **sofa**

Travesseiro – **bolster**

Stationery – Objectos de Escritório

Agenda – **diary**

Borracha – **rubber**

Caixa – **box**

Caneta – **pen**

Carteira (de bolso) – **pocket book**

Carteira (mesa) – **desk**

Cofre – **safe**

Copiador – **copy book**

Calendário – **calendar**

Esferográfica – **ballpoint pen**

Lacre – sealing wax

Lapis - **pencil**

Máquina de escrever – **typewriter**

Papel – **paper**

Papel químico – **carbon paper**

Régua – **ruler**

Selo – **stamp**

Sobrescrito – **envelope**

Tinta – **ink**

Tinteiro – **inkstand**

Crockery and cutlery – Objectos de mesa

Açucareiro – **sugar bowl**

Faca – **knife**

Rolha – **cork**

Bandeja – **tray**

Garfo – **fork**

Saca-rolhas – **corkscrew**

Bule – **teapot**

Garrafa – **bottle**

Saladeira – **salad bowl**

Cafeteria – **coffee pot**

Guardanapo – **serviette**

Saleiro – **salt cellar**

Chávena – **cup**

Mantegueira – **butter dish**

Terrina – **soup tureen**

Colher – **spoon**

Pires – **saucer**

Toalha de mesa – **tablecloth**

Copo – **glass**

Prato – **plate**

Travessa – **dish**

Occupations - Profissões

Actor – **Actor**

Actriz – **Actress**

Administrador – **Director**

Advogado – **Lawyer**

Agente – **Agent**

Agiota – **Moneylender**

Alfaiate – **Tailor**

Árbitro – **Referee**

Arquitecto – **Architect**

Banqueiro – **Banker**

Bispo – **Bishop**

Cabeleleiro –
Hairdresser

Caixeiro, empregado –
Clerk, employee

Carpinteiro – **Carpenter**

Carvoeiro – **Coalman**

Carteiro – **Postman**

Cervejeiro – **Brewer**

Cirurgião – **Surgeon**

Consultor financeiro –
financial adviser

Corretor – **Broker**

Corretor de câmbios –
Stockbroker

Costureira –
Dressmaker

Cozinheiro – **Cook**

Criado
– **Servant**

Decorador – Interior
decorator

Dentista – **Dentist**

Director de empresa –
Company director

Economista – **Economist**

Encadernador – **Book-
binder**

Engenheiro – **Engineer**

Escultor – **Sculptor**

Farmacêutico – **Chemist**

Ferreiro – **Smith**

Florista – **Florist**

Funcionário publico –
Civil servant



Geógrafo – Geographer	Livreiro – Bookseller	Pedreiro – Mason
Geólogo – Geologist	Marceneiro- Cabinetmaker	Peixeiro – Fishermonger
Gestor de empresa – Manager	Medico – Physician	Piloto – Pilot
Gravador – Engraver	Motorista – Chauffeur	Polícia – Policeman
Horticultor – Horticulturist	Músico – Musician	Politico – Politician
Impressor – Printer	Negociante – Businessman	Procurador – Attorney
Intérprete – Interpreter	Negociante de retalho – Retailer	Professor – Teacher
Jardineiro – Gardener	Negociante por grosso – Wholesaler	Relojoeiro – Watchmaker
Joalheiro – Jeweller	Notário – Notary	Salsicheiro – Pork butcher
Jornaleiro – Journeyman	Operador de computador – Computer operator	Sapateiro – Shoemaker
Jornalista – Journalist	Padeiro – Baker	Secretária – Secretary
Juiz – Judge	Padre – Priest	Serralheiro – Locksmith
Lavadeira – Washerwoman	Parteira – Midwife	Soldado – Soldier
Lavrador – Farmer		Tradutor – Transilator

The most frequently used verbs and the vocabulary (ies) provided above, are sustained by: TIMBA, JOÃO. 2017, **COMPLETE LIST OF VERBS**. MAPUTO

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