



REPÚBLICA DE MOÇAMBIQUE

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

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

Inglês

Módulo **2**



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

**Modulo II:
Inglês**

Moçambique

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Impressão

CEMOQE, Moçambique

TABLE OF CONTENTS

GRADE 8 MODULE INTRODUCTION	6
UNIT 1: OCCUPATION AND PROFESSIONS	10
LESSON 1: TALKING ABOUT JOBS AND PROFESSIONS	12
LESSON 2: APPLYING FOR A JOB	21
UNIT 2: COMMUNITY: CUSTOMS AND TRADITIONS	42
LESSON 1: READING: "CHIZAVANE COMMUNITY"	44
LESSON 2: READING "CULTURAL TOURISM"	52
LESSON 3: DETERMINERS.....	63
LESSON 4: READING - INITIATION RITES FOR GIRLS"	73
LESSON 5: READING "BIRTH CEREMONY"	81
LESSON 6: PROTECTING OUR ENVIRONMENT.....	88
UNIT 3: SHOPPING	102
LESSON 1: READING: WE BUY PARAFFIN OIL AT THE LOCAL MARKET.....	104
LESSON 2: READING	111
LESSON 3: COMPLAINING LETTER.....	116
LESSON 4: COUNTABLE AND UNCOUNTABLE NOUNS	121
LIST OF IRREGULAR VERBS	150
LIST OF REGULAR VERBS.....	153

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
MINISTRA DA EDUCAÇÃO E
DESENVOLVIMENTO HUMANO

MODULE INTRODUCTION

Dear student,

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

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

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

Let us work!



MODULE ORGANIZATION

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

Unit 4: Jobs and Occupations

Unit 5: Community: customs and traditions

Unit 6: Shopping

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

The lessons are organised as following:

Number of the lesson

Theme of the lesson

Introduction of the lesson

Learning objectives

Hours of study

Contents (include exercises on the CD players)

Assessment

Correction Key

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

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

Let us work!

LEARNING OBJECTIVES

We hope that by the end of this module 2, you will be able to:

- *Describe different jobs and occupations in your community;*

- Talk about your preferred jobs and occupations and state the reasons for choice;
- Discuss environmental issues (protection of forest, vegetation, erosion prevention);
- Discuss about the importance and impact of traditions customs and rites;
- Talk about different types of shops and shopping places;
- Read simple texts;
- Understand short simple personal letters;
- Read for specific information in advertisements;
- Write short, simple texts relating to matters in areas of immediate need.

LEARNING RESULTS

- Identify different types of job;
- Describe your preferred professions
- Give reasons for your preference;
- Describe the activities and occupations in your community;
- Identify and list the needs of the community;
- Describe different types of shops and shopping places;
- Identify items sold in different types of shops and shopping places
- Write a letter of complaint;
- Make a shopping list.

LEARNING GUIDE

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

you need to spend 2 to 3 hours daily to study each lesson and do the given exercises;

your studies should take place in an appropriate place (quiet place), it can be at home, or at CAA;

during your reading, you should take notes of the basic concepts, structures and other important aspects about the topic;

present your doubts to your mates, teacher or your tutor to help you;

sum up the learned lessons;

at the end of each lesson, you must do the given exercises, and after that you can check your answers with the given answers in the feedback;

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

ASSESSMENT CRITERION

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

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

Dear student, now we are going to start with the unit 4. **Let us work!**

1

UNIT 4: JOBS AND OCCUPATIONS



UNIT INTRODUCTION

Dear student, it is important for you to start thinking about your future profession. What would you like to be? A doctor? A soldier? An engineer? In this unit, we are going to study about occupations and professions. You are going to read advertisement, an invitation, write an application letter and CV. Listen carefully to the script and repeat the pronunciation of the words. This unit contains 3 lessons and 9 hours of study.

Lesson 1: Reading about professions

Lesson 2: Applying for a job

Lesson 3: Grammar focus: Adjectives and Connectors



LEARNING OBJECTIVES

- *Describe the different jobs and occupations.*
- *Understand a job advertisement*
- *Read application forms.*
- *Read and write a CV.*
- *Discuss the pre-requisites for different professions.*
- *Discuss your preferred occupations and professions and state the reason for choice.*



LEARNING RESULTS

- *Identify different types of jobs*
- *Talk about jobs and occupations (local and national)*

- *Describe their preferred professions*
- *Write an application letter*
- *Write a CV*



TIME: 9 hours

AUXILIARY MATERIALS: audiovisual aids, books, handouts, dictionary

LESSON 1: TALKING ABOUT JOBS AND PROFESSIONS



INTRODUCTION

Dear student, in this lesson you are going to read a job advertisement and a text explaining the work of a teacher. Listen carefully to the script describing different professions and repeat the words. In this way, you will know the spelling and the pronunciation of words. **Let us work!**



LEARNING OBJECTIVES

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

- *Describe the different jobs and occupations.*
- *Understand a job advertisement*



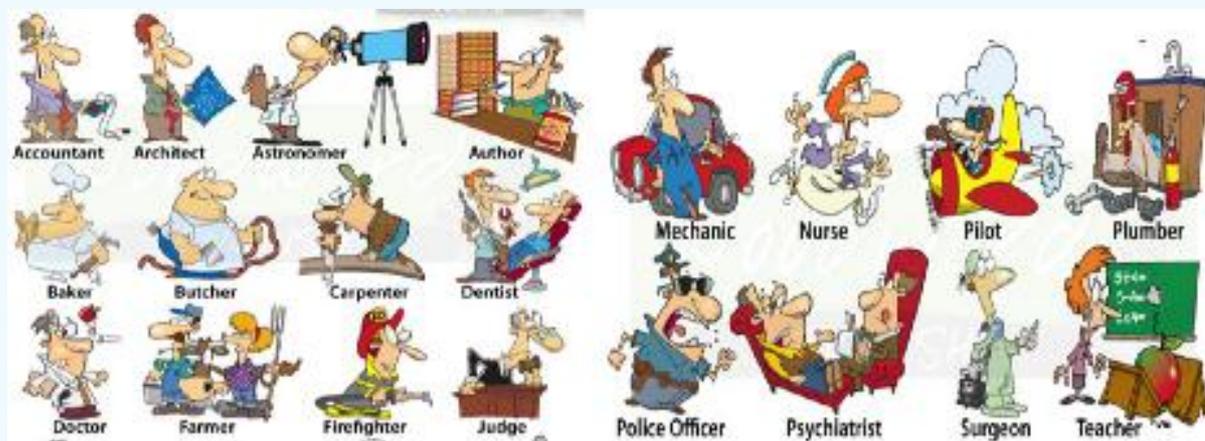
TIME: 3 hours

Contents

Script 1 (Jobs)

4.1.1. Describing different professions:

Dear student, listen to the script and identify the profession by looking to the pictures.



Now, listen to the script again while you read the following table. Pay attention to the pronunciation!

This is Mr Tembe. He is **a teacher**.

This is Mrs Tembe. She is **a nurse**.

This is Eduardo. He is **a student**.

This is Clara. She is **a secretary**.

This is Ines. She is **a doctor**.

This is George. He is **a journalist**.

This is Aizira. She is **a soldier**,

This is Tom. He is **a mechanic**.

This is Abudo. He is **a farmer**.

This is Frank. He is **an electrician**.

This is Ulla. She is **an economist**.

This is Antonio. He is **an engineer**.

This is Amina. She is **an architect**.

Note: **an** + vowel sound = **an** architect **a** + consonant sound = **a** student

For more details, check Module 1 -unit 2 lesson 1! The following text is describing the work of a teacher. Read carefully and take notes.

4.1.2. Reading: The teacher

People think that being a teacher only involves giving classes and marking exercises. They also think that a teacher has a short working day and very long holidays, but in reality there is much more to do. First of all, there is a lot of planning and preparation. You have to plan your work for the year, write tests and prepare every lesson you give. There is a lot of administration too: on a daily basis, you have to take the register and fill in work records and keep records of marks, and there are meetings to attend. Most teachers spend about 20 hours a week in the classroom that is about half the working week. The rest of the week – the other 20 hours of a normal working week, or longer sometimes – is taken up with preparation, marking and administration. When you are in the class, it is not like being in an office. You have to be in control the whole time – you can't sit back and rest. So, after four hours or more of teaching you are usually very tired.

Not everybody is suited to teaching. You have got to have a good educational background, including a teaching certificate, and you have to be a good leader and organiser. You have also got to be patient: not everyone learns as quickly as

you would like. The main disadvantage of teaching is that it is not a well-paid profession. Many teachers earn so little that they have to find part-time job to supplement their salaries. However, it is a very secure job, if you work for state. The holidays are quite good and you receive a pension when you retire. It is very rewarding and enjoyable working with people and helping them to improve themselves. I really enjoy meeting former students who established in some career or other; it makes me feel that I've contributed something.

Vocabulary

records of marks– registo de notas	supplement - completar
enjoyable - agradável	
retire – aposentar-se	improve - progredir
earn - ganhar	rewarding -gratificante, compensador
	establish - estabelecer

Now, you have read the text look at the job advertisements. Can you identify the personal qualities and the required qualifications to be a teacher?

4.1.3. Job advertisements

Dear student, read these job advertisements, can you identify the requirements for the jobs?

Remember to take notes while you do the reading. **Now**, let us read the advertisements.

Advertisement 1:

THE DAILY NEWS

Wednesday 22 June 2017

<p>Waiter required for Lion Hotel. Must have good education and good English. Previous experience desired but not essential. Contact: the Manager P.O. Box 869, Beira.</p>	<p>Well-spoken telephonist receptionist required by a busy office in Beira. Excellent English essential. Contact: Mr Santos P.O.Box 769, Beira.</p>	<p>Export manager required by rubber goods manufacturing company in Beira. Candidates must have good education, excellent English and relevant experience. Contact: Mrs Rankwane P.O. Box 75 Beira.</p>	<p>Long-distance lorry driver required for Mozambique-Zimbabwe-Malawi-Zambia area. Must have heavy goods vehicle licence. English desirable. Contact: Miguel Maseko P.O. Box 987 Beira.</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Advertisement 2:

VACANCY ANNOUNCEMENT

TRANSLATOR
(English-Portuguese / Portuguese-English)

ANAMPHULA is the Association of Natives and friends of Nampula which is based in Maputo. This organization is looking for a competent English Portuguese translator for its new office in Matola, Kongolote.

If this job interests you, please send your CV together with a covering letter (in English) addressed to:

The Manager
ANAMPHULA – Rua 23, MATOLA
anamphula@networld.com
closing date: 25th August 2008
In ‘The BAIA’ 14/08/2008

Vocabulary

rubber – borracha	goods – mercadorias	lorry- camião
heavy goods – cargas pesadas	translator – tradutor	
CV – curriculum vitae	application – requerimento, candidatura	
attach - anexar		



Now, you have read the two job advertisements: **A** from *The Daily News* and **B** from *The Baia*.

There are some elements that must be in a job advertisement like: name or type of organisation, the position, the location of the organisation, the requirements for the job and the contact person. Can you identify all these elements? Write down in your exercise book.



ACTIVITIES

Dear student, you have learned about different professions like: pilot, plumber, cook, teacher; about job advertisements. Take time to read and understand the exercises before doing. **Now,** let us practice the contents.

Exercises

I – Reading and comprehension

A: Read again the text about teacher and do the following exercise.

Make short notes about these subjects:

- a) duties (what a teacher has to do)
- b) qualifications
- c) personal qualities (what kind of person a teacher should be)
- d) advantages
- e) disadvantages

B: Match the occupations and the definitions.

Occupation	Definition
1. Policeman	a) A person who makes wooden structures and objects.
2. Vet	b) A person who works with students at a school.
3. Tailor	c) A person who helps to catch the criminals.
4. Carpenter	d) A person who treats sick animals.
5. Teacher	e) A person who makes clothes.

II – Writing

A: *Work in a small group* (make an appointment in advance with two colleagues at CAA for this task). **What will you look for when you are choosing a job?**

Look at the following list of features and number each one according to its importance to you.

- *Secure, with long-term prospects.*
- *Opportunities to travel abroad.*
- *Opportunities for further training.*
- *Close to your home.*
- *Transport provided.*
- *A pension.*
- *Opportunities for promotion.*
- *Good salary.*
- *Housing provided.*
- *Interesting work – not boring.*
- *Friendly working environment.*
- *The chance to meet interesting people.*
- *Short working hours.*

B: Look again at the *job advertisement 2*. Answer the questions.

1. What job is being advertised?
2. What is ANAMPHULA?
3. Where's ANAMPHULA office in Matola?
4. How can you apply for this job?
5. Where was this job advertised?

Dear student, when you have finished doing the exercises, check the feedback. **Remember** to write down the difficulties and ask for help to your tutor.



FEEDBACK

I – Reading and comprehension

A: a) duties: planning and preparation of the lessons, plan the work for the year, write tests, take the register and fill in work records and keep records of marks, attend meetings...

b) qualifications: good educational background, good leader and organiser

c) personal qualities: be patient, good leader and organiser

d) advantages: very secure job if you work for state, holidays are quite good, receive a pension when retire, very rewarding and enjoyable working with people and helping them to improve themselves

e) disadvantages: not a well-paid profession, have to find part-time work to supplement their salaries.

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

II – Writing

A: Depends on student's organisation. (show your tutor)

Example:

1. Good salary. 2. Secure, with long-term prospects. 3. Opportunities for further training.

4. Friendly working environment. 5. Interesting work – not boring. 6.

Opportunities for promotion. 7. The chance to meet interesting people. 8.

Opportunities to travel abroad.

9. Transport provided. 10. A pension. 11. Housing provided. 12. Close to your home.
13. Short working hours.

B: job advertisement 2

1. A job as a translator.
2. It is the Association of Natives and friends of Nampula.
3. It's in Rua 23, Matola.
4. You can apply by sending a CV and a covering letter.
5. In 'The Baia'.

Dear student, did get more than 60% of correct answers? Very well! Continue studying! **Remember** that you can always study in groups, you only need to organize with your colleagues at CAA. Your tutor can help you.

LESSON 2: APPLYING FOR A JOB



INTRODUCTION

Dear student, in the previous lesson we have read job advertisements and some pre-requisites necessary for some jobs. **Now,** we are going to study how to apply for a job, how to write a letter of application and CV. In the grammar you will learn how to form the plural of nouns. **Let's work!**



LEARNING OBJECTIVES:

- *Read application forms.*
- *Read and write a CV.*



3 hours

Contents

Dear student, if you want to apply for a job, you must write an application letter and send together with the CV. **Now,** look at these two application letters.

4.2.1. Letter of application for a job

Note: The **letter of application 1** is for the **export manager** post advertised in 'The Daily News' (*Advertisement 1 lesson 1*) and the **letter of application 2** is for a **translator** post advertised in 'The BAIA' (*Advertisement 2 lesson 1*). **Pay attention** to the structure.

Letter of application 1

P.O. BOX 987
Beira
15 June 2017

Mrs Rankwane
P.O. Box 75
Beira

Dear Mrs Rankwane

I would like to apply for the post of export manager advertised in *The Daily News* of 15 of June. I am 25 years old and I have five years experience as assistant manager in a trading company in Beira.

I have completed Standard 12 and my English is good.

Please find enclosed my CV.

I look forward to hearing from you.

Yours sincerely

Roberto Modipane

Vocabulary

trading company – companhia / empresa comercial

degree – diploma please find enclosed – segue junto

look forward to hearing from you – no aguardo de suas notícias

yours sincerely / yours faithfully - atenciosamente

Note: the words in the vocabulary box are from the two application letters.

Letter of application 2

Bairro de Magarrafa

Chimoio

14th August 2008

The Manager

ANAMPHULA – MATOLA

Re: TRANSLATOR JOB APPLICATION

Dear Sir or Madam,

I am writing to apply for the post of translator, advertised in ‘THE BAIA’ newspaper of the 14th August 2008. My name is Naima Penicela and I am 27 years old. I took my degree in translation at the Institute of Languages in Chimoio. After my studies, I worked for many NGOs as a translator.

Please find attached my curriculum vitae.

I look forward to hearing from you.

Yours faithfully,

Naima Penicela

(Naima Penicela)

Now, we are going to see two different types of CV with the same purpose (objective).

4.2.2. CV

Read **Roberto**' CV. (1)

Study Roberto Modipane's CV which he enclosed with his letter of application. (1)

CURRICULUM VITAE

Name: Roberto Modipane
Address: P.O.Box 987 Beira
Age: 25
Marital status: single

Education

1975 – 1980	Escola Primaria de Manica	
1980 – 1986	Escola Secundaria de Chimoio	Grade 10 Certificate

Employment

1987 – 1989	Franca Supermercados, Beira	Accounts clerk
Since 1990	Sofala Trading, Beira	Assistant Manager

Interests

Football, music. I am a member of the Beira Athletic Club football team.

This is one example of a CV, you have the main aspects registered. You can add more information to make your CV richer. You can't invent things because the employer will ask for references. The following CV is longer and more detailed than CV 1. You can compare and choose one to write in the activities.

Read **Linda**'s CV. (2)

Personal information

Full name: Linda Jacob
Place and date of birth: Inhambane, 22nd May 19974
Marital status: married
Email: lindinha@lycos.com

Mobile: +258 824694820 Landline: +258 29355086

Address: Bairro de Xipamanine, Quarteirão 7, Maputo

Educational background

Primary School level (Nhapossa Primary School, Inhambane), 1989

Lower Secondary level (Maganja da Costa Secondary School, Zambézia), 2004

Upper Secondary level (Manyanga Secondary School, Maputo), 2006

Other courses

English for tourism (level 1), English for secretaries (level 4), Typing, Teaching English to children and use of internet

Work experience

English language teacher, secretary, typist and newspaper editor

Languages

Portuguese, Guitonga, Ronga, Chuabo and English

References

EulaliaMaduela, History teacher (e-mail: lainha@yahoo.com)

BeneditoFaela, Director of CCA company (e-mail: beneditofae@yahoo.com)

Reasons for wishing to get the job

Good salary and opportunity to use my knowledge.

I declare that the information provided is true

Linda Jacob

Grammar focus: Plural nouns

1. The **plural** of a **noun** is usually made by adding **s** to the singular: dog – dogs; day – days; house – houses.

Exceptions:

a) nouns ending in **o, ss, sh, ch** or **x** form their plural by adding **es**: hero – heroes; kiss – kisses; brush – brushes; watch – watches; box – boxes (but: piano – pianos; photos – photos)

b) nouns ending in **consonant +y** form their plural by dropping the **y** and adding **ies**: baby – babies country – countries

c) nouns ending in **vowel + y** form their plural by adding **s** only:

donkey – donkeys; boy – boys

d) nouns ending in **f** or **fe** drop the **f** or **fe** and add **ves**: life – lives;

knife – knives; half – halves; self – selves; calf – calves

2. Some nouns form their **plural** in an **irregular** way and some do not change in the plural.

a) a few nouns form their plural by a **vowel change**

e.g. man – men foot – feet mouse – mice woman – women tooth – teeth
goose – geese

b) a few names of fish and animals do not change in the plural

e.g. one sheep – two **sheep** one fish – six **fish**

c) the plural of child is **children**, the plural of person is **people**

Note: You must remember the rules.

Was it difficult? You can always repeat the lesson if you think it is necessary. Now, let us practice what we have learned.



ACTIVITIES

Exercises

I – Reading and comprehension

A: Read the text and write **True** or **False**.

1. Linda is Mozambican. _____
2. Linda has got a husband. _____
3. Linda has got children. _____
4. Linda lives in Maputo. _____
5. Linda studied in Nampula. _____
6. Linda speaks English very well. _____
7. Linda knows how to use the internet. _____
8. Linda worked as a journalist. _____
9. Linda speaks Changana. _____
10. Linda wants to get this job to help her husband. _____

B: Match the questions with the correct answers.

- | | |
|---------------------------------|---------------------------------|
| 1. Where were you born? | a. Just English. |
| 2. When were you born? | b. In Manjacaze. |
| 3. Where do you live? | c. In January 1998. |
| 4. What languages do you speak? | d. In Matadouro, near Macaneta. |

II – Grammar

A: Choose the correct plural forms.

- | | | | |
|-----------|--------------------|-----------|-------------------|
| 1. lady | ladys / ladies | 6. leaf | leafs / leaves |
| 2. tomato | tomatos / tomatoes | 7. world | worlds / worldes |
| 3. day | days / daies | 8. wolf | wolfs / wolves |
| 4. wife | wives / wifes | 9. girl | girls / girles |
| 5. fly | flys / flies | 10. shelf | shelves / shelves |

III - Writing

Choose one of the posts advertised on [The Daily News](#). Imagine you have the relevant qualifications and experiences for it and write a **letter of application**. Use the previous letter as an example.



FEEDBACK

I – Reading and comprehension

A: T or F

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

B: 1. b 2. c 3. d 4. A

II – Grammar

A: 1. ladies 2. tomatoes 3. days 4. wives 5. flies 6. leaves

7. worlds 8. wolves 9. girls 10. shelves

III- Writing

Let us see if you wrote like this:

Dear student, this is the end of lesson 2. Compare your letter to the one in the feedback. See it is easy! Did you manage to write like this? Well done, keep working!

(Your address)

Date

(Address of who you are writing to)

Dear Mr / Mrs.....

I would like to apply for the post of.....advertised in..... (name of the newspaper and the date). I am.....years old and I have.....years of experience as

LESSON 3: ADJECTIVES AND CONNECTORS



INTRODUCTION

Dear student, in this lesson you are going to study the comparative and superlative of **adjectives**. You are going to compare people, places and things. There are sometimes two similar ideas that can be connected in one sentence. In this case we can use connectors. Make sure you read the notes and follow the instructions before doing the exercises.



LEARNING OBJECTIVES

- Compare people, things and places using adjectives
- Use the connectors: **so, because, when, and, or, but.**



TIME 3 hours

Contents

4.3.1. Adjectives

Look to these examples:

tall - taller – **the tallest** Ana is taller than Maria. Paula is **the tallest** girl in our class.

big – **bigger** – **the biggest** Pedro's house is **bigger** than mine. Sandra's house is **the biggest** in this area.

beautiful – **more beautiful** - **the most beautiful** This dress is **more beautiful** than that one.

Look! This is **the most beautiful** dress!

Tete is **the hottest** province. This chair is **more expensive** than that one over there. Do you know what the bolded words are? The words **hottest** and **expensive** describe and qualify the nouns (Tete and chair). These words we call **adjectives**.

An **adjective** gives information about a noun. Adjectives have comparative and superlative forms.

Examples: One **tall** boy. This dress is **beautiful**. Ema is a **good** student.

An **interesting** book. This house is **small**. Tete is very **hot**.

Look at the table, there are **regular adjectives** (which maintain the base form in comparative and superlative forms) and **irregular adjectives** (which have three different forms).

Regular adjectives: base form	Comparative	Superlative
<i>Short adjectives</i>		
small	smaller	the smallest
cold	colder	the coldest
	Rule 1 = adjective + er	Rule 1 = the adjective + est
nice	nicer	the nicest
large	larger	the largest
	Rule 2 = adjective + r	Rule 2 = the adjective + st
big	bigger	the biggest
hot	hotter	the hottest
	Rule 3 = adjective + double letter + er	Rule 3 = the adjective + double letter + est

dry	drier	the driest
funny	funnier	the funniest
	Rule 4 = adjective y + ier	Rule 4 = the adjective y + iest
Regular adjectives:		
base form		
<i>Long adjectives</i>		
Spectacular	More spectacular	the most spectacular
Expensive	More expensive	the most expensive
beautiful	More beautiful	the most beautiful
	Rule 5 = more + adjective	Rule 5 = the most + adjective
Irregular adjectives		
base form		
good	better	the best
bad	worse	the worst

Examples:

- Manica is **cold**, but Niassa is **the coldest** province in Mozambique.
- Apples are **more expensive** than bananas.
- Paulo is **the worst** student in the class and Amanda is **the best**.
- Andrea is **thinner** than Carla.
- Desert is **the driest** place.

➤ *Position of adjectives*

- *Adjectives used to describe nouns. They are usually placed before nouns.*

e.g. a **pretty** girl; an **angry** man

- *Adjectives can be used after the verb to be.*

e.g. That girl is **pretty**.

- *feminine nouns.*

e.g. singular: an **old** woman – an **old** man

plural: **old** women - **old** men

- *Adjectives are used after verbs of senses: look, smell, taste, sound, etc.*

e.g. You look **beautiful** in your uniform.

➤ *Adjective + preposition*

After some adjectives, we can use a preposition

(e.g. at, to, of, in, with, for):

- *to be good / bad at (something)*
- *to be good / nice / kind / rude to (someone)*
- *to be interested in*
- *to be happy / disappointed / angry / impressed with*
- *to be fond / tired / afraid of*
- *to be famous / responsible / ready / late for*
- *to be similar to*
- *to be different from*

Examples

Paulo is **handsome**. Maria is an **intelligent** student. She is very **friendly**.

Look! That's a **well-dressed** woman! What a **beautiful** house!

He is really **bad at** Mathematics. Be **nice to** your classmates! I am **interested in** Physics.

My brother is **good at** Drawing. She is **happy with** her new job.

4.3.2. Connectors

We sometimes have two similar ideas which we can put in one sentence.

Example: **a)** Mauro is a student. **b)** Sandra is a student.

➤ ***Mauro and Sandra are students. (we connect the two sentences in one using and)***

Connectors are words used to join two sentences or ideas. there are different types of connectors.

and – is used to join two similar ideas or things.	Luisa speaks English at school. Mario speaks English at school. <i>Luisa and Mario speak English at school.</i>
or – is used to express two ideas or alternative ideas.	I can't sing. I can't dance. <i>I can't sing or dance.</i>
because – is used to express reason.	Odete went to hospital. She was not feeling well. <i>Odete went to hospital because she was not feeling well.</i>
but - is used to express contrast or opposition.	I want to learn to speak English. I find it a difficult language to speak. <i>I want to learn to speak English but I find it a difficult language to speak.</i>
when – is used to express two events happening at the same time.	The phone rang. I was taking a shower. <i>The phone rang when I was taking a shower.</i>
so – is used to express the result of something.	It was raining. I took my raincoat. <i>It was raining so I took my raincoat.</i>

Take time to study the contents. If there is something that you don't understand, take notes so that you can ask for help. You can also study in pairs or small groups to help each other. **Remember** to revise the lesson before doing the exercises.



ACTIVITIES

I - Complete the spaces in the text using the words from the box.

more slower noisier more comfortable more expensive
heavier faster

This week we compared the Landrover and the Suzuki 4x4. We found that the Landrover was _____ (a) than Suzuki-it weighs 1,050 kilos, but the Suzuki only weighs 900 kilos. The Landrover was also _____ (b) than Suzuki-it could do only 125 kilometres per hour. The Suzuki was 5 km/h _____ (c) faster than Landrover. The Suzuki was _____ (d) than the Landrover – the seats in the Landrover were not comfortable. But the Suzuki was a noisy vehicle: it was _____ (e) than the Landrover when it drove normally. And the price? The Landrover is stronger and _____ (f) reliable vehicle than the Suzuki.... but it is also 14 million meticaïs _____ (g) than the Suzuki. So which vehicle is better than the other?

II - Complete the sentences below using the connectors in the box.

but and or because when so

1. We played football, walked on the field _____ swam in the river. We were tired _____ happy.

2. The girl wanted to be a teacher ____ she studied a lot.
3. Lurdes knocked on my door ____ I was taking shower.
4. Andrew arrived late at school ____ he missed the school bus.
5. Could you please give me a cold drink____ a glass of wine?



FEEDBACK

I - a) heavier b) slower c) faster d) more comfortable e) noisier f)

more

g) *more expensive*

II - 1) and, but 2) so 3) when 4) because 5) or

Dear student, this is the end of lesson 3. Compare your answers to the ones in the feedback. See it is easy! Did you manage to get many correct answers? Well done, keep working!



UNITY ACTIVITY

Dear student, before doing this test, study the contents of unit 4 again. You can ask for help to your tutor to clarify the doubts and difficulties. The Unity activity will help you to do the Module Activity successfully. Let us work!

Section 1: Vocabulary – find the words: nurse, teacher, secretary, doctor, mechanic, engineer, lawyer, cook, police, driver, and actor.

B	F	E	S	R	U	N	L	R	M
E	T	O	F	P	A	W	A	E	E
S	E	S	D	O	C	A	W	V	C
T	A	K	I	L	T	T	Y	I	H
D	C	O	E	I	O	E	E	R	A
E	H	O	P	C	R	R	R	D	N
S	E	C	R	E	T	A	R	Y	I
Y	R	R	O	T	C	O	D	I	C
E	N	G	I	N	E	E	R	S	A

Section 2: Grammar

A: Complete the table.

Adjective	Comparative	Superlative
<i>beautiful</i>	<i>more beautiful</i>	<i>the most beautiful</i>

cheap		
expensive		
hard		
soft		
tall		

B: Use words from the box to connect the sentences.

because so when and or but

Example: He's hungry. He hasn't eaten anything today.

He's hungry **because** he hasn't eaten anything today.

1. I was very tired last night. I went to bed early.

2. I went to bed early. I was very tired last night.

3. I was very tired. I did not go to sleep immediately.

4. I was asleep. I hear someone open the door of my room very quietly.

5. I opened my eyes. I saw someone next to my bed.

6. Was it my brother? Was it a thief?

C: Choose the correct alternative to complete the gaps.

1. Niassa is _____ than Tete. (*more big / bigger / big*)

2. The opposite of beautiful is _____. (*clean / ugly / colourful*)

3. I _____ *Akishava* last week. (*visited / have visited / will visit*)
4. *Mozambique* _____ *in Malawi* now. (*played / is playing / will play*)

5. I like fish, _____ I don't have money to buy it. (*so / and / but*)
6. _____ do you come from? (*When / Where / Why*)
7. I _____ speak to myself. (*times / sometimes / the*)
8. Maria is _____ economist. (*the / a / an*)
9. I don't smoke _____ it is unhealthy. (*but / and / because*)
10. I will see you _____ Tuesday. (*on / in / at*)
11. The director's office is _____ the second floor. (*in / on / at*)
12. Classes start _____ 6.30. (*in / at / on*)
13. My father drives _____ a professional driver. (*like / as / and*)
14. Be careful not to hurt _____. (*yourself / myself / itself*)
15. _____ I talk to you for a moment? (*might / can / will*)
16. _____ you press this button, then you... (*then / second / first*)

Section 3: writing

Write your **CV**. Remember to check the rules before writing in the lesson 2.

Personal information

Educational background

Other courses

Work experience

Languages

References

Reasons for wishing to get the job

Now, compare your answers with the ones in the feedback. **Remember** to take note of exercises that you had difficulties and ask for explanation to your tutor at CAA.



FEEDBACK

Section 1: Professions

B	F	E	S	R	U	N	L	R	M
E	T	O	F	P	A	W	A	E	E
S	E	S	D	O	C	A	W	V	C
T	A	K	I	L	T	T	Y	I	H
D	C	O	E	I	O	E	E	R	A
E	H	O	P	C	R	R	R	D	N
S	E	C	R	E	T	A	R	Y	I
Y	R	R	O	T	C	O	D	I	C
E	N	G	I	N	E	E	R	S	A

Section 2: Grammar

A: Complete the table.

Adjective	Comparative	Superlative
<i>beautiful</i>	<i>more beautiful</i>	<i>the most beautiful</i>
cheap	cheaper	the cheapest
expensive	more expensive	the most expensive
hard	harder	the hardest
soft	softer	the softest
tall	taller	the tallest

Section 2: B – connectors

1. I was very tired last night **so** I went to bed early.
2. I went to bed early **because** I was very tired last night.
3. I was very tired **but** I did not go to sleep immediately.
4. I was asleep **when** I hear someone open the door of my room very quietly.
5. I opened my eyes **and** I saw someone next to my bed.
6. Was it my brother **or** was it a thief?

C: correct alternative

1. bigger
2. ugly
3. visited
4. is playing
5. but
6. where
7. sometimes
8. an
9. because
10. on
11. on
12. at
13. like
14. yourself
15. can
16. first

Section 3: writing (the student should show to the tutor this task).

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

2

UNIT 5: COMMUNITY: CUSTOMS AND TRADITIONS



UNIT INTRODUCTION

Dear student,

We are all part of a community. We can consider community as the place where we live, work, the environment and the surrounding. In some communities, there are some customs to be followed, for example, when a child is born few people can see or even hold it until the umbilical cord falls. You are going to read some texts about customs and traditions. This unit has more lessons than the other ones, so take time to read and study the notes. If you find some difficulties ask for help at CAA, but remember to study in groups so that you can help each other.



Lesson 1: Reading “They are rich because of their animals”

Lesson 2: Reading “Cultural tourism”

Lesson 3: Determiners

Lesson 4: Reading “Our traditional rites”

Lesson 5: Reading “Birth ceremony”

Lesson 6: Reading “Protecting our environment.”



LEARNING OBJECTIVES

- Describe traditions and customs in the community and country;
- Talk about tourist attracting areas in the community;
- Discuss environmental issues (protection of forest, vegetation,);
- Compare the social norms and their importance;
- Discuss the importance of culture for tourism.



LEARNING RESULTS

- Identify and talk about ways of improving people’s lives
- Describe customs, habits and values of their community
- Describe and compare rites and ceremonies of: birth, funeral, initiation rites.



TIME: 12 hours

AUXILIARY MATERIALS: audiovisual aids, books, handouts, dictionary

LESSON 1: READING: “CHIZAVANE COMMUNITY”



INTRODUCTION

Dear student,

We are all integrated in a community. In this lesson, we are going to read a text which explains how people live in Chizavane community; in grammar we will study adverbs and relative pronouns. Let us work!



LEARNING OBJECTIVES

- Describe traditions and customs in the community and country;
- Use adverbs of time, manner and probability
- Use relative pronouns



TIME: 2 hours

Contents

5.1.1 Reading

They are rich because of their animals

Hello, my name's Baltazar Muzima. I am a writer. I write stories about local communities. I have worked in many countries and Mozambique is my 50th. When I came back from Germany where I was working, I visited

a community called Chizavane in Gaza province, in 1997. Chizavane is a community located in Manjacaze district, Gaza province.

In Chizavane, people lived on cutting trees to make firewood to sell to tourists. There were also many poachers killing wild animals. People sold plots in dunes to build houses for tourism. Mozambican law forbids building houses in dunes. There were also people killing turtles, people are destroying nature! I went back there last year. I found that things are different now. There is a project, Environment Development of the Southern Coast, working in Chizavane educating people to live with animals and plants. People are taught to do other activities than cutting trees or hunting. For example, poachers are now producing baskets and selling them to local resorts. They make more money than before. People that used to cut trees in the past are now running small businesses. The project gave them money to start them. With the money, they make out of the activities they do, people are building beautiful houses and buying motorbike.

Vocabulary

plot – lote dune – duna wild animals -animais selvagens
poacher – caçador furtivo hunting - caça

5.1.2. Adverbs - we use adverbs to describe verbs when we want to tell people more about how something is done.

A) Adverbs of manner tell us **how** something happens. These adverbs include words like *well, slowly, quickly, fast...*

Examples: I run **fast**. Sara always eats her food **quickly**.

Paulo is **well** behaved. She did the test **easily**.

We managed to finish the job by doing it **slowly**.

Note:

a) we form adverbs of manner by adding **-ly** to an adjective: slow – **slowly**
bad - **badly**

b) after a consonant, **-y** changes to **-i** happy – **happily** easy – **easily**

c) we can use some words as adjectives or adverbs without adding **-ly** or **-ily**

example: It was a **fast** train. → The train went **fast**.

Other examples are: better, best, early, hard, last, late, monthly....

B) Adverbs of time tell us **when** something happens. These adverbs include *today, early, now, late, yesterday, this / next /last / week, on Monday, at 5 o'clock...*

WHEN	FOR HOW LONG	HOW OFTEN
Today	All Day	Sometimes
Yesterday	Not Long	Frequently
Later	For a While	Never
Now	Since Last Year	Often
Last Year		Yearly

Examples: I'm seeing him **Monday**. She is at school **now**.

We'll do a test **tomorrow**. I was at home **yesterday**.

C: Adverbs of probability tell us if something is likely or unlikely to happen. These adverbs include *perhaps, possibly* and *probably*.

Examples: Perhaps it will rain later. I will **probably** get wet because I have no umbrella.

Note: for adverbs of frequency, you can see in Module 1, Unit 2 lesson 1.

5.1.3. Relative pronouns (who / that / which)

Look at this example:

The woman who lives next door is a doctor.
Relative clause

A **clause** is a part of a sentence. A **relative clause** tells us which person or thing the speaker means:

- *The woman **who lives next door**...(tell us which woman)*
- *People **who live in London**...(tell us what kind of people)*

We use **who** in a relative clause when we are talking about **people** (not things).

- *An **architect** is someone **who designs buildings**.*
- *What was the name of the **man who lent you the money**?*

You can also use **that** (instead of **who**)

- *Do you know **anyone who / that speaks French and Italian**?*

When we are talking about **things**, we use **that** or **which** in a relative clause:

Where is the cheese? -	{ that }	it was in the fridge
Where is the cheese	{ which }	was in the fridge?

- *Barbara works for a company which / that makes washing machines.*
- *The pen which / that I am using is very old.*
- *I gave her all the money that I had.*
- *We stayed at the hotel that Ann recommended to us.*
- *The book which / that I am reading is very interesting.*
- *Tonecas has got a radio which doesn't work properly.*

Note: person – **who / that**, things – **which / that**.



ACTIVITIES

Dear student now let us see if you understood the contents of the lesson. Here are some exercises.

Exercises

I - Reading and comprehension

A: Read the text above and answer the questions.

Remember that questions which start with a verb, you should answer yes / no.

1. What does Baltazar do?
2. How many countries has Baltazar visited?
3. What is the name of the community Baltazar visited?
4. Where is the community?
5. When did he visit the community?
6. What were people doing when he visited the community in 1997?
7. What does the Mozambican law forbid?
8. Is the situation different or the same nowadays?

9. What activities do people practice nowadays?
10. Is the project helping to develop their community?

B: Vocabulary

Make a list of the words you know related to:

- a) environment
- b) community
- c) Mozambican dances
- d) traditional ceremonies of Mozambique

II – Grammar

A: Write the right adverb. Some adverbs end in -ly and some do not.

Example: He's a *bad* driver. He drives *badly*.

1. I'm a *better* player than you. I play _____
2. He made a *sudden* move. He moved _____
3. Amanda gave a *rude* reply. She replied _____
4. The train is *early*. It has arrived _____
5. Make your *best* effort. Do your _____
6. She is *glad* to help. She helps _____
7. He is a *quick* thinker. He thinks _____
8. Be *careful*. Act _____
9. The bus was *late*. It came _____
10. She was *brave*. She acted _____
11. The house was *near*. We went _____
12. What a *wide* window! Open it _____

B: Complete the gaps with the right relative pronoun: **which** or **who**.

1. I know the man _____ bought the red car.
2. Michael is the boy _____ works as a carpenter.

3. I'm carrying a bag _____ is very heavy. 4. Do you know the architect
_____ designed it?

5. Teresa is one of the teachers _____ teach at Toneca's school.

6. The house _____ was built opposite our school is very modern.

7. The book _____ is on the table belongs to the teacher.

8. The woman _____ is standing at the door is my mother.

9. The girl _____ was injured in the accident is now in hospital.

10. The building _____ was destroyed in the fire has now been rebuilt.

11. The man _____ answered the phone told me you were away.

12. The people _____ were arrested have now been released.

13. The bus _____ goes to the airport runs every half hour.

III - Writing

Write a description of a community you know of.(name of the community, localization, number of people who live there, what languages are spoken there, how people earn their lives, who is the community leader, what activities can a visitor or tourist do there....)

Dear student, after writing the description present it to your colleagues at CAA and to your tutor. **Now,** compare your answers with the ones in the feedback.



FEEDBACK

I – A: Reading and comprehension

1. He is a writer.
2. He visited 50 countries.
3. it's called Chizavane.
4. It's in Manjacaze, in Gaza province.
5. In 1997.
6. They were destroying the community, cutting trees and killing animals.
7. It forbids people of building in the dunes.
8. It is different.
9. They make baskets and run businesses.
10. Yes, it is.

B: Vocabulary

- a) environment: cutting trees, killing wild animals, dunes, droughts, floods
- b) community: people, rivers, animals, plants
- c) Mozambican dances: Mapiko, Makwaela
- d) traditional ceremonies of Mozambique: lobolo, initiation rites

II - Grammar

A: 1. better 2. suddenly 3. rudely 4. early 5. best 6. gladly 7. quickly

8. carefully 9. late 10. bravely 11. near 12. wide

B: 1. who 2. who 3. which 4. who 5. who 6. which 7. which

8. who 9. who 10. which 11. who 12. who 13. which

III - Writing (tutor must correct the composition).

LESSON 2: READING “CULTURAL TOURISM”



INTRODUCTION

Dear student,

Some people travel around the world to see customs and traditions from other countries.

So when they travel to these places they visit museums, churches, mosques (the old buildings), they can watch traditional festival and more. In this lesson, we are going to read a text about cultural tourism. Grammar we will focus on reflexive pronouns and present perfect. Remember to take notes while you do the reading. **Let us work!**



LEARNING OBJECTIVE

- Discuss the importance of culture for tourism.



TIME: 2 hours

Contents

5.2.1. Reading

Cultural tourism

Ivo Nhancale is a tourism checkant. Here he is talking about cultural tourism.

“What is cultural tourism, Dr. Ivo?”

“Many tourists travel around the world to see different cultures and traditions. This type of tourism is called cultural tourism. Cultural tourism is the subset of tourism concerned with a country or region’s culture, especially its art. It generally focuses on traditional communities who have diverse customs, unique forms of art (dance, songs, architecture and paintings) and distinct social practices, which basically distinguishes it from other types/forms of culture. Cultural tourism includes tourism in urban areas, particularly historic or large cities and their cultural facilities such as museums and theatres. It can also include tourism in rural areas showing the traditions of indigenous communities (i.e. festivals, rituals and gastronomy), and their values and lifestyle.”

Vocabulary

checkant – checkor painting – pintura values – valores lifestyle – estilo de vida

5.2.2. Reflexive pronouns

Reflexive pronouns are used when the subject and object of a verb are the same.

Example: I enjoyed **myself** at the party. **John** hurt **himself** playing football yesterday.

Look at the table below:

Personal pronouns		Reflexive pronouns
subject	object	
I	me	myself
You	you	yourself
She	her	herself

He	him	himself
It	it	itself
We	us	ourselves
You	you	yourselves
They	them	themselves

We use reflexive pronouns:

- after some verbs: **enjoy, cut, burn**, etc.
e.g. She cut **herself** with a knife.
- with the preposition **by** to show that someone does something without help
e.g. He painted the house **by himself**.

5.2. We sometimes need to connect actions from the past with the ones in the present. How do we do that? We use the Present Perfect Simple. e.g:

Past	Present perfect	Present
------	-----------------	---------

I **was** here at 10 o'clock. I **have been** here for an hour. I **am** still here at 11 o'clock.

Look at the form, we use the verb have as **auxiliary verb** and the **past participle** of the main verb.

Form:

have / has + past participle (of the main verb)

Affirmative

She **has** **been** here for an hour.
 ↓ ↓ ↓
 Subject + aux.verb + past participle (of the main verb)

Negative

She **hasn't** **been** here for an hour.
 ↓ ↓ ↓
 Subject + aux.verb + past participle (of the main verb)

Interrogative

She **has** **been** here for an hour.
 ↓ ↓ ↓
 Subject + aux.verb + past participle (of the main verb)

Look at the table:

Affirmative			Negative			Interrogative		
I	have	been	I	haven't	been	Have	I	been?
You	have	called	You	haven't	called	Have	you	called?
She	has	eaten	She	hasn't	eaten	Has	she	eaten?
He	has	lived	He	hasn't	lived	Has	he	lived?
It	has	worked	It	hasn't	worked	Has	it	worked?
We	have	seen	We	haven't	seen	Have	we	seen?
You	have	taken	You	haven't	taken	Have	you	taken?
They	have	studied	they	haven't	studied	Have	they	studied?

Note: he / she / it → **has, hasn't**

Examples:

They **have lived** in Portugal for two years.

I **haven't seen** her recently.

Has she *ever* **been** to South Africa?
there.

No, she **has** *never* **been**

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

The **present perfect** is similar to a past tense and is used to refer to:

a recently completed action

e.g. You've just entered a protected area. He has just gone out.

An action which began in the past and continues in the present

e.g. They have lived in Portugal for two years. (= they still live there)

I've read the instructions but I don't know how to use the camera.

an indefinite past

e.g. They have left Maputo. I have met her. He has had an accident.

an action not yet completed

e.g. He hasn't finished yet.

Have you already had breakfast? No, I haven't had it yet.

For and Since

We use **for** with a period of time (**for** a week, **for** a month, **for** two days).

e.g. He has been ill **for** a month. It must be serious.

We use **since** with a point in time (**since** last week, **since** 2000, **since** I left Maputo, **since** Saturday) and means from that point to the time of speaking.

e.g. He **has been** here *since six o'clock*. (and is still here)

Ever and never

Have you *ever* **been** to Portugal? No, I've *never* **been** there.

The **present perfect** is also used with the following **adverbs** and **adverbial phrases**:

recently: I **haven't seen** her *recently*.

lately: **Have** you **seen** any good films *lately*?

this morning: **Have** you **seen** Tonecas *this morning*?

this week: He **has been** absent this week. He must be ill.

up to now: We **have studied** a lot **this month**.

it's the first time: *It's the first time* I've **visited** Mozambique.

Present perfect vs past simple

There are some expressions used in present perfect and past simple. Compare how the expressions are used in the next tables.

Present perfect	Past simple
I've seen her.	I saw her <i>yesterday</i> .
I've worked in Maputo <i>for</i> two years.	I worked in Maputo <i>last year</i> .
I've just done my homework.	I did my homework <i>yesterday</i> .
I've met her <i>recently</i> .	I met her <i>three days ago</i> .
Used with these words /phrases	Used with these words /phrases
Lately	yesterday / the day before yesterday
up to now	last night/week/month/year/century
it's the first time	last Saturday/Monday
this morning/afternoon/evening	a few minutes ago
ever / never / since / for / just /	two days/months/years ago
Already	long ago
yet (interrogative and negative)	

Remember: the **past participle** and **past simple** of *regular verb* is the same. You can check the list of verbs at the end of this module.

Dear student, remember to revise the grammar contents before doing the exercises.



ACTIVITIES

Exercises

I – Reading and comprehension

A: Answer the questions.

1. What does Ivo do?
2. Why do many tourists travel around the world?
3. What is cultural tourism?
4. What indigenous traditions can tourists contact with?
5. Where can you see museums and theatres?
6. What does cultural tourism focus on?

B: Speaking (after you finish this task arrange to present it to your colleagues).

Talk about tourism opportunities in your community / village.

- *Place to visit*

Do you have interesting places to visit? What places should tourists visit?

- *Things to do*

What can tourists do to enjoy themselves? Are there any festivals or special celebrations?

- *Accommodation and food*

What kinds of accommodation are available? What can tourists eat?

II - Grammar

A: Complete the sentences with **personal pronouns** (subject).

1. Are _____ a student, Paulo?
2. Yes, ___ am.
3. Is that your sister over there? _____ is beautiful girl.
4. Your parents are at work, aren't _____?
5. My family and I always eat at home. _____ never go to a restaurant.

B: Now replace the underlined words by **personal pronouns** (object).

1. Look at that boy. Can you see ____?
2. Where is your sister? I can't find _____.
3. Where is your English book? I can't find ____.
4. We are staying at home this afternoon.
Come and visit _____.
5. You can run very fast. I can't catch _____.

C: Complete the blanks spaces with a **reflexive pronoun**.

1. She burnt _____ while she was cooking.
2. The cat is washing _____.
3. Be careful, you two. Don't hurt _____.
4. You should make your bed by _____, Paulo!
5. Some of his friends didn't behave _____.

D: Complete the sentences using the **present perfect** or the **past simple** (see: present perfect vs past simple).

1. I _____ (write) *this poem all by myself.* 2. *Julinha* _____ (do) *the homework last night.*
3. I _____ (see) her yesterday. 4. He _____ (work) in Maputo for three years.
5. They _____ (never / be) to Europe. 6. We _____ (not / take) the money.

Dear student, when you finish doing the exercises compare your answers with the ones in the feedback. Remember to present the task in speaking activity to your colleagues or to your tutor at CAA.



FEEDBACK

Now, let us see how you managed in the exercises.

I – Reading and comprehension

A:

1. He is a tourism consultant.
2. To see different cultures and traditions.
3. It's a type of tourism concerned with a country or region's culture.
4. Festivals, rituals and gastronomy.
5. In urban areas.
6. It focuses on customs, forms of art and social practices.

B: Speaking (presentation)

II - Grammar

- A:** 1. you 2. I 3. She 4. they 5. We
- B:** 1. him 2. her 3. it 4. us 5. you
- C:** 1. herself 2. itself 3. yourselves 4. yourself 5. themselves
- D:** 1. have written 2. did 3. saw 4. has worked
5. have never been 6. haven't taken

This is the end of lesson 2. Did you manage to answer correctly? Well done! If you have doubts, ask for help to your tutor

LESSON 3: DETERMINERS



INTRODUCTION

Dear student, in this lesson you will study determiners. There is a dialogue where a tourist guide shows some tourist attractions in her community. You must read the notes and the explanation carefully. It is always important to take your own notes while studying the grammar and list your own vocabulary. At the end of the lesson, you are going to do the exercises to practice what you have learned. **Let us work!**



LEARNING OBJECTIVE

- Talk about tourist attracting areas in the community;



TIME: 2 hours

Contents

Script 2 (dialogue)

5.2.1. Reading: “Welcome to Tchuma Tchato community”

Janet Mulamo is tour guide. Here, she is taking tourists from China, America and India to visit her community. Read the transcript and listen to the script.

Janet: Good morning, ladies and gentlemen. Welcome to Tchuma Tchato community. My name's Janet Mulamo. I work in this community as a tour guide. Today, I am going to take you to five places: an old church, baobab trees,

the Ligonha River, the witch doctor's house and the lagoon. Please interrupt me if you need to ask something. Take as many photos as you can. Here we are at the old church. It was the first church in this community. The first priest arrived in 1958.

Tourist: Janet, what is the name of this church?

Janet: This church is called 'Igreja da Paz'. OK, let's go this way... This is the famous Ligonha River. Many people come to fish and fetch water here.

Tourist: Sorry, Janet, are there any elephants or crocodiles here?

Janet: Oh, yes, but they are not dangerous...Don't worry...now, can you see those baobab trees on my left?

Tourist: Yes, they are beautiful...

Janet: People from this community perform special ceremonies there.

Tourist: Can we go there?

Janet: No, please don't go near there. It is dangerous. OK, here we are. This is Dr. Mpapacha's house. He is a famous witch doctor. People from all over Mozambique, Asia and America come here to be treated.

Tourist: What does he treat?

Janet: Well, a lot of diseases, especially social problems, like bad luck, wanting to become rich. Are you interested?

Tourist: No, not this time, Janet...

Janet: OK, this is the famous lagoon. Here you can see different animals moving in different directions. Look, that monkey over there drinking.... Can you see it? OK, that's all for today. I hope you have enjoyed our tour.

Vocabulary

tour guide – guia turístico priest – padre
baobab tree – embondeiro witch doctor - curandeiro

Note: The underlined words in the text are *determiners*.

5.2.2. Did you know that there are some words that should be used with nouns? For example when we want to say **a** girl, **a** book, **the** apple, **many** schools.... These words are called **determiners**. **Determiners** are used to modify a noun. It indicates reference to something specific or something of a particular type. This function is usually performed by **articles, demonstratives, possessive determiners** or **quantifiers**.

Articles: an, a, the.
salt, please?

Can you pass me **the**

an orange.

I bought **a** pear and

Demonstrative: this, that, these, those.
flowers!

Look at **those** lovely

Possessive: my, your, his, her, its, our, their.
for **your** letter.

Thank you very much

Quantifiers: some, any, no, many, much, a lot of...
drink **much** coffee.

My mother doesn't

Now, look to the table and notice when to use the determiners

Determiners - 1

Determiners – some, any and no

many, much and a lot of

Some and **any** mean a certain quantity, and

We use **many, much** and **a lot of** to express

are used before plural or uncountable nouns.

Some is used in affirmative sentences.

e.g. I can dance **some** African dances.

Any is used in negative and interrogative sentences.

e.g. Can you dance **any** African dances?

I can't dance **any** African dances.

No can be used with affirmative verbs to express a negative. It is an **alternative** to the *negative verb + any* construction.

e.g. I can dance **no** African dances.

a large quantity.

Many is used before **plural countable nouns**.

e.g. She hasn't got **many** books.

Note: in affirmative sentences, it is normally replaced by **a lot of**.

Much is used before **uncountable nouns**.

e.g. We haven't got **much** money.

A lot of is used before **countable and uncountable nouns**.

e.g. The farmer has **a lot of** hens.

There is **a lot of** water in the sea.

Determiners 2– **each / every / all** (= todos / as)

Each (determiner and pronoun) and **Every** (determiner) both mean **all** (with a slight difference):

- *We use each when we are thinking about a person/thing individually.*
- *We use every when we are thinking of people/things as a group.*

Each and **every** are followed by a singular verb.

e.g. Two boys entered. **Each** (boy) was carrying a suitcase. (**every** could not be used here)

e.g. **Every** (or **each**) man carried a bag.

We use **all** (and **all + the**) with plural nouns and uncountable nouns.

e.g. **All** fish live in water. **All the** fish in this lake are dead.

All water has oxygen. **All the** water in this lake is dirty.

Compounds with every – everyone, everybody, everything

Use a singular verb with these compounds.

e.g. **Everyone** likes him. = All the people who know him like him.

Everyone clapped. = All the people in the room clapped.

Demonstrative adjectives

Singular: **this / that**

Plural: **these / those**

This and **these** refer to things or people **near** us.

That and **those** refer to things or people **far from** us.

They **agree** with their nouns, only in **number**: this man – these men; that tree – those trees.

Examples: This is my brother. – **These** are my brothers.

That is my sister. – **Those** are my sisters.

What is **that**? It is a rat.

What are **those**? They are monkeys.

Remember when in a sentence the *noun* is in **singular**, the *demonstrative adjective* must be in **singular** (see the examples above).

Dear student, as you can see determiners are used in many ways. Study again the grammar contents before solving the exercises.



ACTIVITIES

I – Reading and comprehension

A: Answer the questions.

1. What does Janet do?
2. Where do the tourists come from?
3. Where did Janet take the tourists to?
4. What is the name of the community where Janet works?
5. What animals can you find in Ligonha River?
6. Are the animals found in the river dangerous?
7. Who's Dr Mpapacha?
8. Did the tourists check the witch doctor?

B: Match the places with the activities.

- | | |
|-------------|--------------------------------|
| 1. hospital | a. you can buy things here. |
| 2. mosque | b. you can fish and swim here. |
| 3. river | c. you can pray. |
| 4. school | d. you can get treatment here. |
| 5. shop | e. you can learn here. |

II - Grammar

A: Complete the spaces using the word in the box.

many any much a lot of some

1. How ____ friends do you have?
2. Do you have _____ friends living in Maputo?
3. I don't have _____ time.
4. She didn't sing _____ songs.
5. They have got ____ money.
6. How _____ money do you expect to earn?
7. I haven't got _____ magazines.
8. I would like ____ oranges.

B: Complete the sentences with **this** or **that**, **these** or **those**.

1. My name is Janet. I work in _____ community as a tour guide.
2. Who is ____ young woman over there? ____ is the tour guide.
3. Who are ____ people around her? _____ are tourists.
4. Look at ____ monkey over there!
5. Here we are. _____ church is called "Igreja da Paz".
6. Now, _____ is the witch doctor's house.
7. Do you know what _____ trees are? They are baobab trees.
8. And _____ animals over there? _____ are crocodiles.

C: Write these sentences in the singular or plural form. (make the necessary changes)

1. That tree is very high.
2. These animals can be dangerous.
3. This tour guide is very nice.
4. Those tourists visited the old churches.
5. This monkey is drinking water.
6. These elephants are very big.
7. This tour was very interesting.
8. That man looks strange.

D: Choose the correct one.

1. Every / All student passed the exam. marks.

2. All / Each the girls had good

3. Each / All student sits at a desk. desks.

4. All / Every classroom has 50

5. All / Every the teachers are nice. has a national anthem.

6. All / Every country in the world

Dear student, were the exercises difficult? You can repeat the exercises. Then, when you have finished compare your answers with the ones in the feedback.

D: 1. Every 2. All 3. Each 4. Every 5. All 6. Every

Dear student, did you manage to get many correct answers? Well done! If not, read the grammar and then do again the exercises.

LESSON 4: READING - INITIATION RITES FOR GIRLS



INTRODUCTION

Dear student, in some communities there are initiation rites. What about in your community? Are there any initiations rites? In this lesson, you are going to read about initiation rites for girls. Of course, it is not possible to describe the initiation rites from all the provinces. . In the grammar you will study possessive pronouns / possessive adjective. **Let us work!**



LEARNING OBJECTIVES

- Understand the procedures of initiation rites
- Describe a traditional ceremony



TIME: 2 hours

Contents

5.4.1. Did you know that in many parts of central and northern Mozambique, young girls undergo initiation rites when they reach puberty? Read the text and take some notes.

Initiation rites for girls

When young girls reach the age of 10 – 13, it is time for their initiation rite. In the province of Tete, this rite is called *kulanga*, which means ‘to give advice’. Girls usually undergo this rite after their first menstruation. This is when they need advice about how to behave as an adult.

The older women in the community take the young girls to a secluded place. Sometimes these places are far away in the bush. The older women first prepare the girls emotionally and spiritually for the ritual which can last for a few days or a few weeks. Then they give them advice on how to behave before and after marriage. The girls learn about sex, pregnancy and sexually-transmitted diseases. They also learn about marriage, and caring for a husband and children. They get advice on how to behave in an appropriate way in the community in which they live. They are taught how to behave with dignity and how to respect other people. Sometimes it is quite hard. The girls are not allowed to cry, even when they are scolded and smacked. After some time, the girls are allowed to go to the river and wash themselves before they return to their families. They are now prepared for their lives as women. They are not girls anymore.

Vocabulary

Initiation rites - ritos de iniciação	behave – comportar-se
advice – conselho	scold -ralhar
undergo – ser submetido a... palmada em...	smack -palmada, dar uma

5.4.2. Possessive adjectives / possessive pronouns

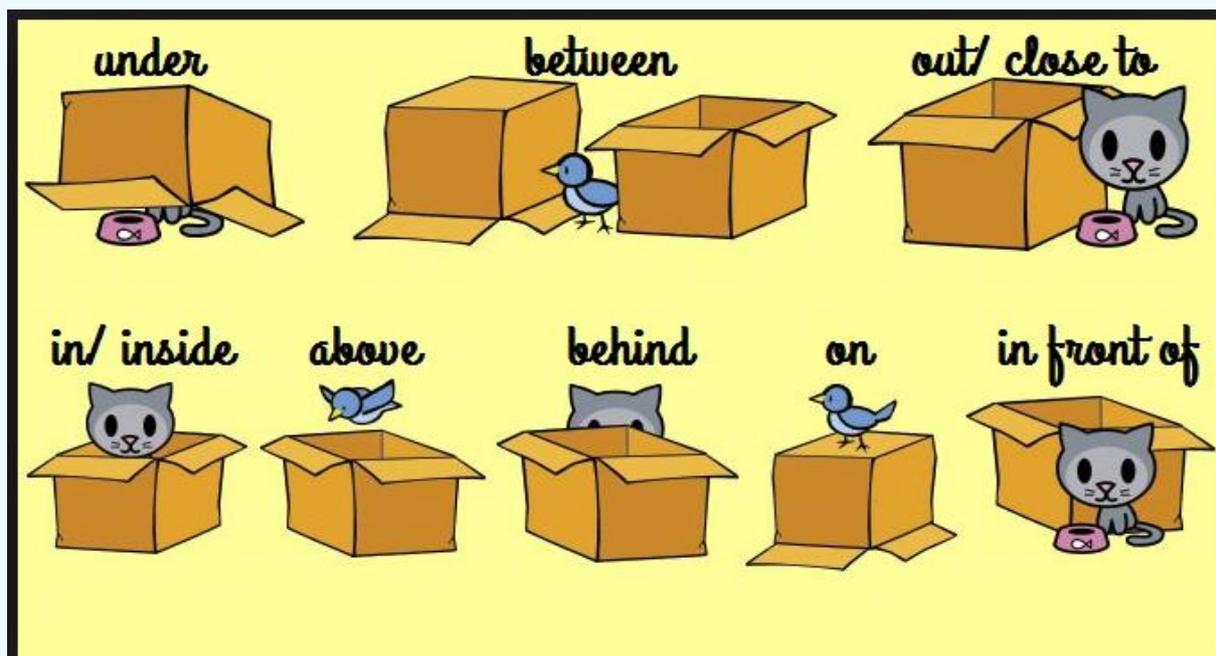
Do you remember personal pronouns? We studied in the lesson 2. Now we are going to study possessive adjectives and possessive pronouns. **Listen to the script 3** and pay attention to the pronunciation. Look at the table.

Personal pronouns	Possessive adjectives	Possessive pronouns
I	My book is good.	It is mine .
You	Your bike is new.	It is yours .
He	His hair is dark.	It is his .
She	Her ball is old.	It is hers .
It	Its food is tasty.	It is its .
We	Our school is modern.	It is ours .
You	Your teachers are nice.	They are yours .
They	Their friends are rich.	They are theirs .

Note: each personal pronoun has its own possessive adjective and possessive pronouns.

5.4.3. Prepositions of place

Now, we are going to study prepositions of place. Look at pictures and the prepositions which they represent.



OK, now here there are more **prepositions of place**.

on – sobre, em cima de	e.g. My books are on the table.
under – debaixo de	e.g. The dog is hiding under the bed.
in front of – em frente de	e.g. The teacher is standing in front of the students.
opposite – em frente	e.g. The school is opposite Toneca's house.
behind – atrás de	e.g. The garden is behind the house.
near – perto de	e.g. My bedroom is near the kitchen.
between - entre	e.g. Tonecas is sitting between Stela and Ana.

at – em	e.g. Sandra isn't at home, he is at school.
in – em, dentro de	e.g. Maputo is in Mozambique.
inside – dentro de	e.g. My grandparents are inside the house.
around – à volta de	e.g. There is a big garden around the house.
over – por cima de	e.g. The birds were flying over our house.
along – ao longo de	e.g. I was walking along the street when I met him.
to - para	e.g. Pedro walks to school.
from - de	e.g. I come from Maputo.
Outside – fora de	e.g. The animals stay outside the house.

Now, that you learnt about prepositions of place it is time for practice. Revise all the contents.



ACTIVITIES

Read the text again and the notes before answering the exercises. Then compare your answers with the ones in the feedback.

I -Reading and comprehension

A: Answer the questions.

1. How old are girls when they reach 'puberty'?
2. Explain what 'initiation' means.
3. Who teaches the girls and gives them advice?
4. Where do the girls undergo initiation rites?
5. Name three types of advice that they are given.

B: Vocabulary - Which word is...(choose from **a, b, c** and **d**)

1. related to science?

- a.** community **b.** European **c.** computer **d.** organization

2. related to language?

- a.** dictionary **b.** Commonwealth **c.** China **d.** rail

3. a name of a language?

- a.** Gabon **b.** Swaziland **c.** Mandarin **d.** England

4. not related to computers?

- a.** download **b.** internet **c.** communication **d.** Gabon

II - Grammar

A: Insert the right **possessive adjective**.

1. I want a new car but _____ wife doesn't. 2. Jane is very tall but _____ husband is short.
3. The cat and _____ kittens are under the tree. 4. We went by bus. _____ car is being repaired.
5. You like animals. Is this _____ dog? 6. John and Peter went to the University. _____ Parents are very happy.

B: Complete as in the example:

e.g. This book belongs to me. It's mine.

1. This T-shirt belongs to him. It's _____. 2. She bought a car. It's _____.
3. They've got sunglasses. They are _____. 4. He gave us this colour TV set. It's _____ now.
5. The dog bit the man because the man stepped on _____ tail.
6. You've got friends in Italy, but I don't. _____ are Italian.

C: Insert the right **preposition of place**.

1. I live _____ Machava 700. 7. The clock is _____ the wall.
2. My house is _____ the school. It takes me five minutes to get there. 8. Carlos lives _____ the second floor.
3. My school is _____ Mercado do Povo and Matadouro. 9. My toilet is _____ the house.

4. We are flying _____ Gaza province now. 10. Mozambique is _____ Africa.

5. He is running _____ the house. 11. Uncle Alex comes _____ Cabo Delgado.

6. The blackboard is always _____ the students. 12. Tonecas never goes _____ school by car.

III - Writing

Initiation ceremonies are not the same in all parts of the country. Many boys also undergo initiation rituals. Write short composition in which you describe an initiation ritual that you have undergone or hear about. Then give your opinion about the ceremony.

Dear student, were the exercises difficult? Read again the notes before answering the exercises. Then compare your answers with the ones in the feedback.



FEEDBACK

I - Reading and comprehension

- A:** 1. When they reach the age of 10 – 13 years old.
2. 'Initiation' means 'to give advice'.
3. The older women in the community.
4. The girls are taken to a secluded place. Or to places far away in the bush.
5. Three types of advices that they are given: - how to behave before and after marriage; - learn about sex, pregnancy and sexually-transmitted diseases; - how to behave with dignity and how to respect other people.

B: Vocabulary

c 2. a 3.c 4.d

II- Grammar

A: 1. my 2. her 3. its 4. Our 5. your 6. Their

B: 1. his 2. hers 3. Theirs 4. ours 5. its 6. Yours

III - Writing (tutor should correct the composition).

Did you manage to get many correct answers? Well done! If not, read the grammar and the text again then try to do the exercises one more time.

LESSON 5: READING "BIRTH CEREMONY"



INTRODUCTION

Cultures are different around the world. The birth of a child in some cultures is a special event, the community prepare some rituals so that the new born can be accepted in the community. What kind of ceremony is held in your family when a baby is born? Can anyone touch the baby? In this lesson, you will read a description on how birth ceremony is conducted in a community. In the grammar you will study conditional sentences. **Let us work!**



LEARNING OBJECTIVES

- Describe traditions and customs
- Compare the social norms and their importance



TIME: 2 hours

Contents

5.5.1. Reading: Birth ceremony

Birth ceremony

Each culture has its own way of conducting a birth ceremony. Let me tell you how birth ceremonies are conducted where I come from.

When a mother gives a birth, in a maternity hospital or at home, some ceremonies must be performed. In the first two weeks, the child and the mother are isolated so that single mothers or unmarried people can't touch the baby. Only adults aged 45 or more can touch the child. During these fourteen days, the mother breastfeeds, and the child receives some traditional treatments. The child is washed with some roots, which are mixed with eggs. After completing fifteen days, there is a big ceremony to show the child to everybody in the community. The child is wrapped in a white bed sheet. If you want to see the child, you leave a coin in a plate near the child and then you open the sheet, kiss the child and people around clap their hands.

Vocabulary

conduct – realizar wrap - embrulhar
breastfeed – amamentar root - raiz

The text above describes a birth ceremony in a community. What about in your community? Can anyone touch the baby?

5.5.2. Grammar: conditional sentences

We sometimes wish to do many things like buying a car, a house and more...but we sometimes don't have finance to do it, we just imagine....in this case we can use **conditional sentences** to express our wishes. Conditional sentences have two parts: the **if clause** and the **main clause**. There are four kinds of conditional sentences (but we will only study the first two):

- **Conditional 0** – facts which are true
- **Conditional 1** – probable situation
- **Conditional 2** – improbable situation
- **Conditional 3** – impossible situation

➤ **Conditional 0** sentences express facts which are true. The verbs in the **if clause** and in the **main clause** are in the **present simple**.

Affirmative		Negative	
If + present simple,	present simple	If + present simple,	present simple
If you lie in the sun too long,	you get sunburnt.	If you don't lie in the sun too long,	you don't get sunburnt.
Present simple	if + present simple,	Present simple	if + present simple,
You get sunburnt.	if you lie in the sun too long.	You don't get sunburnt	if you don't lie in the sun too long.

Note: a) **if** you want to see the child, you leave a coin. b) You leave a coin **if** you want to see the child.

- ❖ Did you see the difference? When the **if clause** comes **first a)**, you must separate it from the main clause using a **comma**.

- **Conditional 1** sentences express something that is likely to happen in the future. The verb in the **if clause** is in the **present simple**; the verb in the **main clause** is in the **future tense** (will / 'll + infinitive)

Affirmative		Negative	
If + present simple,	future	If + present simple,	future
If he runs all the way,	He' ll get there in time.	If he doesn't run all the way,	he won't get there in time.
future	if + present simple,	future	if + present simple,
He' ll get there in time.	if he runs all the way,	He won't get there in time.	if he doesn't run all the way.

Note: a) we use auxiliary verb **do** for negative forms in the **present simple**:

he/she/It **doesn't**

I/you/we/they **don't**

b) we use **will not =won't** for negative form in the **future**. (See unit 3, lesson 1)

Remember to take time to read the text and study the grammar. You can coordinate with your colleagues when to study together, so that you can help each other. Now let us do some exercises.



ACTIVITIES

Read the text again and the notes before answering the exercises. Then compare your answers with the ones in the feedback.

Exercises

I – Reading and comprehension: write **T** or **F**.

1. Birth ceremonies are the same all over the world. _____
2. Mothers only give birth in maternity hospitals. _____
3. When a child is born, the mother is sent away and the child is left alone. _____
4. Married people can play with a child since his/her birth. _____
5. When the baby is less than 15 days old, he/she receives traditional treatments. _____
6. People only celebrate the birth after 15 days. _____
7. Only married people participate in the celebration. _____
8. During the ceremony, you need to pay to see the new baby. _____
9. You see the child, and then you leave some coins. _____
10. People who can't give money clap their hands. _____

II – Grammar

A: Match the halves of sentences below.

1. If you close your eyes...
2. If you arrive too early...
3. You get drunk...
4. Put on a coat...
- a. ...we might not be home.
b. you won't be able to see.
c. if it is very cold.
d. if you drink too much alcohol.

- | | |
|-------------------------------------|-----------------------------|
| 5. If you eat too much chocolate... | e. ...go into another room. |
| 6. If you don't want to listen... | f. You will be sick... |
| 7. Don't drink... | g. if you want to pass. |
| 8. Study hard ... | h. if you drive. |

III - Writing

Why do you think the child is isolated in the first two weeks? Write short explanation.

Dear student, were the exercises difficult? Read the notes before answering the exercises again. Then compare your answers with the ones in the feedback.



FEEDBACK

I – Reading and comprehension 1. F 2.F 3.F 4.T 5.T 6.T 7.F 8.T
9.F 10. F

II – Grammar: 1-b 2-a 3-d 4-c 5-f 6-e 7-h 8-g

III - Writing (tutor should correct the composition).

Did you manage to get many correct answers? Well done, keep working!

LESSON 6: PROTECTING OUR ENVIRONMENT



INTRODUCTION

We should protect our environment because we are part of it. There are many things that we can do to protect the environment like: avoid cutting trees, plant more trees, avoid bush fires, and recycle the litter as much as possible. And who is the responsible of environmental problems? In this lesson, we are going to talk about ways of protecting the environment and the use of imperatives. **Let us work!**



LEARNING OBJECTIVES

- Discuss environmental issues (protection of forest, vegetation).



TIME: 2 hours

Contents

5.6.1. Reading: “Protect the environment, don’t kill animals.”

Listen to script 3

Welcome to Vanduzi community

You have just entered a protected community area. Here, you will see different animals and trees. What you are going to see is a beautiful because we protect it. We would like you to do the same!

Things to do to protect our environment!

- Don't cut the trees.
- Don't kill animals.
- Don't leave plastics on the ground.

• Don't make noise.

• Don't set a fire where there is a fire. **Vocabulary**

beautiful -bonito(a)	fuel – combustível	paraffin oil – petróleo
on the ground – no chão	noise – barulho	unattended – abandonado

As you can see, the poster above shows some ways to protect the environment. What about in your community? What do you do to protect your environment?

Thanks for reading; let us together protect our environment! Enjoy your stay!
The management.

5.6.2. Imperatives

The **imperative** has the same form as the **infinitive** in **affirmative** sentences but the subject is not stated.

e.g. **Respect** your teachers. **Attend** all your classes. **Drink** a lot of water.

Make up your mind. **Clean** up this mess, please. **Go** home. **Be** quiet!

In negative sentences, we use **don't + infinitive**.

e.g. **Don't** play truancy. **Don't** imitate what others do. **Don't** smoke.

Don't use drugs.

Don't take tablets without a doctor's advice.

We use the **imperative** not only to **give commands, instructions** or **advice**, but also to **make offers** or **warnings**.

In the **negative** we use it for **prohibiting**.

Dear student, you can notice that the instructions of exercises are imperative: read, write, look, draw...

Now, we are going to do the exercises. Revise the entire lesson, and then do the activity.



ACTIVITIES

Exercises

A: Reading and comprehension – read the poster again and answer the questions.

1. What is the name of this community?
2. Is hunting animals allowed in this community?
3. Mention four things that you mustn't do there.
4. Where is this notice? At the entrance or inside the community?
5. Who wrote this notice?

B: Vocabulary – Match the tools / products with their use:

- | | |
|---------------|-----------------------------------|
| 1. fertilizer | a. you use it to cut things. |
| 2. hammer | b. you use it to manure the soil. |
| 3. hosepipe | c. you use it to convey water. |
| 4. knife | d. you use it to nail things. |

III - Grammar

A: Follow the example and use the **imperative**. Don't forget to make the necessary changes.

e.g. *Dr. Chacha told us to respect our teachers.*

He said to us: Respect your teachers.

- | | |
|-----------------------------------------------|-----------------------------------------------|
| 1. He told us to attend all our classes. | 5. He told us to sleep well before the tests. |
| 2. He told us not to play truancy. | |
| 3. He told us to cooperate with our partners. | 6. He told us not to imitate others. |
| | 7. He told us not to get frustrated. |

4. He told us to keep a timetable in our room.

III- writing and speaking

Design a poster in which you inform people about environment protection in your community.

Use your imagination: write the name of your community, things that are not allowed to do

(remember to use the present simple tense in the negative form). Look at the example (5.6.1.).

- *You can also give suggestions on how to protect the environment (use imperative – positive sentences).*
- *You can use the poster below as an example.*

When you have finished this poster, present it to your colleagues and tutor.

.....Community

You are in community, it is a beautiful and clean place because we protect. We would like you to do the same!

Things to do to protect our environment!

- Don't.....
- Don't
- Don't.....
- Plant more trees...

Thanks for reading, let us together protect our environment!

Now, compare your answers with the ones in the feedback. If you have doubts, ask for help to your tutor.



FEEDBACK

A: Reading and comprehension

1. It's Vanduzi. 2. No, it isn't. 3. You mustn't kill animals, cut trees, leave plastics on the ground and make noise. 4. At the entrance. 5. The management.

B: Vocabulary

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

III – Grammar

A: 1. Attend all your classes. 2. Do not play truancy. 3. Cooperate with your partners.

4. Keep a timetable in your room. 5. Sleep well before the test. 6. Do not imitate others.

7. Do not get frustrated.

III – Writing (after designing the poster present it to your tutor and colleagues).

Dear student, we have come to the end of this lesson. Remember to revise all the contents before doing the exercises.



UNITY ACTIVITIES

Dear student, before doing this test, study again the contents of unit 5. You can ask for help to your tutor to clarify the doubts and difficulties. The preparation tests will help you to prepare for the final test at the end of this module. Let us work!

Section 1: Reading and comprehension

A: Read the text

Funerals in my community

Hi there! My name's Arlindo Lipeleque. I'm 45 years old and I'm a witch doctor. Each tradition has its own way of conducting funerals. I am going to tell you about how funerals are conducted in my culture. When someone dies in my village, the community leader chooses eight people to go around the community informing people about the day of funeral. People are informed to meet one day before the funeral. In the meeting, people get together to pay for the coffin and the food, which always consists of tea, sugar and cassava for breakfast, beans (without oil) and maize flour. During and after the funeral, the body is washed by old people. Children younger than 12 are not allowed to attend the ceremony. After the burial ceremony, a cow is slaughtered if the deceased was a man over 50, a goat if the deceased was a woman over 50 or a sheep if they are younger than that and a chicken if the deceased is a child. For deceased twins, a dozen eggs are used to perform the ceremony. After the funeral, the close relatives cut their hair bald and spend 45 days without eating meat. To start eating meat, they need to call a witch doctor, who comes to perform a ceremony.

Vocabulary

attend – participar without -sem burial – enterro slaughter - abater

deceased – falecido(a) bald – careca witch doctor – bruxa, curandeira(o)

Answer the questions.

1. In your opinion, are funerals conducted in the same way all over the world?
2. What are the eight chosen people supposed to do?
3. What is the contribution for?
4. What food is served for breakfast?
5. Can anyone attend the funeral ceremony?
6. What animal do they slaughter in a girl's funeral?
7. When do they use eggs in the ceremony?
8. Who must cut their hair bald?
9. Can relatives eat meat five days after the funeral?
10. Who performs the ceremony allowing the deceased relatives to eat meat?

B: vocabulary

Find the word or words in the text that mean the same as...

1. ceremony in which people bury a dead person
2. community chief
3. meal we eat in the morning
4. kill an animal to eat
5. without hair

Section 2: Grammar

A: Write sentences using the following words.

1. I / go / to / Tete / last month.

_____.

2. Tembe / teach / English / in Beira.

_____.

3. Inacia / cook / fish / recently. _____.

4. Nelson / see / Mc Roger / yesterday. _____.

5. Angela / win / the lottery / last year. _____.

B: Complete the sentences with the following words: **when, what, why, how** and **where**.

1. _____ do you learn English? 2. _____ old are you? 3. _____ do you come from?

4. _____ is the capital of Swaziland? 5. _____ do you study? 6. _____ do you have English?

C: Complete the sentences with the **present perfect** or the **past simple**.

1. I _____ (write) this poem all by myself. 4. Paulo _____ (cook) dinner yesterday.

2. Filo _____ (do) the homework last night. 5. She _____ (work) in Beira for four years.

3. I _____ (see) her a week ago. 6. They _____ (never / be) to Europe.

D: Choose the correct verb form to each sentence:

1. How long **do you live / have you lived** with your sister-in-law?

2. Tendai **is / has been** in Maputo recently.
3. Joshua and I are friends. I **know / have known** him for years.
4. Marcos **live / has lived** in Gaza since January.
5. Maria **works / has worked** in a restaurant now.
6. Is that a new car? Yes, **I have just bought it / I buy it.**
7. Lurdes Mutola **is running / has run** for Mozambique for a long time.

E: Insert the right preposition of place: **in, into, at** and **to**.

1. There was a live concert. It was _____ Quelimane _____ Independence Square.
2. The MCell concert was _____ the Machava stadium _____ Maputo.
3. Many people went _____ Africa to help the people there.
4. _____ Portugal many people work from 9 a.m. _____ 6 p.m.
5. Josito didn't sleep _____ home last night.
6. Are going _____ the stadium to watch the match?
7. I'll wait for you _____ the bus stop. We can go together.
8. Will you stay _____ your bedroom all afternoon?
9. I'm going _____ the cinema.
10. They went _____ that house over there.

F: Complete the sentences (conditional one)

1. If the alarm clock doesn't ring, I _____ (be late).
2. If you're late, you _____ (miss the bus).
3. If he misses the bus, he _____ (arrive late at school).
4. If she arrives late at school, she _____ (be punished).
5. We will pass our exams if we _____ (work hard).

6. If I drink coffee at night, _____ (not sleep).
7. If the temperature drops below zero, the lakes and rivers _____ (freeze).
8. They won't be champions if they _____ (not train every day).
9. He won't be late if the alarm clock _____ (ring).
10. I get nervous if I _____ (have an exam).
11. If he doesn't catch the bus, he _____ (arrive late at school).
12. If we don't work hard _____ (not pass our exams).

G: Choose the correct word.

1. He doesn't eat *a lot of* / *much* vegetable.
2. He drank *many* / *a lot of* water.
3. He visited *much* / *many* African countries.
4. Did you buy *many* / *much* cheese?
5. She earns *lots of* / *many* money.
6. *Many* / *Much* teenagers go to school in Mozambique.

H: Complete the table making adverbs from the adjectives given.

Adjectives	Adverbs
beautiful	beautifully
kind	

Section 4: writing

loud		<p><i>Choose one of the topics and write a paragraph about it.</i></p> <p>1. Give an account of how a funeral, a wedding, a birth ceremony or initiations rites are conducted in your community.</p> <p>2. Make a list of ten things forbidden in your community, explaining why they are forbidden.</p>
silent		
fast		
slow		
wise		

When you finish doing the exercises, compare your answers with the ones in the feedback. If you got more than 80% of correct answers, you are doing well. If you still have difficulties in some contents of this unity, study them again and then do the exercises one more time. **Remember** that before doing the unity activities, you need to go through the contents of the unity.



FEEDBACK

Section 1: reading and comprehension

A: 1. No, each tradition has its own way. 2. They are supposed to go around the community informing about the day of the funeral. 3. It is about the coffin and the food to be served at the funeral.

4. Tea, sugar and cassava. 5. No, children under 12 are not allowed. 6. In girl's funeral, they slaughter a sheep. 7. They use eggs if the deceased are twins. 8. The close relatives of the deceased.

9. No, they can't. 10. A witch doctor.

B: vocabulary

1. funeral 2. community leader 3. breakfast 4. slaughter 5. bald

Section 2: Grammar

A: 1. I went to Tete last month. 2. Tembe teaches English in Beira. 3. Inacia has cooked fish recently.

4. Nelson saw MC Roger yesterday. 5. Angela won the lottery last year.

B: 1. Why 2. How 3. Where 4. What 5. Where 6. When

C: 1. wrote 2. did 3. saw 4. cooked 5. has worked 6. have never been

D: 1. have you lived 2. has been 3. have known 4. has lived
5. works 6. I have just bought it 7. has run

E: 1. in, in 2. at, in 3. to 4. in, to 5. at 6. to 7. at 8. in 9.
to 10. Into

F: 1. will be late 2. will miss the bus 3. will arrive late at school 4.
will be punished
5. work hard 6. I don't sleep 7. freeze 8. don't train every
day
9. rings 10. have an exam 11. will arrive late at school 12.
won't pass our exams

G: 1. a lot of 2. a lot of 3. many 4. much 5. lots of 6. Many

H: sad – sadly loud – loudly silent – silently fast – **fast** slow – slowly
wise - wisely

Section 4: writing (tutor should correct the composition).

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



UNIT INTRODUCTION

Who doesn't like shopping? Everybody like going to a shop, market, supermarket to buy something. Do you like shopping? Do you ask for a discount? When we go shopping, there are some expressions that we use, like: *how much does it cost? What is the price? Do you have different colour? Here is your change.... It's expensive / cheap...* in this unit we are going to talk about shopping, names of the shops, how to make a list of shopping and more things. Let us work!

Lesson 1: Reading: we buy paraffin oil at the local market

Lesson 2: Bargaining products

Lesson 3: Complaining letter

Lesson 4: Countable and uncountable nouns



LEARNING OBJECTIVES

- Compare points of views; prices, culture, norms / ways of dressing.



LEARNING RESULTS

- Describe different types of shops and shopping places;

- Name items sold in different types of shops and shopping places;
- Describe different items (clothes, food, tools...) colour, size, shape;
- Ask and answer about different items (clothes, food...) availability, price, discount, payments...
- Write simple letters and ordering goods.

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



TIME: *8 hours*

LESSON 1: READING: WE BUY PARAFFIN OIL AT THE LOCAL MARKET



INTRODUCTION

When you need to buy something, you go to a shop, market, supermarket, to a place where you know that you will find it. If you want to buy a cell phone, you should go to a cell shop and not to a bar. In this lesson, you will identify different types of shop and what they should sell.



LEARNING OBJECTIVES

- Identify different types of shops and shopping places;
- Describe items sold in different types of shops and shopping places



TIME: 2 hours

Contents

6.1.1. Types of shops: *Where do you buy bread? Where do you buy books? Where do you buy clothes? Where do you buy meat? If you want to eat, where do you go?* Every item has its own shop. Now look at different shops:

Listen to the audio (types of shops)

LET'S GO SHOPPING!

Kinds of shops



bakery



barber



café



burger shop



bookshop



candy shop



clothes shop



camera shop



boutique



computer shop



butcher's



DVD rental



donut shop



delicatessen



chemist's



greengrocer's



hardware store



florist's



fish & chips shop



grocery



jewellery



restaurant



fishmonger's



gift shop



newsagent's



supermarket



pet shop



shoe shop



sports shop



toy shop



mall



pawn shop



vintner



e-shop



music shop



market

If you want to buy bread, you go to *the* bakery; books – *bookshop*; meat – *butcher's*....

6.1.2. Comparison of what shops should sell

In Mozambique where do you buy paraffin? At the gas station, at the market sometimes on the street. In some countries, you only buy it at gas station.

Beto is a student. He's talking about places where he buys different things in his community. Read and compare to what you do in your community.

Table 1

Place	Things sold
Bakery / baker's	bread, oil, vegetable, scissors
Bar	wine, shirts, dictionaries, lemons
Bookshop	oranges, fish, grammar books, biographies
Liquor store	whisky, fried fish, mangoes, rice
Butcher's	milk, tools, meat, ice
Cell shop	mobile phones, tickets, chalk
Grocery / Grocer's	chargers, fruit, meat, vegetables
Hardware store	hammer, iron, fishing hook, rabbits
Market	clothes, tablets, brake fluid, soap, paraffin oil
Newsagent's	magazines, books, newspapers, exercise books
Petrol station	fuel, engine oil, water, petrol
Pharmacy / Chemist's	medicine, beer, food, condoms
Restaurant	food, drinks, cakes
Clothes shop	clothes, cameras, Hi-Fi, CDs
Take-away	fast food, chips, sausages, rice

Vocabulary

Fishing hook –
anzol
paraffin oil –
petróleo

Fuel – combustível
chips – batatas fritas

You sometimes notice that some things are sold in wrong shop. Imagine buying chalk in cell shop!!

Now let us see how it should be. In some countries, shops can only sell the products that the shop's licence allows. For example, aspirin is only sold at the chemist's; while, in Mozambique we can buy it in the market, take-away, etc. Look at the table:

Table 2

Place	Things sold
Bakery / Baker's	The place where we buy bread and cakes
Bar	The place where you go to drink alcohol
Bookshop	The place where you buy books
Liquor store	The place where you buy alcohol
Butcher's	The place where you buy meat
Cell shop	The place where you buy cell phones
Grocery / Grocer's	The place where you buy vegetables
Hardware store	The place where you buy building materials
Market	The place where you buy food stuff
Newsagent's	The place where you buy newspapers
Petrol station	The place where you buy petrol, paraffin
Pharmacy / Chemist's	The place where you buy medicine
Restaurant	The place where you go to eat
Clothes shop	The place where you buy clothes
Take-away restaurant	The place where you buy food and take away

The table above shows how it should be! Compare the two tables (table 1 and table 2) and you will notice the differences, in table 1 a lot of things are sold in the wrong shop. For example, in Beto's community you can buy beer and food at Pharmacy but in table 2, you can buy medicine at this place.



ACTIVITIES

Before doing these exercises, read the notes again, listen to the script.

Section 1: Reading and comprehension

A: Cross out the products that shouldn't be sold in each shop (table 1). Write sentences.

e.g. A bakery should not sell scissors, oil and vegetables.

B: vocabulary

Where do you buy the following items in your community?

1. vegetables I buy vegetables at the grocer's. 2. fruit 3. books
4. fuel

Section 2: Grammar

REMEMBER: prepositions of place

- **at** the door / the airport / work / a party / 7 Machel Street
- **in** England / the kitchen / the school / Machel Street
- **on** the table / the wall / page 19 / the bus / the lake / the six floor

A: Complete the spaces using **in**, **at** or **on**.

1. We have internet access _____ work, but I don't have a high-speed connection _____ home.

2. The children are learning about the Civil War _____ their History classes _____ school.
3. Mariamo was _____ hospital for two weeks after his motorcycle accident.
4. Gilberto and Gove saw dolphins _____ the Ocean while they were having a party _____ the beach.
5. Sofia loves to go camping _____ the desert, but Sandrinho prefers to camp _____ the mountains.
6. The conference was held _____ a beautiful place _____ Pemba, a small city _____ the North of Mozambique.



FEEDBACK

Section 1: Reading and comprehension

A: A bar should not sell shirts, and dictionaries. A bookshop should not sell oranges and fish.

A liquor store should not sell fried fish, mangoes and rice. A butcher's should not sell milk and tools. A cell shop should not sell tickets and chalk. A grocery should not sell chargers and meat. Hardware should not sell iron and rabbits. A market should not sell tablets, brake fluids and paraffin oil. A pharmacy should not sell beer and food. A restaurant should not sell cakes. A clothes shop should not sell cameras, Hi-Fi and CDs.

B: vocabulary

Where do you buy the following items in your community?

- | | |
|---------------|-----------------------------------|
| 1. vegetables | I buy vegetables at the grocer's. |
| 2. fruit | I buy fruit at the market. |
| 3. books | I buy books at the bookshop. |
| 4. fuel | I buy fuel at the petrol station |

Section 2: grammar

1. at, at 2. in, at 3. In 4. In, at 5. In, in 6. in, in, in

Dear student, did you get more than 80% of correct answers? If you did, well done!

LESSON 2: READING



INTRODUCTION

Dear student, we sometimes want to buy something that we like but we do not have enough money. Then we start to negotiate the price with the seller...we are bargaining. In this lesson, we will study some expressions used when shopping, how the payment is made.



LEARNING OBJECTIVES

- Discuss the importance of bargaining when shopping
- Talk about different types of payment



TIME: 2 hours

Contents

6.2.1.: Listen to the dialogue between the shopkeeper and Sandra.

Are you paying in cash or with a credit card?

Shopkeeper: Can I help you?

Sandra: Yes, I'm looking for a computer and I like that one. How much is it?

Shopkeeper: It's 12,500Mts. Are you paying in cash or with a credit card?

Sandra: I haven't brought any credit cards with me. Do you accept cheques?

Shopkeeper: Yes, and you can also pay by bank transfer or monthly instalments.

Sandra: I will pay by cheque. Any discount on the price?

Shopkeeper: Well, it will be 12,000Mts.

Sandra: Sorry, is VAT included?

Shopkeeper: Yes, madam. We can also deliver the computer at your address.

Sandra: Here is the cheque.

Shopkeeper: Thank you. What is your address?

Sandra: No thanks, I don't need you to deliver it. I have my car outside.

Shopkeeper: Have a nice day.

Sandra: Bye

Vocabulary

credit card – cartão de crédito VAT- IVA delivery – entrega ao domicilio

monthly installments – prestações mensais

Sandra asked for a price reduction, do you think she is poor? Of course, no! she wants to use her money wisely.

6.2.2. Shopping expressions

Now, pay attention to the expressions. Listen the script carefully.

Useful shopping expressions

Shop Assistant

- Can I help you?
- What can I do for you?
- Are you being served ?
- Sorry, we don't sell stamps.
- Anything else?
- It's on offer.
- Buy two for the price of one.
- How much / many would you like?
- What size do you take?
- Sorry, we are out of bread
- Would another colour do?
- Would you like to try it on?
- The fitting room is over there.
- The dress suits you very well.
- Pay at the cash desk /till, please.
- I'll take this to the cash desk /till for you.
- Here you are. / Here you go.
- You're welcome.
- That's 20 euros/euro altogether
- You don't happen to have any change, do you?
- We only accept Visa cards.
- How would you like to pay?
- Here's your change.

Customer

- I need ...
- I'd like a bottle of milk, please.
- Have you got souvenirs ?
- Do you sell stamps?
- Where can I buy post cards?
- Where can I get a film for my camera?
- Where can I find newspapers?
- I'm looking for a jumper.
- It doesn't fit me.
- It doesn't suit me.
- I don't like it.
- It's too small / big /wide/loose/tight/expensive.
- I'm size ...
- Have you got this in another size /colour?
- May I try this on, please?
- Where can I try this on, please?
- How much is it?
- That's all.
- Where is the cash desk / till?
- Could I get a receipt , please?
- Could I get a (plastic) bag, please?
- (I'm afraid/ Sorry) I don't have any change.
- Do you accept credit cards?

Vocabulary

Stamps – selos fitting room – cabine para experimentar roupa

cash desk / till – caixa jumper – camisola suit – servir

coins - moedas receipts - recibos

Repeat the sentences while listening to the script and take notes. Now, you know how to express yourself when shopping in English speaking countries.



ACTIVITIES

Read your notes; listen to the script before doing the exercises.

Section 1: reading and comprehension

A: Answer the questions

1. What does Sandra want to buy?
2. How much does the computer cost?
3. How is she going to pay for it?
4. How much did she pay for the computer?
5. What forms of payment are mentioned?
6. Was VAT included in the price?
7. How did she take the computer home?
8. Why was the shopkeeper asking for Sandra's home address?

Section 2: writing

Write a dialogue at the greengrocer's, inserting the sentences below in the right place.

Have you got any pineapples? How much is that then, please? Five bananas, please.

Er...four red apples and four green apples. Can I have eight apples, please?

At the greengrocer's

Woman: What can I do for you?

You: _____

Woman: Red or green apples?

You: _____

Woman: Here you are. Anything else?

You: _____

Woman: Five lovely yellow bananas. Here you are.

You: _____

Woman: Sorry, we haven't got any pineapples today.

You: _____

Woman: That's 65Mts.

You: Thank you. Bye-bye.

Woman: Bye-bye. Have a nice day!

Dear student, did you manage to do all exercise? Now, let us compare the answers with the ones in the feedback.



FEEDBACK

Section 1: reading and comprehension

A: 1. She wants to buy a computer. 2. It costs 12.500Mts. 3. By cheque.

4. She paid 12.000Mts. 5. In cash, with a credit card, by bank transfer or monthly installments.

6. Yes, it was. 7. She took it in her car. 8. Because he wanted to deliver the computer there.

Section 2: writing

Can I have eight apples, please? Er...four red apples and four green apples.

Five bananas, please. Have you got any pineapples? How much is that then, please?

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

LESSON 3: COMPLAINING LETTER



INTRODUCTION

Dear student,

Imagine that you bought a cell phone which only worked one day. How do you complain? Orally or written? Well, some you can complain orally for example if you are hungry...In some cultures it is not polite to complain. In this lesson, we will read a complaining letter, see the structure. We are also going to revise adjectives (unit 4 lesson 2) and adverbs (unit 5 lesson 1). Let us work!



LEARNING OBJECTIVES

- Read a complaining letter
- Write a complaining letter giving reasons of the complaint.



TIME: 2 hours

Contents

6.3.1. What should we do when we buy a computer and it just work for one day? We should complain by writing a letter. Now, read this complaining letter carefully.

Bairro 16 de Junho

Nacala

Loja de Electrodomesticos

Baixa Maiaia

22nd September 2008

Dear Sir or Madam

I am writing to complain about the Nokia 5110 mobile phone you sold me last Tuesday afternoon.

First of all, you told me that this mobile did not have problems with the network connection, but it does; secondly you assured me that the earphones were new. I examined them, and they are damaged. Thirdly and lastly you told me to contact you whenever I had problems, but your shopkeeper ignored my complaint. I went to your shop yesterday and your shopkeeper refused to see me, because, he said, this is the cheapest cell phone you sell at your shop, so you do not accept any complaints about it.

I have spoken to an uncle who is a lawyer and a cousin who is a police officer and if you don't give my money back, I will take legal measures with their help.

I look forward to hearing from you shortly.

Yours faithfully
Salma Zainabo

As you can see, this is a complaining letter. When are writing this type of letter you should :

include your name, address, and home phone number; make your letter brief and to the point; include all important facts about your purchase, including the date and place where you made the purchase and any information you can give about the product or service.

6.3.2. Adjectives and adverbs (revision)

Do you remember what adjective is? What about adverb? Revise adjectives (unit 4 lesson 2) and adverbs (unit 5 lesson 1).

Remember: adjectives

Comparative: tall – taller expensive – more expensive

Superlative: tall – the tallest expensive – the most expensive

Remember: adverbs

slow – slowly immediate – immediately

easy – easily scientific – scientifically
good - well

If you still have doubts, ask for help. Talk to your tutor about your difficulties.



ACTIVITIES

Revise the contents from previous given lessons and then do the following exercises.

Section 1: reading and comprehension

1. Where does Salama Zainabo live?
2. Who is she writing this letter to?
3. When did she buy the mobile phone?
4. Why is she writing the letter?
5. What is the problem with the mobile phone?
6. Did she go to the shop to complain?
7. Why did the shopkeeper refuse to see her?
8. What does she need the manager to do?
9. Who did she speak to?
10. Why did she speak to these people?

Section 2: grammar

A: Fill in the gaps in the 2nd sentence with an **adverb** formed from the **adjective** in the 1st sentence.

e.g. Matusse is **happy**. He smiles **happily**.

- | | |
|----------------------------------------------|-----------------------------------------------|
| 1. Vanessa is sad . | She signs _____ |
| 2. The boy is loud . | He shouts _____ |
| 3. His English is fluent . | He speaks English _____ |
| 4. Our mum was angry . | She spoke to us _____ |
| 5. My neighbour is a careless driver. | He drives _____ |
| 6. The painting is awful . | He paints _____ |
| 7. Langa is a wonderful piano player. | He plays the piano _____ |
| 8. This girl is very quiet . | She often reads _____ in her room. |
| 9. She is a good dancer. | She dances really _____. |
| 10. This exercise is simple . | You _____ have to put one word in each space. |

Dear student, did you manage to do all exercise? Now, let us compare the answers with the ones in the feedback.



FEEDBACK

Section 1: reading and comprehension

1. She lives in Bairro 16 de Junho, in Nacala. 2. to the owner of the shop where she bought her cell phone. 3. She bought it on Tuesday last week.
4. She is writing this letter to complain about the cell phone. 5. The network connection doesn't work and the earphones are damaged. 6. Yes, she did.
7. Because it is a cheap cell phone and they don't accept any complaints for that kind of cell phones. 8. To give her money back. 9. She spoke to her uncle who is a lawyer and to her cousin who is a police officer. 10. So that they could act if the manager doesn't return her money.

Section 2: grammar

1. sadly 2. loudly 3. fluently 4. angrily 5. carelessly 6. awfully 7. wonderfully
8. quietly 9. well 10. simply

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

LESSON 4: COUNTABLE AND UNCOUNTABLE NOUNS



INTRODUCTION

Dear student,

You know the words fish, mango, banana, house, car, water, oil, sugar, etc....we call nouns. Can we count all these nouns? No, we can't. Some are countable (we can count) and others are uncountable (we cannot count). In this lesson, you will learn about these nouns and how to make a shopping list.



LEARNING OBJECTIVES

- Write a shopping list
- Identify countable and uncountable nouns



TIME: 2 hours

Contents

6.4.1. Before you go shopping, it is good to decide of what to buy. So, it is better to make a shopping list. Now, let us see an example of a shopping list. Listen to the script.

Listening and reading

Rosemary and McWilliams live in Cabo Delgado. They do their shopping once a month. Before they go shopping, they write down what they are going to buy to help them.

They don't buy things that they do not need. Here is their last month's shopping list:

- 1/2 kg of salt
- 1 sack of potatoes
- 1 tin of milk
- 4 tins of baby milk
- 5 kg of dried fish
- 5 kg of carrots
- 5 litres of coconut cooking oil
- 5 kg of rice
- 100Mts of firewood
- 2 litres of lemon juice
- 3 kg of peanuts
- 10 spices
- 2 kg of washing powder
- 3 tubes of toothpaste
- 2 toothbrushes
- 2 kg of butter

Do you make a shopping list? What are advantages of having a shopping list?

6.4.2. Countable and uncountable nouns (look at picture1)

a) **Countable nouns** can be plural.

Singular	
an	apple
a	pear
one	carrot
a	sausage

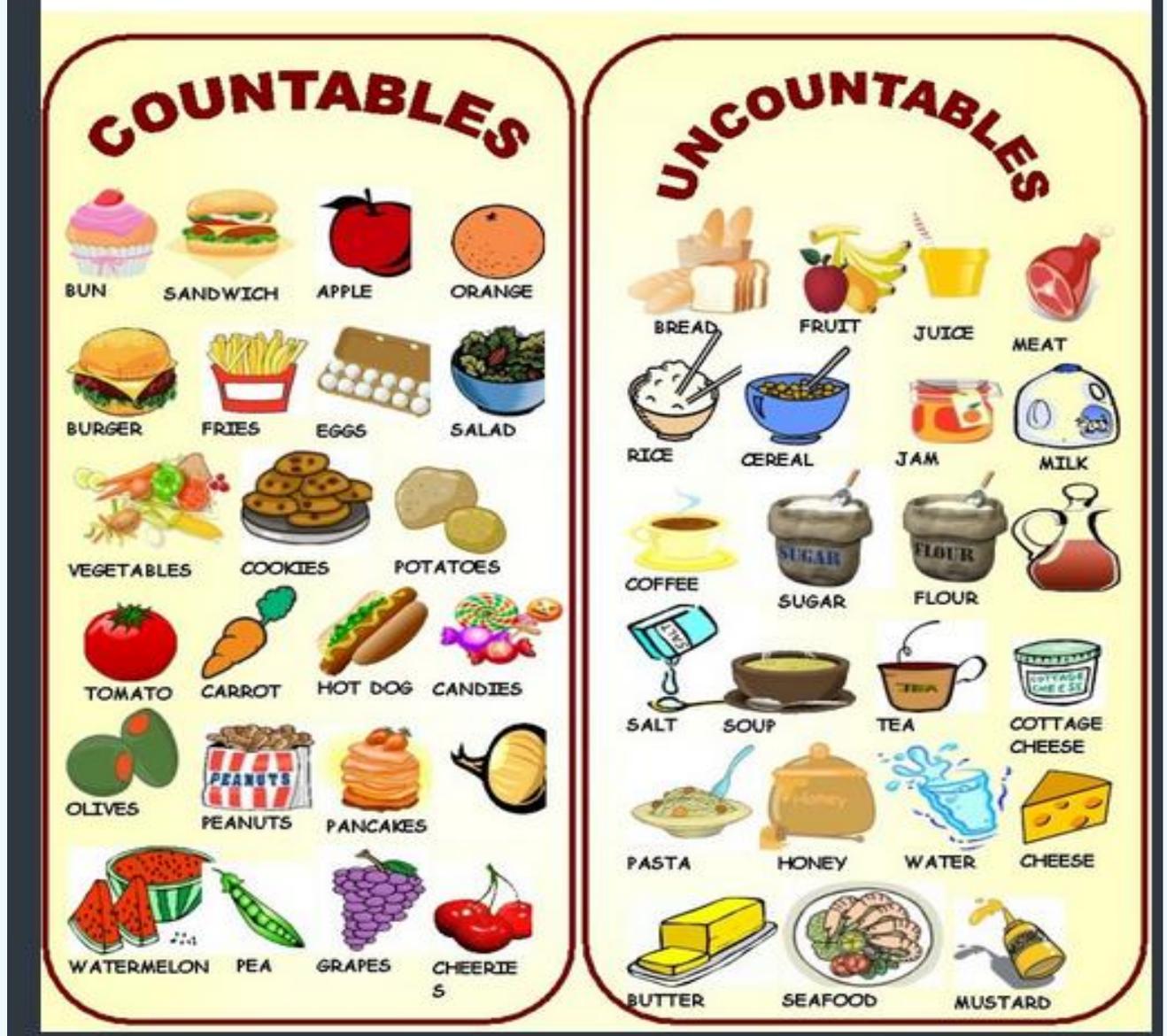
Plural	
Some	apples
(a) few	eggs
a lot of	onions
six	carrots
100g of	sausages

b) Uncountable nouns have no singular or plural.

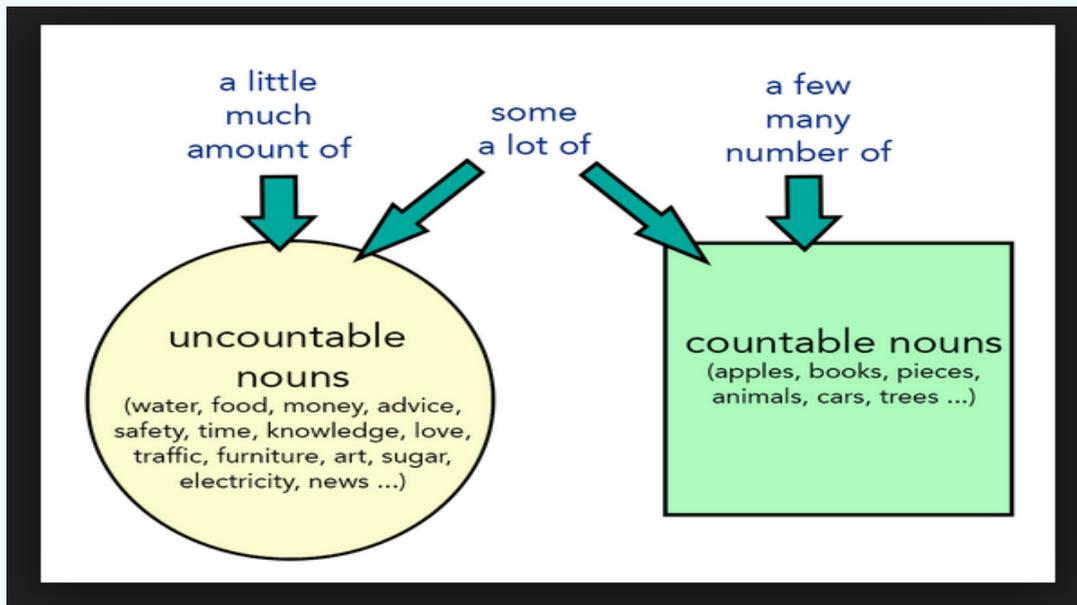
Some	milk
(a) little	cheese
A lot of	meat
100g of	coffee
A bottle of	oil

Picture 1

Food: Countable and Uncountable Nouns



Picture 2



Remember to study unit 5 lesson 2 to see which quantifier goes with each of nouns (**look at picture 2 above**)



ACTIVITIES

Revise the contents from previous given lessons and then do the following exercises.

Section 1: Comprehension

Look at the shopping list and complete the table according to it.

Quantity	Article
	Carrots
	coconut cooking oil
	dry fish
	Firewood
	lemon juice
	Milk
	Rice
	Potatoes
	Salt
	tin of baby milk

Section 2: grammar

Complete the spaces using: **100g of, a lot of, some, some, a bottle of, a few, six, a little, some, a few.**

1. I've had _____ drinks but I'm not drunk.
2. Sorry, I would like _____ water.
3. _____
4. _____
5. _____
6. Do you want _____ lemon juice? It's very good.

3. I need ____ help. I'm a bit stuck.
4. We will need ____ onions for the soup.
5. There weren't many people there. Just ____.
7. Will you have ____ more ice-cream?
8. Could you spare me ____ minutes?
9. There are ____ eggs in the fridge.
10. Go to the butcher's and buy ____ meat.



FEEDBACK

Section 1: comprehension

5 kg of; 5 litres of; 5 kg of; 100Mts of; 2 litres of; 1 tin of; 5 kg; 1 sack of, 1/2 kg of; 4 tins of

Section 2: grammar

1. a few 2. Some 3. A little 4. Six 5.a few 6. A bottle of 7. Some
8. Some 9. A lot of 10. 100g of

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



UNITY ACTIVITIES

Dear student, before doing this test, study again the contents of unit 6. You can ask for help to your tutor to clarify the doubts and difficulties. The preparation tests will help you to prepare for the final test at the end of this module. Let us work!

Section 1: reading comprehension

Read this advertisement

LAGRIMAS DO LEAO

Have you ever been to a shop where you pay for one item and take another one for free?

This coming Friday, you will see with your own eyes!

Come to our shop and witness it!		See you here, then!
Kitchen	Sitting room	Bedroom
Kettles	TVs	Beds
Stoves	Armchairs	Mattresses
Cookers	DVD players	Pillows
Freezers	Video players	Bed sheets
Fridges	Cupboards	
Clothes	Electronic appliances	Tools
Shirts, suits and ties	Cameras	Pliers
Underwear	CD players	Scissors
Shorts	Computers	Hammers
Shoes and tennis shoes		

WHO can beat our prices?

We are the best because nobody around here can beat our prices!

National road, near Vilanculos, Inhambane

Vocabulary

kettle – chaleira	armchair – poltrona, sofá
cooker – fogão	suit – fato pliers - alicates

Comprehension: complete the table

List five items you can buy from the kitchen section	List five items you can buy from the clothes section	List five items you can buy from the sitting room section	List three items you can buy from the electronic appliances section

Section 2: Grammar

A:Decide whether these nouns are **countable (C)** or **uncountable (U)**

Example: The *bread* that my mother makes is delicious! **U**

1. The *children* are playing in the garden.
2. I don't like *milk*.
3. I prefer *tea*.
4. *Scientists* say that the environment is threatened by pollution.
5. My mother uses *butter* to prepare cakes.
6. There are a lot of *windows* in our classroom.
7. We need some *glue* to fix this vase.
8. The *waiters* in this restaurant are very professional. ...

9. My father drinks two big *glasses* of water every morning.

10. *Drivers* must be careful; the road is slippery. 11. I would like some *juice* please!

12. Dehydrated babies must drink a lot of *water*.

B: Put **much**, **many** or **a lot of** before the words.

1. _____ food. 2. _____ evenings. 3. _____ sugar. 4. _____ money.

5. _____ women. 6. _____ children. 7. _____ time. 8. _____ bananas.

9. _____ friends. 10. _____ balls. 11. _____ books. 12. _____ salt.

C: Complete the sentences with **some** and **any**.

1. Tony bought _____ oil.

2. The oranges were not interesting so I didn't buy _____.

3. Do you need _____ help at the moment?

4. There are _____ beautiful girls in my class.

5. I need _____ water to cool my body temperature.

6. Would you like _____ coffee?

7. Oh, I am sorry I forgot that I do not have _____ bread.

Section 3: writing

Imagine that this shop (advertisement section 1 – reading) is in your community. What six items would you buy? Why?

Now, when you finish the exercises compare your answers with the ones in the feedback. If you have some difficulties, study again the contents. You can ask for more explanation to your tutor.



FEEDBACK

Section 1: Reading and comprehension

Kitchen section: kettles, stoves, cookers, freezers, fridges

Clothes section: shirts, ties, underwear, shorts, shoes(or others items)

Sitting room section: TV, armchair, DVD players, video player, cupboards

Electronic appliances: camera, CD player, computers, **Stoves, Cookers**

Section 2: Grammar

A: Countable / Uncountable

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

B: 1. much 2. many 3. much 4. much 5. many 6. many
7. much 8. many 9. many 10. many 11. many 12. much

C: 1. some 2. any 3. some 4. some 5. some 6. any

Section 3: writing

I will buy a TV because mine is broken...

I will buy ...because.....



Dear student, you have finished to study the contents of this module . Now you are going to do this test as preparation for the final test at the end of the two modules. In order to achieve good results, you need to revise the contents, the exercises, the key answers and listen to the scripts, study with your colleagues. Do you have doubts in some topics? Ask for help to your tutor at CAA. Take time to read the questions. Then compare your answer with the ones in the key answer. Let us work!

Section 1: Reading and comprehension

My grandfather's house and his daily activities

Hello, this is Tonecas again. I am here to tell you about my grandfather's beautiful house. Do you remember my grandfather, Mr Mucele? He lives in very beautiful reed house located on the outskirts of Nampula. It has got three bedrooms, two sitting rooms, one kitchen and two toilets. The kitchen and the two toilets are outside the house. The pantry is near the kitchen.

My grandfather's house has also got a big garden with many different types of flowers. There are some fruit trees around my grandfather's house. You find pawpaw trees, lemon trees, orange trees and big mango trees there. Inside the fence, there is a well which the neighbours use to fetch water in the morning and in the evening.

My grandfather's house does not have electricity. He uses candle lights and torches. My grandfather raises some domestic animals like rabbits, chickens, ducks and goats.

He always gets up very early. First he cleans the house, and then he sweeps his bedroom while my grandmother prepares breakfast. After that, they have breakfast together. My grandfather is very good at sweeping, and my grandmother is very good at cooking.

Vocabulary

A: Comprehension: answer the questions

1. Where does Mr Mucele live?
2. What is Mr Mucele's house made of?
3. How many bedrooms are there in the house?
4. Where is the pantry?
5. When do the neighbours come to fetch water?
6. What fruit trees can you see in Mr Mucele's garden?
7. What other things can you find inside Mr Mucele's fence?
8. What animals does he raise?
9. What does Mr Mucele do before breakfast?
10. What does Tonecas's grandmother do?

B: vocabulary

Which word does not belong to the group?

- | | | | |
|----------------|-------------|----------|--------------|
| 1. grandfather | grandmother | Mother | house |
| 2. kitchen | toilet | Bedroom | chair |
| 3. cleaning | sweeping | Watering | beauty |
| 4. lights | candles | Sweets | torches |
| 5. breakfast | lunch | Snack | bread |

Section 2: grammar

A: Choose and underline the correct form of the verb. **Present Simple** or **Present Continuous**

Example: He is studying / studies French at the moment.

- 1) *She is working* / *works on Saturdays.*
- 2) *My father is going* / *goes to Tete every month.*
- 3) *Oh, lovely! You're wearing* / *wear your new dress.*

4) *They aren't watching / don't watch TV on Saturday evenings.*

5) *Look! The cat is sleeping / sleeps on the bed.*

6) *Are you going out / do you go out on Fridays?*

B: Write **Yes / No questions** for these sentences.

Example: Sara went to the church. → **Did** Sara go to the church?

1. *I* _____ *like* _____ *oranges.*

2. *They played well.* _____

3. *I* _____ *am* _____ *a* _____ *teacher.*

4. *He* _____ *read* _____ *the* _____ *book* _____ *yesterday.*

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

1. *Lucena is _____ businesswoman.*

2. *She works _____ office.*

3. *I met _____ man last night.*

4. *Paulo lives in _____ old*

flat with his brother.

D: complete the sentences with sequence markers *first, then, after that and finally.*

.... I have dinner, I clean my teeth and I dress my pyjamas; I go to bed.

E: complete with **a / an / the.**

1. This morning I bought **a** newspaper and magazine. newspaper is in my bag but I don't know where I put magazine.

2. I saw accident this morning. car crashed into tree. driver of car wasn't hurt but car was badly damaged.
3. There are two cars parked outside: blue one and grey one.blue one belongs to my neighbours; I don't know who is owner ofgrey one.
4. My friends live in old house in..... small village. There is beautiful garden behind house. I would like to havegarden like that.
5. There is good film atcinema. film is about robbery.
6. Odete has dog and cat. dog is nice butcat doesn't like me.
7. Jaime is old friend. He plays guitar and he enjoys going tocinema.
8. Excuse me, where isbus station, please? I am going away for.....week in September.
9. We had dinner inmost expensive restaurant in town.
10. My daughter has excellent job but my son can't find job. He wants to join army.

F: Complete the dialogue using *can*, *can't*, *could* or *couldn't*.

Cossa: _____ you speak English?

Maria: Yes, I _____. I'm learning English at school.

Cossa: _____ you speak English when you were five years old?

Maria: No, I _____.

Cossa: Well, my father _____, because he was born in South Africa. He also speaks other

Foreign languages.

Maria: Which ones?

Cossa: Well, he _____ speak and write French fluently. And he's learning Mandarin, which is a very difficult language. Can you speak French?

Maria: No, I _____. Oh, the bus is coming. I am going to the bookshop to buy an English dictionary.

Cossa: _____ I go with you?

Maria: Of course, you _____.

G: Complete with **may or **might**.**

1. _____ I close the door?

2. They _____ arrive home late.

3. I _____ move to Portugal. My father is working there.

4. _____ I take a photo of you?

Section 3: Writing

Imagine that you are going to interview your colleague about the importance of learning English. What questions would you ask him / her? Write 8 questions using **wh** question word.

Name...? how old...? Where ...from? Where ...learn English? How many ...?
What...do at weekends? How ... go to school? Why...learning English?

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

Feedback

Section 1: reading and comprehension

1. He lives in Nampula.
2. It is made of reed.
3. There are three bedrooms.
4. It's near the kitchen.
5. In the morning.
6. You can see orange trees, lemon trees, pawpaw trees and mango trees.
7. A well.
8. He raises rabbits, chickens, ducks and goats.
9. He cleans his house.
10. She cooks.

B: vocabulary

1. house 2. chair 3. beauty 4. sweets 5. bread

Section 2:

A: 1) works 2) goes 3) wearing 4) don't watch 5) sleeping 6) do you go

B: 1. **Do** you like oranges? 2. **Did** they play well? 3. **Are** you a teacher? 4. **Did** you read the book yesterday?

C: 1. a 2. an 3. a 4. an

D: First I have dinner, then I clean my teeth and after that I dress my pyjamas; finally I go to bed.

E: A: a / an or the

1. a / The / the 2. an / a / a / The / the / the 3. a / a / The / the / the
4. an / a / a / the / a 5. a / the / The / a 6. a / a / The / the
7. an / a / the 8. the / a 9. the 10. an / a / the

Section 3: writing 1. **What** is your name? 2. **How old** are you? 3. **Where** are you from? 4. **When** did you start learning English? 5. **What** do you do at the weekends? 6. **How** do you go to school? 7. **How many** times do you study English per week? 8. **Why** are you learning English?

Section 4: Reading and comprehension

Many people have different perceptions about jobs and the necessary requisites. Read what some people say about their jobs.

Pictures of professions: shopkeeper, bartender / barman, CD seller, peanuts seller

'Hello, my name's Nene. I'm a shopkeeper. To be a shopkeeper you need to be patient. Many clients try clothes and don't buy them. The prerequisites to be a good shopkeeper are to always be in good mood, to be friendly and show your teeth!'

‘Hi, my name’s Tomama. I work in that restaurant over there. To be a bartender, you need to always be prepared to fight and argue with customers. Some customers drink a lot and don’t want to pay. Well, I do it because I haven’t got anything else to do...’

‘Hello, my name is Maria Escandalosa. I sell peanuts in the street. It is a good job, but I sometimes spend a whole day without selling one single peanut. The prerequisites for this job are being friendly and very clean.’

‘Hi people, my name is Leo. I sell CDs, cassettes, video players and radios. To run this business, you need to be strong. People come and play tricks. You have to be prepared for complaints every day.’

Vocabulary

Play tricks – enganar

Complaint - queixa, reclamação

A: Checking your vocabulary – cross the word that does not belong to each group.

1. bakery, bank, pharmacy, shoes, market
2. cheque, instalment, cash, debt, credit card
3. receipt, invoice, ticket, estimate
4. T-shirt, coat, water, pullover, socks

B: Find the odd one out and say why it is odd.

e.g. handsome ugly pretty Indian - *Indian* because it is a nationality and the rest are adjectives.

1. France Canada Japan Hindi

2. green blue banana yellow

- 3. shirt blouse trousers book
- 4. radio mechanic electrician secretary
- 5. brother teacher sister father
- 6. eraser ruler pen fingers
- 7. arm face economist leg
- 8. sugar school mango orange
- 9. twenty twelve thirteen first
- 10. play dance head work

C: Complete the table.

Name	Nene	Tomama	Maria Escandalosa	Leo
Job?				
Requisites?				
Problems of the job?				
Likes / Dislikes his / her job?				

Section 5: Grammar

A: Complete the following conditional sentences.

- If there _____(be) some apples in the fridge, I _____ (make) some apple juice.
- If he _____(get) here on time, we _____(go) to the cinema.
- I _____ (go) with you if you _____ (go) to the market.
- I _____(play) football if the weather _____ (be) good.

B: Insert the right reflexive pronoun :**myself, yourself, themselves, herself** and **himself**.

1. She came out of the shower and she dried _____ with a towel.
2. When I look at _____ in the mirror, I'm frightened.
3. He cut _____ on a piece of broken glass.
4. They locked _____ inside the room and stayed there.
5. Don't hit _____ with that hammer, Sabão!

C: Join these sentences with: **and, but, or, because** or **so**. Write the complete sentences.

e.g. Did you go out last night? Did you stay at home? → Did you go out last night **or** did you stay home?

1. I bought a newspaper. I didn't read it.
2. We stayed at home. We told stories.
3. She worked very hard. She passed her exams.
4. Go away. Don't come back again.
5. I saw Gabriel. He didn't see me.
6. They lost the match. They did not play very well.
7. He got up early. He started work immediately.

D: Complete with adverbs of frequency: **often, always, never** and **sometimes**.

1. I _____ have classes at half past six.
2. I _____ eat without washing my hands.
3. I _____ have Physical Education in the gymnasium.
4. I _____ go to the market.

E: Complete the spaces using **an** and **a**.

1. I am _____ engineer.
2. Carlota is _____ teacher.
3. Eliseu is _____ pilot.
4. Madalito is _____ driver.
5. Eulalia is _____ economist.
6. Sumburane is _____ adviser.
7. Naima is _____ director.
8. He is _____ student.

F: Insert the missing determiners: *every, all, a lot of, many, no*.

1. Dad, I am afraid there are _____ lemons in the freezer. I can't make juice.
2. _____ child loves playing.
3. Many friends usually eat _____ sweets.
4. Are you going to eat _____ those mangoes alone?
5. I don't know _____ African languages.

G: Complete the paragraph using: *a, no, some, each, every (2x) and all*.

_____ house in this community has a big garden. But there are _____ flowers around the houses. There is _____ kitchen outside _____ house. _____ house has a radio. _____ the bedrooms have two beds. _____ of the houses have a TV set.

H: Match the **adjectives** with their **opposites**.

- | | |
|--------------|-------------------|
| 1. clean | a. hot |
| 2. cold | b. safe |
| 3. common | c. negative |
| 4. dangerous | d. dry |
| 5. good | e. unhealthy |
| 6. healthy | f. slow |
| 7. positive | g. strong |
| 8. quick | h. uncommon; rare |

9. weak

i. dirty

10. wet

j. bad

I: Match the tenses in **A** with their uses in **B**.

A. Verb Tenses

B. Uses

1. Present simple

a. Describes actions which happened in a finished time period.

2. Present continuous

b. Describes habits, routines.

3. Past simple

c. Describes actions which were in progress at a given time in the past.

4. Past continuous

d. Describes activities happening at the time of speaking.

5. Present perfect

e. Describes actions which happened at an indefinite time in the past (or which started in the past and may continue in the present)

J: Complete the spaces using **in, into, at** and **to**.

1. The football game was _____ Tete _____ the local stadium

2. The concert was _____ Maputo.

3. People go _____ South Africa to find better jobs.

4. He shot the ball _____ the basket.

5. _____ Mozambique students have classes from 6 a.m. _____ 12 a.m.

6. Ancha wasn't _____ home yesterday.

7. Are you going _____ the cinema?

8. She just got _____ the house.

9. I live _____ 10 Mondlane Avenue.

10. I am going _____ Lichinga.

K: Choose the correct verb tense – **present simple** or **present perfect**.

1. Look, Faela **eats** / **has eaten** the whole chicken.
2. Laura **eats** / **has eaten** chicken every day.
3. **Have you gone** / **Do you go** to the cinema very often?
4. **Have you seen** / **Do you see** my new English textbook?
5. There **haven't been** / **aren't** many stars in the sky tonight.
6. It usually **has not rained** / **doesn't rain** in May.
7. I have **have visited** / **visit** China recently.
8. I **haveplayed** / **play** tennis on Mondays.

Section 6: writing

Choose one of the following topics:

1. A shopping list
2. An advertisement
3. A letter of complaint

Dear student, take time do the exercises and feel free to check the notes. When you have finished compare your answers with the ones in the feedback.

When you finish the preparation test compare your answers with the ones in the feedback. Pay attention in sections that you had more difficulties. Go back to that lesson and study the contents again. Then, you can do the exercises again. Keep practising what you have learned, you can use other material for your study.



FEEDBACK

Section 4: vocabulary

A: 1. shoes 2. debt 3. ticket 4. Water

B: 1. Hind – is a language and the rest are countries 2. banana – is a fruit and the rest are colours

3. book – is a book and the rest are clothes 4. radio -a device and the rest are professions

5. teacher – is a profession and the rest are family members.

6. fingers – are part of human body and the rest are classroom objects.

7. economist – is a profession and the rest are parts of the body.

8. school – is a place where people study and the rest are food items.

9. first – is an ordinal number and the rest are cardinal numbers.

10. head – is a part of human body and the rest are verbs.

C: table

Name: Nene

Job: shopkeeper

Requisites : be patient, friendly, be in a good mood and smile a lot

Problems: people try clothes and don't buy them

Likes / Dislikes.....

Name: Tomama

Job: bartender

Requisites: be prepared to argue and fight with customers

Problems: some customers drink a lot and don't want to pay

Likes / Dislikes: dislikes

Name: Maria Escandalosa

Job: sell peanuts

Requisites: be friendly and clean

Problems: some days doesn't sell a single peanut

Likes / Dislikes: likes

Name: Leo

Job: electronic appliances shop assistant

Requisites: be strong

Problems: people play tricks; be prepared for complaints

Likes / Dislikes: ...

Section 5: Grammar

A: conditional sentences

1. are / will make 2. gets / will go 3. Will go / go 4. Will play / is

B: reflexive pronouns

1. herself 2. myself 3. himself 4. themselves 5. yourself

C: connectors: *and, but, or, orso*

1. but 2. and 3. so 4. and 5. but 6. because 7. and

D: adverbs of frequency: *often, always, never and sometimes*

1. always 2. never 3. sometimes 4. often

E: 1. an 2. a 3. a 4. a 5. an 6. an 7. a 8. a

F: 1. no 2. Every 3. a lot of 4. all 5. many

G: Every; no; a; each; Every; All; Some.

H: 1 – i 2 – a 3 – h 4 – b 5 – j 6 – e 7 – c 8 – f 9 – g
10 – d

I: 1 – b 2 – d 3 – a 4 – c 5 – e

J: 1 – in ...at 2 – in 3 – to 4 – into 5 – in ...to 6 – at 7 – to 8
– into 9 – at 10 – to

K: 1 – has eaten 2 – eats 3 – Do you go 4 – Have you seen 5 –
aren't

6 – doesn't rain 7 – have visited 8 - play

Dear student, did you get more than 80% of correct answers? If you did, well done! You can talk to your tutor to clarify some topics that you found difficult. It is important to revise the contents before each assessment. This is the end of module 2. We hope that you have learned and understood all the contents.

LIST OF IRREGULAR VERBS

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

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

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

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

LIST OF REGULAR VERBS

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

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

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