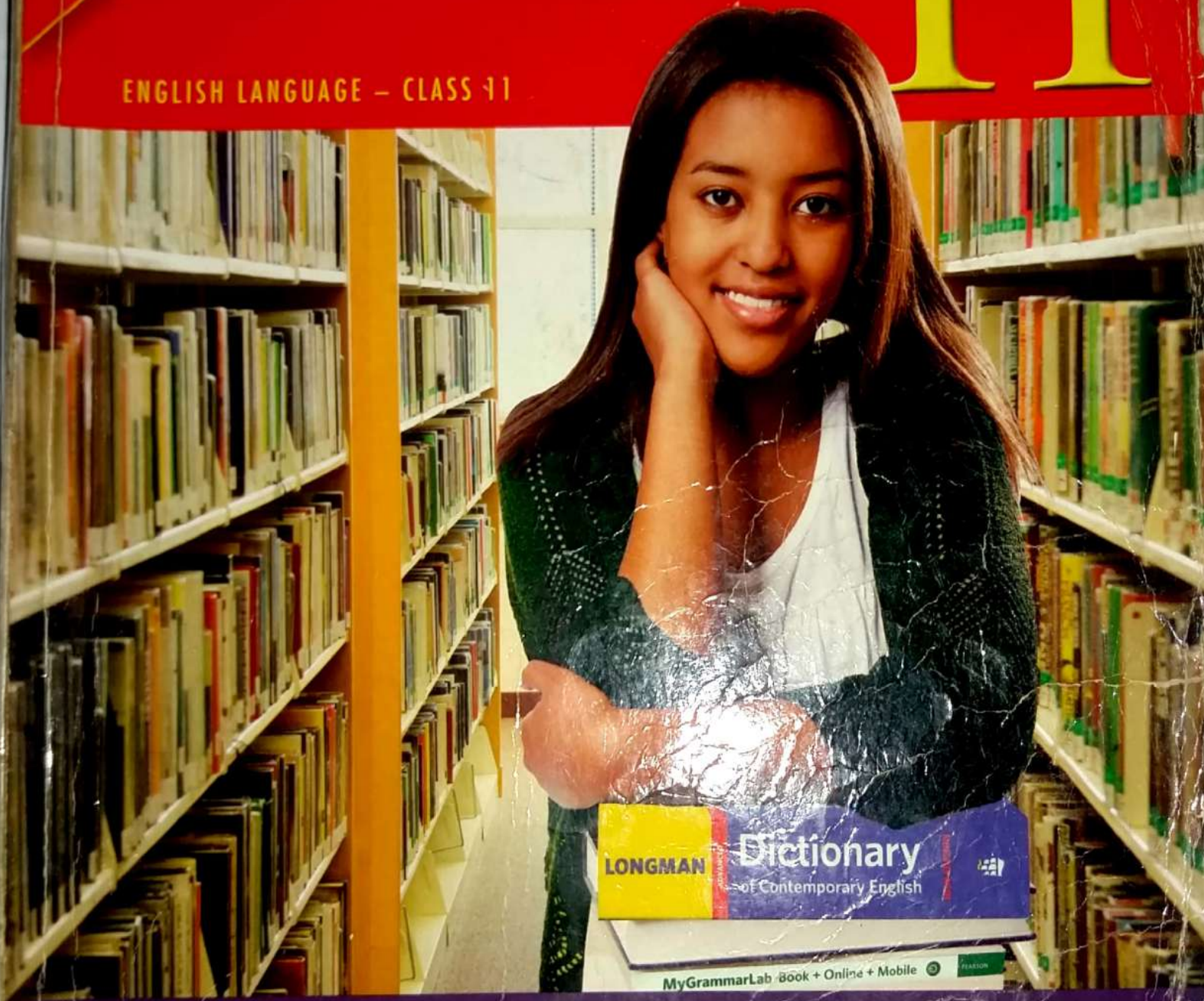
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Auzinda Muapala
Patrício Singreia
Daphne Paizee

11

ENGLISH LANGUAGE – CLASS 11



LEARNING ENGLISH

FREE KEY CONCEPT CHART FOR REVISION

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All the words that you can look up in the mini-dictionary are in bold print.
For example: Can anyone become a **journalist**?

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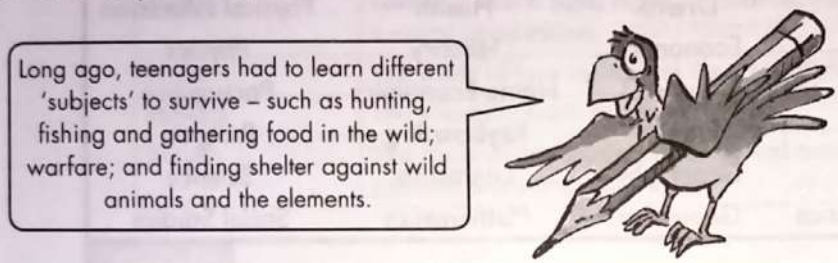
Unit 1

School subjects and future professions

Warm-up

Read **Speak**

Read what the parrot says and discuss the questions below.

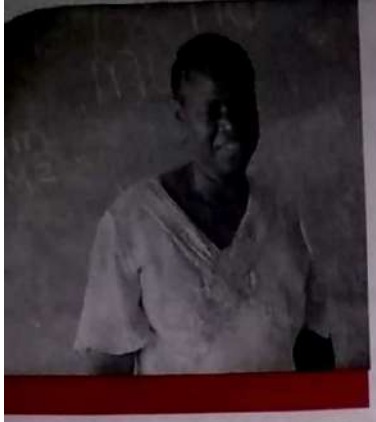


1. Which subjects do schools teach now?
2. Can these subjects guarantee the survival of modern man? Why?
3. Which other subjects do you think schools should teach? Why?

Look at the pictures. Which school subject does each picture represent?



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Lesson 2
Are some school subjects better than others?

Speak **Read**

1. Before you read this next text, say what you think about these statements. Are they true or false?
   - Maths and Science are more important subjects than History and Geography.
   - It is useful to study practical subjects, like Woodwork.
   - All students need to study literature and languages.
   - Studying the correct subjects at school will help you in your career later.
   - All school subjects are important.



2. Read the text below. Then think about whether you want to change your mind about any of the true or false statements above.

Becoming a well-rounded student

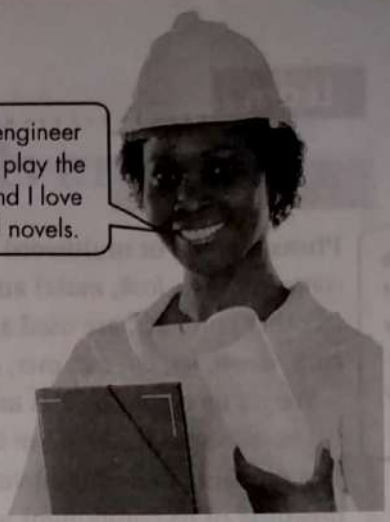
As students, the choice of what subject to take at school is always a big decision. Should you go with the Arts or should you choose more practical subjects such as Maths and Science? **Mastering** Maths and Science will allow you to *go on* to study subjects such as Accounting, Engineering or other valuable university degrees, leading to better job opportunities in the future. But what if you have a love of the less practical subjects, such as Music, Art, History or Literature?

The good news is that the main goal of primary and secondary schools should not only be to prepare students for a career, but also to become well-rounded adults. So while it is important to plan for your future, **denying** yourself the pleasure of studying the Arts is not necessary. They may not have direct applications in the most valued jobs, but an understanding of these subjects helps us develop a sense of place in our culture. In addition, the Arts subjects do much to develop a child's way of thinking.

Some say that if you are interested in Art or Literature, you can always *take* these subjects *up* as a **hobby** once you start working. This may be true, but if you do not study these subjects when young, you will not normally develop an interest in them or *pick* them *up* as hobbies later on.

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Thus, while schools should help students to develop their future careers by promoting Maths and Science, they should not forget to teach the Arts. We need to see our **cultural heritage** *passed on* to the next generation, and learning about Literature, Art, Music and History is the best way to do this.



Write

3. Answer the following questions about the text you have just read.
   a) To prepare students to be *well-rounded adults* means:
      i) to train adults that are round
      ii) to give students a general education, so that they have a wide understanding of life
      iii) to teach students Maths and Science
      iv) to train students with balls.
   b) To *master* a subject means:
      i) to learn about a subject
      ii) to learn skills
      ii) to learn a subject very well
      iv) to be the boss.
   c) To *deny* someone something means:
      i) not to allow them to have something
      ii) to tell lies
      iii) to say that you do not agree with somebody
      iv) to give someone something.
   d) A hobby is:
      i) a job
      ii) something that you do in your spare time, for fun
      iii) a career
      iv) something that you hate doing.

Speak

4. Talk to a partner about the subjects you think you should study at school. Make a list of your ideal subjects. Explain why these subjects are important to you.

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Learn

Phrasal verbs



Phrasal verbs or multiword verbs are made up of a verb (for example: *call, come, get, give, look, make*) and one or more particles. Particles are words which, in other contexts, are used as adverbs and/or prepositions (for example: *away, back, down, up, off, out, over, on*).

We *got up* early. She has *taken up* a new hobby.

The meaning of a phrasal verb is usually different from the combination of the meaning of its component words.

A phrasal verb can sometimes be separated by an object in a sentence. Notice how a dictionary shows you if a phrasal verb can be separated by an object or not.

turn *sth* **on:** to move the switch on a piece of machinery to start it working
The particle *on* comes after *sth* (something). This means that the verb and the particle can be separated. So it is possible to say:

Turn the light *on*. OR *Turn on* the light.

If the object is a pronoun (*it, him, her, me, them, us, you*), it must come before the particle:

Turn it *on*. NOT *Turn on* it. ✘

call for *sb/sth* to collect: *I'll call for you when it is time to go.*
The particle *for* comes before *sb/sth* (somebody/something). This means that the verb and the particle cannot be separated.

I'll *call for* John later. OR I'll *call for* him.
But NOT: I'll *call* John *for* later. ✘

Write

5. Find three phrasal verbs in the text in this lesson. Work out what the words mean from the context. If you are not sure, look the meanings up in a dictionary.
6. Look the following phrasal verbs up in a dictionary or ask your teacher for the meanings. Then complete the sentences below with some verbs from this box. Remember to use the correct tense of the verb.

come up with	take over	put up with	break down	look up
look after	look down on	die down	bring up	take off

+10

a) I am not going to _____ _____ _____ your laziness any longer!
b) She needs a dictionary, so that she can _____ the meaning of these words _____.
c) After all the shouting had _____ _____, the speaker explained what he had been trying to say.
d) My mother and father have always _____ _____ our family very well.
e) When is the plane going to _____ _____?
f) It is not easy to _____ children _____ in this modern world.

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Lesson 3
Professions, skills and qualities

Speak

1. Talk about different professions you are interested in. Decide what skills or qualities you would need to follow these professions.

Listen Read

2. Discuss what a journalist does and decide what skills and education you would need to become a journalist. Now read the following conversation about becoming a journalist.

JORGE: Can anyone become a journalist?

AMÉLIA: No. Some people are not **suited to** this job. First of all, you need to have a strong desire to be a journalist. It's a tough job, and you will only succeed if you are highly **motivated** and prepared to work hard. You must know the media well too, read the newspapers, listen to all the radio stations and be familiar with the content of TV programmes.

JORGE: And if you do lots of reading and listening, is that enough to become a journalist?

AMÉLIA: Maybe, but maybe not. A journalist also has to have an enquiring mind. You've got to be a very **inquisitive** person! That's the key, really. And you need to be very **tenacious**. Good journalists don't give up until they have the story that they want. They sometimes have to face dangerous situations as well.

JORGE: And I suppose one also needs to have good writing skills?

AMÉLIA: Yes, indeed. You need to be good at languages. Many journalists have university degrees in languages.

JORGE: So, tenacity, an enquiring mind and good writing skills – those would be the three main qualities that a journalist would need?

AMÉLIA: In my opinion, yes, they would be.

JORGE: You have mentioned media, such as newspapers, radio and television. Are there other areas in which journalists can be employed?

AMÉLIA: Yes, there are. Companies that publish magazines also employ journalists, and so do many **public relations** companies.



Write

3. Use information from the dialogue above and your own knowledge to complete these paragraphs about journalists.

Not everyone can become a journalist. Journalism is not _____.
Sometimes journalists have to be prepared to _____. Good journalists

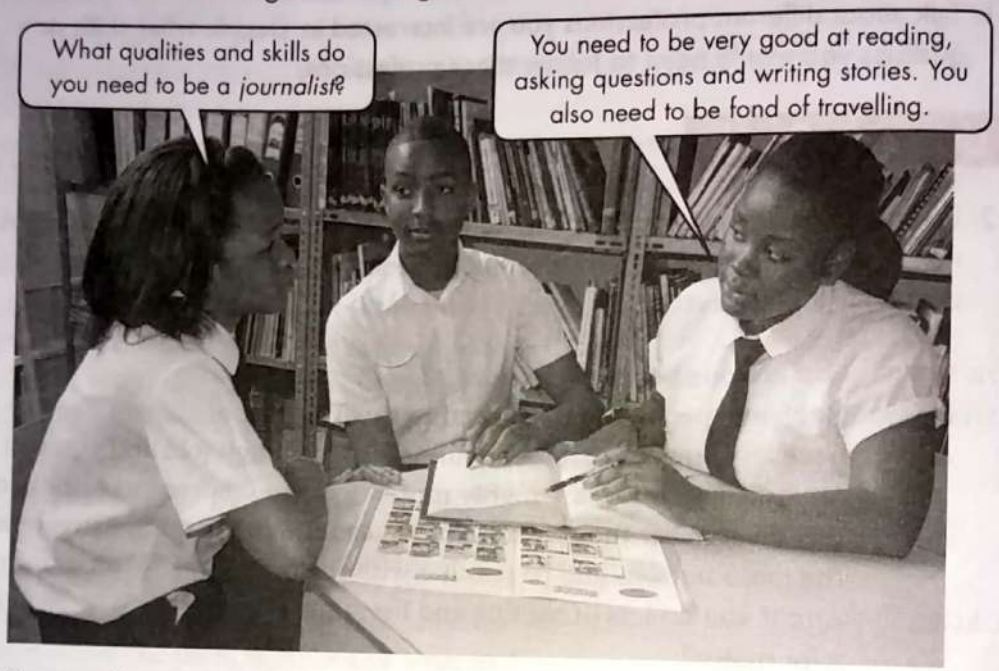
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are very _____ and _____. They also have to have good _____ skills.

Journalists can be employed in different areas. Some find jobs at _____ or _____ or _____, whereas others find jobs at _____ or _____.

Speak

4. Practise the following short dialogue in small groups.



5. Now replace *journalist* in the dialogue in the photograph above with other professions or jobs that interest you.

photographer	politician	entrepreneur	musician	pilot
housekeeper	professional footballer		secretary	dentist
teacher	actor	travel agent	website designer	

You can use some of the following phrases and words:

- to be (very) *good at* something
- to be *enthusiastic about* something
- to be *keen on* something
- to be (very) *interested in* something
- to be *fond of* something
- to be an *expert in* something.



Learn

Forming adjectives

We can use suffixes like *-ly*, *-less*, *-ic*, *-al*, *-able* and *-ful* to make adjectives.

Examples:

careful, careless, scientific, musical, sociable, unfriendly.

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Write

6. Make adjectives to describe these people.
   a) A person who is always *pleasant and helpful* towards other people is a _____ person.
   b) A person who *helps others* is a _____ person.
   c) A person who has *a lot of energy* is an _____ person.
   d) A person who makes *a lot of criticism* is a very _____ person.
   e) A person who has the *body of an athlete*, is an _____ person.
   f) A person who *does not fear anything* is a _____ person.
7. Study the following paragraph.

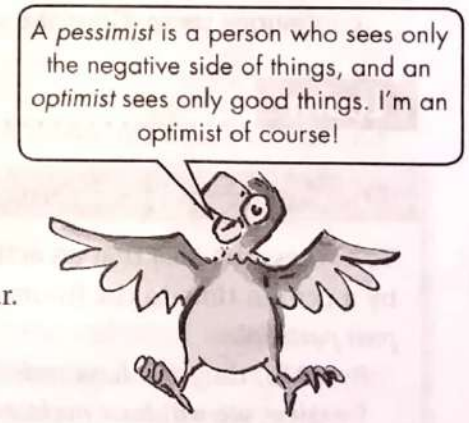
Reporters need to *work long hours* and they sometimes need to *work at night*. They spend a lot of time *travelling*. Unlike *photographers*, however, they do not have to *buy expensive equipment*.

Now use these ideas to describe and compare the following professions in the same way.

a) *bus drivers* – work hard / work on Sundays / drive in heavy traffic
   unlike *taxi drivers* – look for passengers
b) *secretaries* – sit in an office all day / do lots of filing / answering the phone
   unlike *nurses* – look after people / work at night
c) *salespersons* – travel a great deal / drive long distances / talking to customers
   unlike *accountants* – study Mathematics and Accounting

Read Speak

8. What will you be doing in 10 years' time? What will you have done by the year 2015? Read what these people have to say. One is a pessimist, and the other is an optimist. Can you say which is which?



A: I will have completed my university studies and will be driving around in a smart new car. I will be living with my wife and kids on a farm outside town. I will be driving on new roads and over new bridges. We will have overcome absolute poverty in Mozambique and most people will be living in their own homes. By the year 2015, we will have overcome our economic dependence on other countries, and our currency will have strengthened.

B: Don't fool or deceive yourself! Things will be even worse than they are today. Fuel will have become very expensive and scarce, and no one will be able to drive cars. With the population growing the way it is, people will still be going hungry. I don't think that I will be working because there will not be enough jobs for everyone. By the year 2015, I think, most countries will have become so corrupt that none of the taxes that people pay will be used to provide education and healthcare for us.

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Learn

The future continuous tense

To express the idea that, at a certain time in the future, something will still be in the process of happening, we use this structure: *subject + will be + -ing*.

Everybody *will be driving* new cars.

People *will not be living* in shacks any more.

Speak

9. Work in pairs. Practise this dialogue.

A: What will you be doing *tomorrow at 5:00*?

B: I don't know, but I think I *will* still *be sleeping*! And you?

A: I *will be getting* ready to go to work.

10. Now replace the words in italics in the dialogue above. Use these ideas. Remember to use the correct verb forms.

a) tomorrow at 12:00 / prepare lunch / watch TV

b) on Saturday afternoon / play hockey / practise for the school play

c) after work tonight / go to church / visit my friends

d) during the day tomorrow / help my father / plant new seeds

Write

11. Look at the dialogue in exercise 8 and identify all the sentences with the future continuous tense. Copy the sentences.

Learn

The future perfect tense

To express the idea that an action will have been completed or concluded by a certain time in the future, we use this structure: *subject + will have + past participle*.

By 2015, they *will have ended* corruption.

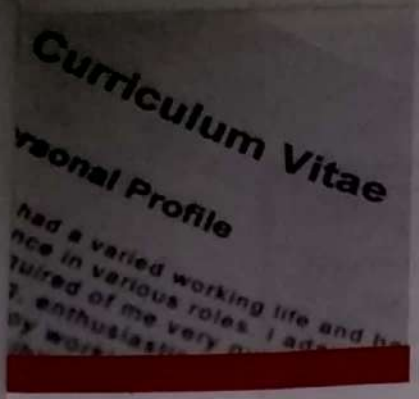
By then, we *will have overcome* our need for economic aid.

Speak

12. Work in pairs. One person is an optimist, and the other is a pessimist. Say what you think will be happening or will have happened to you and your country in ten years' time. You may want to use the following verbal forms:

going / gone; finishing / finished; doing / done; making / made; getting / got; completing / completed; buying / bought; building / built; having / had.

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Lesson 4
Writing application letters and résumés

Speak

1. What is the difference between an application letter and a résumé? What sort of information must each contain? Discuss this and make two lists of information. Keep these lists because you will use them later.

Read Speak

2. The following text contains some instructions on how to write good application letters and résumés. Read it and answer the questions that follow.

Your letter of application

When you write a letter of **application** for a job, a **scholarship** or any academic programme, you should use formal language and word your letter to suit the position you are applying for. You would not want to apply for a scholarship using the same letter that you have used to apply for a job. So write your letter according to what you are applying for and always state the name of the position or scholarship for which you are applying. Say how you heard about it and, if someone recommended you, give their name and say how you know them. Supply your contact details and mention that you would be willing to be **interviewed**. Finally, say that you are including your **résumé**.

Your résumé

Your résumé, also known as a **curriculum vitae** or CV, should be well set out and contain facts only. It should be short, about a page long, and be easy and quick to read. Type it out neatly yourself or get a professional to do it for you – first impressions are very important!

In your résumé, do not mention salary, just supply the following details:

- *Personal information*: your name, address, contact numbers (phone, cellphone, email). You do not have to supply your age, marital status or health unless these are required for the position.
- *Career objectives*: briefly mention any career objectives you may have.
- *Education*: list your most recently attended educational institutions followed by previous institutions. Give attendance dates, areas of study and qualifications received. You can also mention membership in special associations or societies.

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- *Work experience*: supply dates and list your jobs starting with your current or most recent. Give names and addresses of each employer, as well as a description of your duties. You may also include part-time or volunteer work.
- *Special skills*: list any special skills you have that are relevant to the post.
- *References*: supply names and positions of two people who you have approached and who would be willing to write letters of recommendation for you. Also supply the address of a university, college or school that would send your dossier upon request.

a) Can you use the same letter and résumé for any job you apply for? Why?
b) Compare the sort of information on your lists and the sort of information in the text. Are there any differences? What are they?
c) The text says that it is not wise to mention the salary. Why is that?

Read

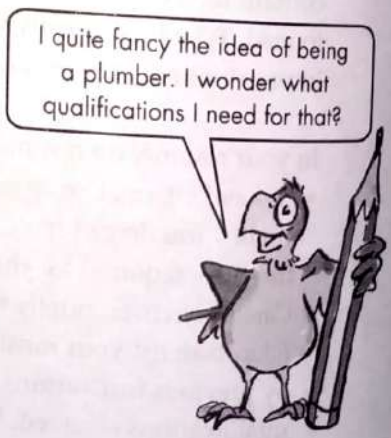
3. Read the following job advertisement for positions in a construction company, and the application letter that follows.

Casa Melhor Constructions Lda

A newly established and leading company in construction and building is looking for dynamic young men and women to join the team. If you have just graduated, and you are a team player who can speak Portuguese, English and the local languages of Zambézia, then you are the one we are looking for. We have positions for:

- an architect
- electricians
- plumbers
- an accountant
- manual workers.

You must be prepared to work anywhere in Mozambique for short periods of time. We are an equal opportunity company, so women are encouraged to apply. We offer **fair** salaries and bonuses. Please send your applications and résumé by 20 March to: Mr. John Kadumba, Personnel Manager, Casa Melhor Constructions Lda, Avenida do Zambeze, Nº 23, Zambézia.
Tel.: 24 97 00 42
E-mail: jkadumba@cmcon.co.mz



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Itai Matabicho
Rua dos Pobres, 331
Quarteirão 3, Casa 24
Caixa Postal 567
Quelimane

The Personnel Manager
Casa Melhor Constructions Lda
Avenida do Zambeze, 23
Zambézia
15th February 2010

Re: Application for position of Accountant

Dear Mr Kadumba

I'm applying for the position of Accountant, which was advertised in yesterday's *Notícias*. I graduated from the Instituto Comercial as an accountant last November.

From my enclosed résumé, you can see that, while completing my 3rd year, I have been working part-time at Organizações Mocuba, where I assisted the bookkeeper in auditing procedures, including applications to computerized systems. My work required strong mathematics, negotiation skills in Portuguese and some use of English and local languages.

Now as a **graduate**, I am looking for something permanent, rather than a part-time job, and I'm especially interested in joining your firm because it operates in a sector that I admire the most and I've been trained for. I can send you the names of references, both at the Instituto Comercial and Organizações Mocuba, and would be grateful for the chance to be interviewed. Please write to me at the above address or call me at 82 499 9210 after 15:30.

Yours sincerely
Itai Matabicho
Itai Matabicho
encl.

Speak

4. What do you think of this letter of application? Is it a good letter? Has Itai supplied all the necessary information? Has he forgotten anything? Has he said anything that he should not have said?
5. Now discuss and answer these questions:
   a) What are the main components of an application letter?
   b) What language register do you use – formal or informal?
   c) Where do you write the addresses of the sender and the addressee?
   d) How do you begin a formal business letter?
   e) How do you end your letter? Who signs it?
   f) In the above letter of application, what does *encl.* in the bottom left-hand corner mean and refer to?

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Write

6. The application letter that you have just read is meant for the **post** of accountant. Now, using the same format, write your own application for any of the other jobs on offer in the advertisement.

Read Speak

7. Read the résumé that Itai enclosed. What do you think of this? Has Itai supplied all the necessary information? Has he forgotten anything? Has he said anything he should not have said?

RÉSUMÉ

ITAI MATABICHO

Current Address
Rua de Zalala
Bairro Nharichote
Mocuba
Tel: 82 499 9210

Permanent Address
Rua dos Pobres, 331
Quarteirão 3, Casa 24
Caixa Postal 56
Quelimane
Tel: 82 499 9210

CAREER OBJECTIVE: To be an accountant in a construction firm

EDUCATION:
Diploma, December 2008: Instituto Comercial de Quelimane (majoring in Building Site Projects Accounting and in Procurement)

General Secondary Education Certificate, December 2005: Escola Secundária de Mocuba, Mocuba

EXPERIENCE:
2008: Assistant bookkeeper, Organizações Mocuba, Quelimane

2006–7: Mini-bus conductor, known as 'Chapa', Quelimane

SKILLS:
Type 69 words per minute
Computer literate (Word, Excel)
Valid driving licence

REFERENCES:
Offices of the Instituto Comercial de Quelimane, Avenida da Municipalidade, 496, Quelimane

Write

8. Write your own résumé. First write a draft. Check your spelling and the information in your draft carefully. Then type your résumé neatly and clearly.

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Lesson 5
Review

1. Match these words with their definitions.

botany	Someone who controls a sports match, or someone who provides information to a future employer on your behalf
deny	The scientific study of plants
geography	A document stating your qualifications, skills and work experience; also called a curriculum vitae
résumé	The study of all the countries in the world, and the people, the physical features, the products and the climate of the earth
referee	Not to allow something

2. Complete these sentences with words from the box.

with	at	on	off	in	after	of

a) I am not really very good _____ accounting.
b) Please can you turn _____ that tap, so that we don't waste water?
c) They are going to be looking _____ my house while I am away.
d) Is he keen _____ football?
e) We need to come up _____ a new plan before next week.
f) You should look that word _____ in a dictionary if you are not sure of the meaning.
g) She is very fond _____ chocolates!
h) Our teacher is always very interested _____ what we do and say.

3. You are going to attend a two-day wedding (Saturday/Sunday) ceremony. Make sentences about your programme.
For example: *On the first day, the ceremonies will be taking place at the bride's parents' home. We will be singing and dancing the whole day.*
Use these ideas, together with suitable time phrases:

go to the church / have a break for lunch / have a mass at the church / eat and drink / offer presents / cut the cake.

4. Make four sentences about what you think will have happened by the end of the wedding ceremony. Use this structure in your answer: *…will have / done /….*

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5. Guessing game.

Play this game in groups of five. A member describes the job that he/she would like to do in the future, and the other members have to guess what it is. If they do not correctly guess it in the first round, they must ask one question for clarification; then they guess again. The one who guesses right takes the turn to describe job that he/she would like to do.

Example:

A: In my job, I'll be travelling a lot, going on world tours and meeting a lot of people.
B: Are you going to be a doctor?
A: No.
C: Are you going to be a teacher?
A. No.
D: An engineer?
A: No.
E: A president.
A: No.
B: Tell us more. What else will you be doing?
A: I'll be playing the guitar and singing.
C: A singer?
A: Yes. That's right.

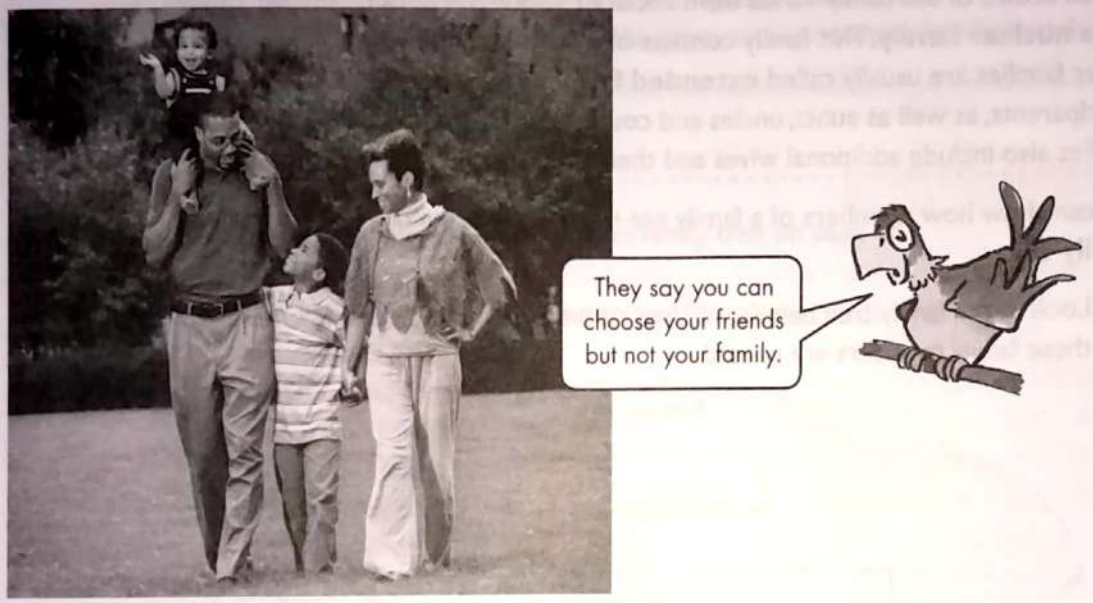
So C takes the turn.

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Unit 2

Relationships

Warm-up



A nuclear family



An extended family

Read Speak

Read what some people say about families. Then describe your own family.

- 'My family consists of my mother, my brother and myself.'
- 'A family is a group of people who are related to each other by blood or by marriage.'
- 'Family members help and support one another.'
- 'The most important people in my life are my family.'
- 'My aunts, uncles, cousins and grandparents are all part of my family.'

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Lesson 1
Family relationships

Read Speak

The structure of the family varies from society to society. We call a smaller family unit a **nuclear family**. This family consists of a husband and wife and their children. Bigger families are usually called **extended families.** Such families include grandparents, as well as aunts, uncles and cousins. In some communities, extended families also include additional wives and their children.

We can show how members of a family are related by means of a diagram called a **family tree.**

1. Look at the family tree below, and then read the explanation that follows of how these family members are related.

Family tree



Fernando and Alzira are married to each other. They are husband and wife. They have two children – Élia and António. Élia is married to Edson, and they have three children. Their names are Beatriz, Faustino and Agostinho. António is married to Rosalina and they have three children. Their names are Madalena, Hermínia and Jorge. Fernando is Élia and António´s father. Alzira is Élia and António's mother. These members are blood-related.

Edson is Fernando and Alzira's son-in-law. So they are not blood-related. They are related by **marriage**. Rosalina is Fernando and Alzira's daughter-in-law. She is not a blood relative of Fernando and Alzira.

Beatriz, Faustino, Agostinho, Madalena, Hermínia and Jorge are Fernando and Alzira's grandchildren. Edson and Élia are Madalena, Hermínia and Jorge's uncle and aunt. Jorge is Edson's nephew, and Madalena is Élia's niece.

We can also say that Beatriz, Faustino, Agostinho, Madalena, Hermínia and Jorge are all **descendants** of Fernando and Alzira.

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Learn

Vocabulary

Learn this key vocabulary:
relative: member of a family
blood relations: someone's **extended family**
close relatives: sisters, brothers, aunts, uncles, cousins, grandparents, etc.
ancestors: members of a family who lived before and are now dead
descendants: children, grandchildren, great-grandchildren, etc.
family tree: a diagram which shows the relationship between family members

Write

2. Complete these sentences about the family tree on page 18.
   a) Fernando is Élia's _____.
   b) Edson and Rosalina are Fernando and Alzira's _____.
   c) Agostinho is Madalena's _____.
   d) Hermínia and Jorge are _____ and _____.
   e) Beatriz and Faustino are Alzira's _____.
   f) Fernando is Alzira's _____.
   g) António is Beatriz, Faustino and Agostinho's _____.
   h) Élia is Rosalina's _____.
   i) _____ is Fernando and Alzira' son-in-law.
   j) Rosalina is not a blood relative of _____ and _____.

Learn

Possessive forms

Fernando is *Élia's* father.
Élia and António's father is Fernando. (Not: ~~Élia's and António's father~~.)
This is my *parents'* home. (This is the plural form.)
These are the *children's* aunts.

Note the difference in meaning between these two sentences:
These are the family's houses.
(= There is one family and they have more than one house.)
These are the families' houses.
(= There is more than one family and more than one house.)
Note: We went to my aunt's for lunch means *We went to my aunt's house for lunch.*

Write Speak

3. Draw your own family tree and then write the explanation of how your family members are related. Then explain your family tree to the class.

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Lesson 2
Friendship

Speak

1. Discuss these questions in groups and then report back to the class. Make notes about your ideas.
   a) How important are friends in our lives?
   b) What makes a good **friendship**?

Listen Write

2. Listen as your teacher reads this poem about friendship. What else does this poem tell us about friendship?

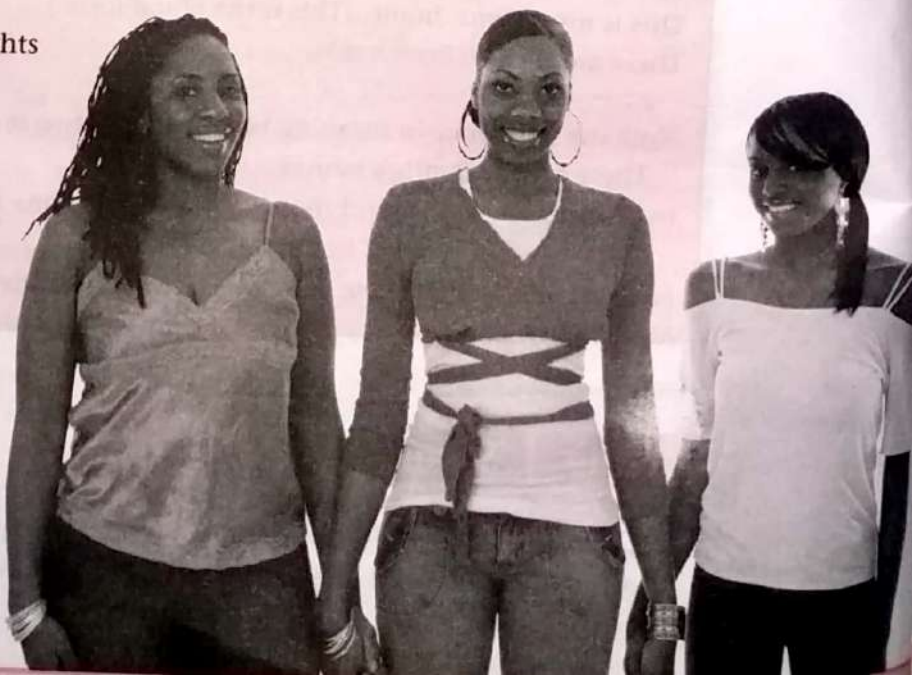
Friendship

by Véronique Tadjo

Friendship
Is precious
Keep it
Protect it
You will need it
Don't throw it away
Don't break it
Don't **neglect** it
Keep it
Somewhere
In your heart
If you want to
Somewhere in your thoughts
If you want to
But keep it.
For friendship
Has no borders
And its boundary
Is that of the world

It is the colour
Of the rainbow
And it has the beauty
Of a dream
Never listen
To those who say
It doesn't exist any more
It is here
It is yours
When you want it
All you have to do is
Open
Your eyes

Source: Tadjo, Veronique, *Talking Drums: An Anthology of Poems from Africa South of the Sahara*, A & C Black Publishers Ltd, 2001



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3. Read the poem again by yourself, and then write your answers to these questions.
   a) What must you do with friendship?
   b) What mustn't you do with friendship?
   c) Where can you 'keep' friendship?
   d) Is it true that friendship doesn't exist anymore?
   e) Can you make friends with people from other countries?
   f) Do you agree with this view of friendship?

Speak

4. Try rapping the poem that you have read, or read it aloud with expression. Add your own words if you want to.

Learn

Word building

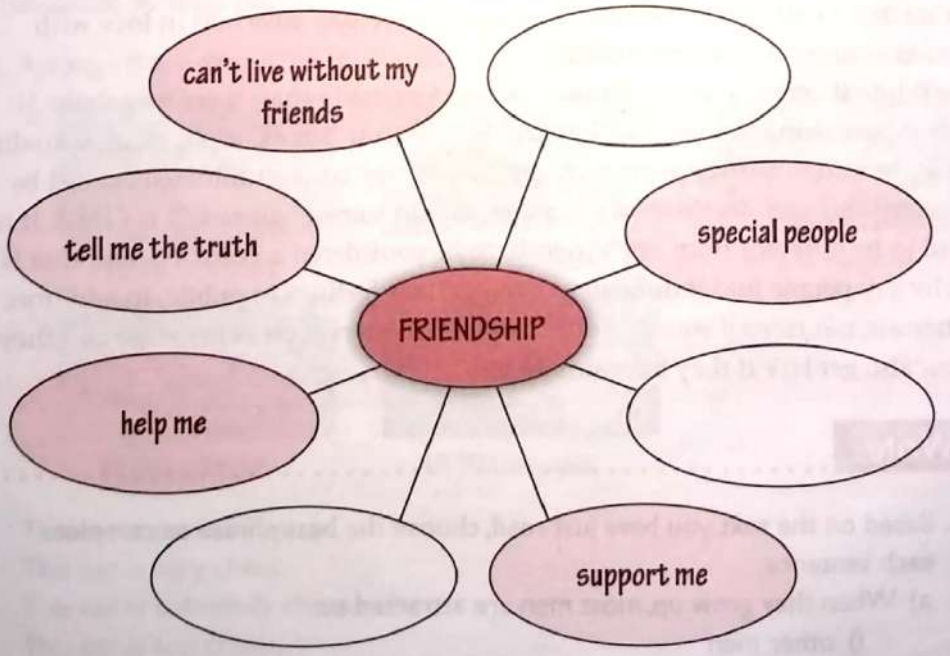
Nouns are often formed with the following suffixes. Study these examples:

-ship: friendship, relationship
-tion: relation, occupation
-hood: fatherhood, childhood
-ician: musician, electrician
-ence/-ance: independence, performance

5. Read the word building again and then write 2 words or nouns for each suffix.

Write

6. Copy this spider diagram and complete it with your ideas about friendship.



7. Write a paragraph about your relationships with your friends.

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Lesson 3
Other relationships

Write Read

1. Complete these sentences, before reading the text.
   a) A homosexual is (a man who loves another man / a man who loves himself).
   b) Most people (approve / do not approve) of homosexual relationships.
   c) Gay people are people who have sexual relationships with people of the (opposite / same) sex.
2. Now, read the text to confirm your answers.

It's not easy to be 'gay'



It's quite normal, as we grow up and become mature, to make close friends with peers of the same sex. We develop close relationships with them and sometimes show our affection by hugging or kissing each other.



However, as we become adults, we usually start to feel attraction for people of the opposite sex. This is known as **heterosexuality**, where we fall in love with someone who is the opposite sex.

Some people, though, become attracted to people who are the same sex. If we fall in love with someone of the same sex, this is known as **homosexuality**. Although a man who is attracted to other men is called a **homosexual**, in some cultures, men who are attracted to other men call themselves *gay*. A woman who falls in love with other women is called a **lesbian**.

While there is more **acceptance** of homosexuality than there was about 50 years ago, being homosexual is extremely difficult. For example, homosexuality may be strongly **disapproved** of, gay people may be discriminated against by society and even by their own families, and in some countries, it is illegal. It is sad to be different from one's friends, to be considered an **outcast**, and that is why gay people find it difficult to express their feelings in public. In addition, they are not treated equally, for example in matters such as marriage and they can also get HIV if they have unsafe sex.

Write

3. Based on the text you have just read, choose the best phrase to complete each sentence.
   a) When they grow up, most men are attracted to:
      i) other men
      ii) women
      iii) homosexuals.

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b) A woman who has a sexual relationship with another woman is called
   i) a lesbian
   ii) a heterosexual
   iii) a relation.

c) It is difficult to be a gay person because
   i) gay people always get HIV
   ii) gay people are still not accepted in many societies
   iii) gay people cannot hug and kiss other people.

d) Gay people are today still
   i) very difficult
   ii) forced to hide their feelings
   iii) accepted in all societies.

Outcasts are people who are not accepted by the people among whom they live.



4. Rewrite these sentences by replacing the italicized words with synonyms.
   a) Some people *are attracted to* people of the same sex.
   b) Homosexuality is *against the law* in some countries.
   c) Many societies *do not approve* of gay relationships.
   d) A *gay* man is not attracted to women, although he may have female friends too.
   e) People have a lower risk of HIV infection if they have *the same* partners.

Learn

Adverbs of degree

These adverbs describe to what degree something is done:
very, too, extremely, quite, fairly, pretty, a bit.
Adverbs of degree often describe adjectives. For example:
It is *very* expensive. It is *too* expensive. It is *a bit* expensive.

Read Write

5. Arrange these sentences to describe the prices of the cars.

a) 
130,000 meticais

b) 
110,000 meticais

c) 
90,000 meticais

d) 
70,000 meticais

e) 
10,000 meticais

This car is pretty cheap.
This car is very cheap.
This car is extremely cheap.
This car is too cheap.
This car is quite cheap.

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Write

6. Copy and complete the table with adjectives that end in *-al* and adverbs that end in *-ally*.

Noun	Adjective	Adverb
sex	sexual	sexually
culture		
universe		
tradition		
race		
occasion		
nature		

7. Choose adjectives or adverbs from the table above to complete these sentences:
   a) I see my cousins only (occasion) when they visit Mozambique.
   b) My grandmother likes to tell us (tradition) stories.
   c) HIV is a virus that can be transmitted (sexual).
   d) Some people say that homosexual relationships are not (nature).
   e) Poverty is a (universe) problem.

Speak

8. Look at the photographs below and talk about the people in each one. Discuss what it means to be an outcast in your society. Consider these questions:
   - Are there any people who are considered outcasts in your own society? Who are they?
   - What makes people outcasts?
   - Are things different from the way they were many years ago?
   - Are things getting better or worse?
   - What can be done to make society accept these people?






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Lesson 4
Modern and traditional marriages

Read Speak

1. Look quickly at this letter that someone wrote to an advice column in a newspaper. Before you read the letter more closely, try answer these questions:
   a) Is this letter asking for advice, or giving advice?
   b) Who do you think 'Mary' is?
   c) Why do you think this person has signed the letter 'Frightened'?
   Now read the letter in detail to see if you answered the questions correctly.

Dear Mary

I am a 16-year old girl and I live with my family in Maputo. My family comes from India and I love them very much. They spoil me and give me lots of support. But now something has happened, which has upset me a great deal.

My parents have arranged a marriage for me. They want me to leave school and travel back to India to marry a man whom I have never met. They say that it is their duty to find me a husband, but I don't agree. I want to finish school because I enjoy studying. I also want to choose my own husband one day.

What should I do? I think I will need to leave home. Please advise me.

Yours sincerely
'Frightened'

Write

2. Pretend that you are Mary and write a reply to this letter. Give some advice to 'Frightened'.

Speak

3. Read the passage below, and then discuss the good and bad things about arranged marriages. Draw a chart to show these 'pros' and 'cons'.

Marriage

There are many different types of marriages in African families. A man may marry one, two or more wives. In some communities, girls marry at a young age, even before puberty. Sometimes young girls marry older men. However, young people are increasingly choosing their marriage partners for themselves.

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Speak

4. Talk about the weddings shown in these photographs. Describe what is happening in each photograph in detail.





Learn

Infinitive or gerund?

Sometimes verbs are followed by other verbs. The second verb should either be in the *infinitive* form, or it should be a *gerund* (*-ing* form).
For example:

I want *to finish* school before I get married. (verb + infinitive)
I need *to leave* home. (verb + infinitive)
I enjoy *studying*. (verb + gerund)
I hate *doing* wrong things. (verb + gerund)

Write

5. Complete these sentences with the correct form of the verb.
   a) She enjoys (to study) history but she hates (to do) music.
   b) She wants (to choose) her own husband.
   c) She decided (to leave) home and live with her friend's family.
   d) I don't feel like (to help) my father today.
   e) Do you enjoy (to learn) about science and (to do) experiments?
   f) Would you mind (to help) me with my maths?

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Lesson 5
Review

1. Read this paragraph about a family, and then complete the sentences below.

Pam and Christo are married to each other. They are husband and wife. They have two children – André and Regina.

- Regina is married to Clyde, and they have three children. Their names are Alexi, Stephen and Anna.
- André is married to Alison, and they have two children. Their names are Catherine, Susan and Phillip.

a) Christo is André's _____.
b) Alexi, Stephen and Anna are Regina and Clyde's _____.
c) André and Regina are _____ and _____.
d) Alison is Pam and Christo's _____-in-law.
e) Clyde is Pam and Christo's _____ _____ _____.
f) Catherine, Susan, Phillip, Alexi, Stephen and Anna are _____.

2. Rewrite these sentences, using the correct possessive forms.
Example: This is the house of the Almeidas. → This is the Almeidas' house.
a) The father of Élia and António is Fernando. → Fernando is _____.
b) This is the house of my parents. → This is my _____.
c) These are the books of my children. → These are my _____.
d) Beatriz and Faustino are the children of Alzira. → Beatriz and Faustino are _____.
e) Raul is the son-in-law of Beatriz and Felipe. → Raul is _____.

3. Add suitable adverbs of degree to these sentences.
Example: Houses are usually expensive. → Houses are usually quite expensive.
a) It is difficult to get a place at the university.
b) You have to run fast to qualify for the Olympics.
c) I visit my grandparents often.
d) The people who live in this suburb are wealthy.
e) It rained last night.
f) He is an interesting person.

4. Complete these sentences with the correct form of the verb (infinitive or gerund).
a) She enjoys (to play) hockey but she hates (to do) homework.
b) He wants (to choose) his own wife.
c) We decided (to visit) my cousins on the farm.
d) He doesn't feel like (to help) his brother right now.
e) Do you enjoy (to learn) about other cultures?
f) Would you mind (to come) to the shop with me?

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5. Use another noun made from each of these words to complete these sentences.
   a) Do you have a good (relation) with your parents?
   b) (Friend) is the most important thing in my life.
   c) They say that she is not doing well because she had an unhappy (child).
   d) When did this country get its (independent) from its colonial rulers?
   e) I am going to apply for a job as an (electric).
   f) You will need to practise hard if you want to give a good (perform).

6. Choose the best meaning for each of these words.
   a) heterosexual
      i) a person who disapproves of gay people
      ii) a person who is attracted to people of the opposite sex
      iii) a person who is attracted to people of the same sex as him- or herself
   b) lesbian
      i) a man who is homosexual
      ii) a woman who is homosexual
      iii) a woman who is heterosexual
   c) outcast
      i) someone who is not accepted by the people of his or her community
      ii) someone who was thrown out of a house of flat after failing to pay rent
      iii) someone who tells other people to leave the community
   d) disapproval
      i) not being accepted by members of your community
      ii) expressing a dislike for someone or something
      iii) not liking other people
   e) nuclear family
      i) a wealthy family
      ii) a family that makes use of nuclear power
      iii) a family consisting of a mother, a father and their children

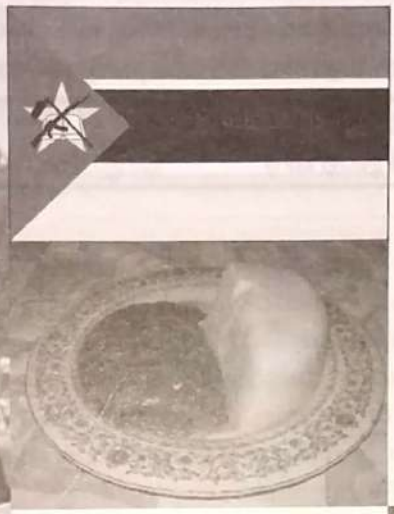
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Unit 3

Identity

Warm-up

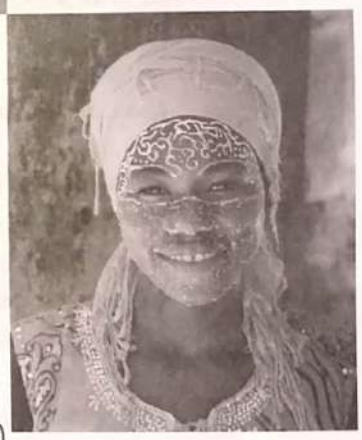




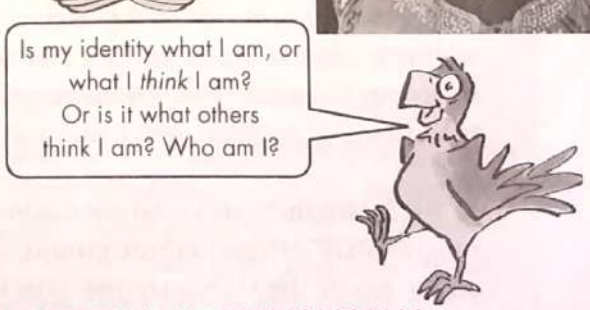












Read Speak

1. Talk about the pictures above. What do each of them mean to you?
2. Discuss what kind of information your **identity** card provides. Does it tell people much about you as a person?
3. Discuss things that identify people as Mozambicans. What things do you have in common with fellow Mozambicans? What do you share?
4. What do you think makes a Mozambican a true Mozambican?

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Lesson 1
Who are we?

Read

1. Read the text below, which is divided into four paragraphs. The titles of each paragraph are in the box below. Make sure that you know what each title means, and then match the titles with the paragraphs as you read.

Demography	Origins of name
Location and geography	Languages

1. The name *Mozambique* is believed to have come from the Swahili *Musa al Big*, the name of an ancient Arab *sheikh* (chief), who lived on the northern Ilha de Moçambique. Swahili grew out of a **hybrid** culture that was created when Arab traders made their way down the East African coast and mingled with the African peoples. This culture and the Swahili language still **predominate** in several East African countries and have a strong influence in northern Mozambique.

2. Mozambique, on the south-eastern coast of Africa, covers an area of 799.380 km^2. It has northern borders with Tanzania, Malawi and Zambia, southern borders with South Africa and Swaziland and western borders with Zimbabwe. The Mozambique Channel flows along its east coast. The great Zambezi River runs west to east and cuts the country into northern and southern regions. Mozambique's capital, Maputo, is in the south, close to the coast. Mozambique's **terrain** ranges from rain forests and swamps to mountains, grasslands, sand dunes and beaches.



3. In 2012, Mozambique's total population was 25.2 million people. From roughly sixty different **ethnic groups**, there are nine major ones. The largest ethnic group, the Makua-Lomwe, is in the north and accounts for about half the population. Further north is the Makonde near the coast and the Yao near Lake Malawi. Southern tribes include the Tsonga, the Karanga, the Chopi, the Shona and the Nguni. About three per cent of the population is European, Indian, Chinese, Pakistani and mulatto (mixed African and European or Asian).

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4. Mozambique was colonised by Portugal and its official language is still Portuguese. After independence in 1975, Frelimo wanted to replace the colonial language but no other language was spoken by the majority. In the north of Mozambique, the dominant languages are the Bantu languages of Yao and Makua, while in the Zambezi Valley, Shona and Nyanja are the dominant languages. In the south, Tsonga and Shangaan are spoken, while along the northern coast, many people speak Swahili.

Read Speak Write

2. Read the text again. Then complete the table below saying in which paragraphs do you find each item of information.

capital city	
bordering countries	
area	
terrain	
official language	

3. Complete these sentences with as much detail as possible.
   a) The name Mozambique derives from _____.
   b) Swahili is a culture and language created by _____.
4. Choose the best answers.
   a) Why was Portuguese chosen as the official language?
      i) Because everyone in the country speaks Portuguese
      ii) Because it is spoken in most parts of the country
      iii) Because it is the language that the tourists use.
   b) In which parts of the country do people speak Tsonga and Shangaan?
      i) In the north
      ii) In the big cities
      iii) In the south.
   c) Which languages are heard most often in the Zambezi Valley?
      i) Swahili
      ii) Yao and Makua
      iii) Shona and Nyanja.
5. Complete this paragraph about the population of Mozambique.

The population of Mozambique is more than 20 million, divided amongst about sixty different _____ groups. About half of the _____ belongs to the Makua-Lomwe _____ in the north. The Makonde _____ further north, along the coast, whereas the _____ are found near Lake Malawi. The Tsonga, the _____, the Chopi, the Ndau, the Shona and the _____ live in the southern parts of the country. About _____ per cent of the population are European, Indian, _____ or Pakistani people. There are also many _____, people of mixed African and European or Asian origin.

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Learn

Question tags

Question tags are added to the ends of statements to turn them into questions. We often use question tags when we think we know the answer to the question that we are asking.

How to form question tags

- If the main clause of the sentence has an auxiliary verb (like *can, would, have, is/was*), we use the auxiliary verb in the question tag.
- If the main clause does not have an auxiliary verb, we use *do/did*.
- If the main clause is positive, the tag is negative.
- If the main clause is negative, the tag is positive.

Study these examples:

Mozambique borders many countries, *doesn't it*?
(Expected answer: Yes, it does.)
Many people in Mozambique speak English, *don't they*?
(Expected answer: Yes, they do.)
The capital of Mozambique isn't Inhambane, *is it*?
(Expected answer: No, it isn't.)
There would be higher levels of employment if more children completed their schooling, wouldn't there?
(Expected answer: Yes, there would be.)

Write

6. Complete these questions with suitable question tags.
   a) Shona is spoken in Mozambique, _____ _____?
   b) Cars aren't assembled in our country, _____ _____?
   c) Aluminium is produced in large quantities, _____ _____?
   d) Mozambique produces tea, _____ _____?
   e) Glass bottles are produced in Inhambane, _____ _____?

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Lesson 2
Judging a book by its cover

Speak

1. Discuss the way in which you react to the following situations:
   a) racism
   b) an angry child
   c) a traveller who arrives in your village, and who has nowhere to sleep
   d) a woman in a mini-skirt
   e) a neighbour who throws away food that is still good to eat
   f) a man who shaves, not only his beard and moustache, but his whole head
   g) a friend who uses the influence of his/her parents to get out of unpleasant situations.

Listen Read Speak

2. An Englishman has just returned to Britain after staying in Mozambique for a year. In this interview, he tells a friend about the people of Mozambique. Listen while your teacher reads the following dialogue, or read it yourself.



FRIEND: *Tell me about the Mozambicans, what are they like?*

TRAVELLER: Well, they have rich and diverse cultural, social and economic **backgrounds**, yet all of them are happy, kind, very **hospitable** and caring. They take care of each other – and strangers – in their communities. And even if they don't have enough food, they still share what they have. Most Mozambicans are rural and tend to be **conservative** in their **habits** and moral values. People who live in cities still have strong ties to their rural homelands, but they are more modern and tolerant of different values and habits. For example, in cities it's common for girls to go out in miniskirts, but in rural areas this is frowned up.

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FRIEND: *So how do most Mozambicans dress?*

TRAVELLER: With so many different cultures, people's dress reflects their culture but it also reflects their **economic standing**. Urban men usually wear Western-style suits to go to work and women wear brightly coloured African print fabrics that have Western-style designs. Traditionally, rural men wore traditional loincloths but now they wear trousers and shirts, usually without shoes. Traditionally and still today, rural women wear long pieces of fabric wrapped around their bodies, going under one arm and over one shoulder, and they still wear traditional headscarves.

FRIEND: *Do younger Mozambicans dress differently?*

TRAVELLER: Yes, but some of them wear only Western-style dress and take Western fashion, habits and **behaviour** to the limit! But not all young people have adopted these fashions, especially those living in rural areas.

FRIEND: *You said dress reflects a Mozambican's culture. Can you give me an example?*

TRAVELLER: Yes! For example, in the north of the country, Muslims wear traditional long robes and head coverings.

3. What clothes are respectable members of your community expected to wear in public? Compare your answer with the views expressed in the interview that you have just read.

Write

4. Study this list of adjectives.

modern	unsociable
happy	caring
hospitable	unheard
helpful	sharing
conservative	kind
tolerant	rich
unhappy	moral



a) Which adjectives describe Mozambicans who live in cities?
b) Which ones describe Mozambicans who live in rural areas?
c) Which ones describe Mozambicans in general?

5. Describe the dress of the following groups of people:
a) adults who live in cities
b) women who live in cities
c) young people who live in cities
d) men who live in rural areas
e) women who live in rural areas
f) Muslims.

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Speak

6. Do you agree with everything that the traveller said about what Mozambicans wear? Use the phrases below to express your opinions.
   - I don't think that he is right in saying that _____.
   - I agree that _____.
   - I didn't know that _____.
   - I have never seen anyone wearing _____.

Learn

Used to and *would*

Used + infinitive form of another verb describes an habitual action in the past, which no longer happens. We can also use 'would'.

The men *used to wear* loincloths but now they wear shirts and trousers.
The women *would* wrap long pieces of fabric around their bodies.
I *used to run* 10 km when I was a child.

Note: There is another structure, which looks similar but has a different meaning:

The tailor *used* a white fabric *to make* the shirt. (past tense of the verb 'to use')

Write

7. Write a paragraph in which you describe what men and women wear in your own community. Compare and contrast this with what people used to wear in the past.
   Use 'used' plus the infinitive form of the verb as described in the Learn Box above. For example:
   People used to wear _____ but now they wear _____.



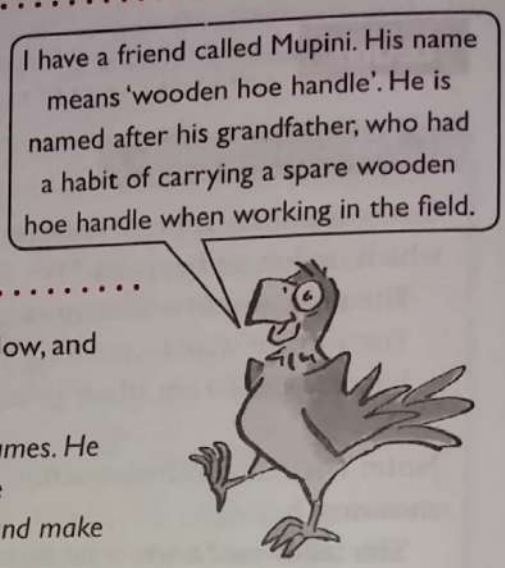
People use their dress to tell us about themselves and where they come from.

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Lesson 3
What's in a name?

Speak

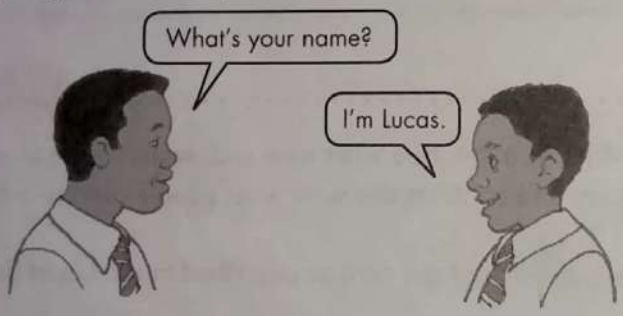
1. Does your name have a special meaning or history? Think about your name and surname, and discuss them with a friend, or in groups. Share your ideas with the class.



Listen Write

2. Listen as your teacher reads the dialogues below, and then answer the questions below.

Assane was doing some research into Mozambican names. He wants to find out what the names mean to people. He interviewed several people. Listen to these interviews and make notes of things that interest you.



Assane Lucas

ASSANE: And your surname?
LUCAS: Ah ... it's Phiri. It's a Nyanja name.
ASSANE: Phiri ... Does it have a special **meaning**?
LUCAS: Well, in my tribe, the family's **totem** is the lion. So locally, we are called lions. We are supposed to be kings and to be strong and courageous like lions. We are also not supposed to eat lion meat, nor the meat of animals killed by lions. You see, a lion shouldn't kill another lion. If we do, we will loose our teeth at a young age!
ASSANE: How interesting! You must be proud of your name?
LUCAS: Oh yes, I am! I wouldn't change my name for anything.

a) What is the origin of Lucas's surname?
b) What does his surname mean?
c) How are Phiris supposed to behave?
d) Do you believe that they will lose their teeth if they break the rules of their totem?

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ASSANE: Henriques Mateus. How come you have a Portuguese surname, and yet you do not look like someone of Portuguese **ancestry**?

HENRIQUES: Well, in colonial times, when people went to register, they were given Portuguese names. In my family's case, the authorities at the time thought Mateus sounded more civilized and Christian, and it was easy to **pronounce**. As you know, Mateus is a **biblical** name.

ASSANE: What a shame! So you lost your African names?

HENRIQUES: Officially, yes.

ASSANE: I don't understand.

HENRIQUES: You see, we use these Portuguese names only when we deal with the government – at school, for example. But back in the village, they don't know me as Henriques. You would need to ask for Mudumisso from the Nguenha.

ASSANE: So you are a Nguenha?

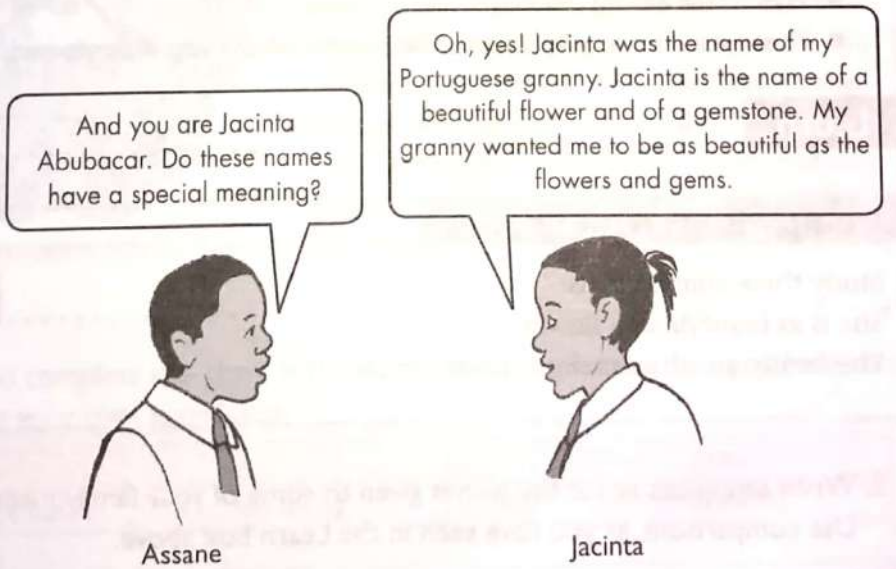
HENRIQUES: Yes, which means that I am a Shangaan.

ASSANE: Do you know what your name means?

HENRIQUES: I know that it has something to do with crocodiles. I am not sure of the exact meaning. But I am sure that my grandfather does. I will ask him next time I see him.

ASSANE: Great! Please let me know too. I would be interested as well.

e) What is Henriques' official name?
f) Where does this official name come from?
g) What is Henriques' other name?
h) Is it common for people in your community to have two names like this? If so, when and where do they use each name?



ASSANE: And Abubacar sounds Arab, doesn't it?

JACINTA: Yes. In fact, it's a typical Muslim name. It comes from Abu Bakr, the name of Prophet Mohamed's closest companion and advisor, the first person to **convert** to Islam. I think my family wanted to be as devoted as Abu Bakr was.

ASSANE: That's quite a story! Thank you for sharing it with me.

JACINTA: My pleasure. I love telling this story.

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Speak

3. Work in pairs. Read all the dialogues aloud. Then ask each other questions about the names of the people whom Assane interviewed.

Listen Speak Write



4. Interview someone else at your school or in your community about their names, and the origins and meanings of their names.
   - Take notes during the interview.
   - Then write a paragraph about the person whom you interviewed.

Learn

Comparisons with *as ... as*

Study these comparisons:
She is *as beautiful as* a flower.
The family are all *as strong as* lions.

5. Write sentences about the names given to some of your family members. Use comparisons, as you have seen in the Learn box above.

Example:
I was given the name David because my parents wanted me to be *as strong and faithful as* King David.

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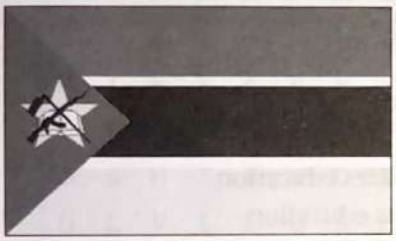


Lesson 4
Our national symbols

Read Speak

Each country has national symbols, which are the unifying elements of a nation. They are cherished and respected by all the citizens of the country.

1. The following are some of the national symbols of Mozambique. What are the others?



Our national flag consists of horizontal bands of green, white, black and yellow, with a red triangle on the left. In the centre, there is a yellow star overlaid with a book, which **symbolizes** education; a hoe symbolizing agriculture; and a rifle, which stands for **defence** and **vigilance**.



This is our national coat of arms. It is round and colourful. There is a red star at the top, and it has the inscription *República de Moçambique* in white at the bottom. In the centre, there is a large cog in yellow, and a red sun. A rifle and a hoe in black and brown form a cross over a white book and the sun. A map of Mozambique forms the background, with the country in green and the Indian Ocean in blue. Wrapped in a red ribbon around the sides of the coat of arms are some of the main crops produced in the country.

Write

2. Copy and complete this chart with information from the text that you have read, and from your own knowledge.

Item	Flag		Coat of arms	
	Colour	Meaning	Colour	Meaning
book				
crops				
hoe				
map				
rifle				
star				
sun				
triangle				

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Speak

3. Work in pairs, and talk about your national symbols.

Example:

MARIA: What does your national flag look like?
JOSÉ: It's rectangular and it is very colourful.
MARIA: What colours does it have?
JOSÉ: It has red, yellow …
MARIA: And what does the black stand for?
JOSÉ: It symbolizes the African continent.

Learn

Connecting (joining) sentences

Study the ways in which these sentences are connected.

In the centre, there is a book. The book symbolizes education.
→ In the centre, there is a book **that symbolizes** education.
→ In the centre, there is a book, **symbolizing** education.

Write

4. Join each of the following sentences in two different ways.
   a) There is a hoe on the flag. The hoe represents agriculture.
   b) There is a rifle on the flag. The rifle symbolizes defence and vigilance.
   c) His surname is Phiri. Phiri means 'lion'.
5. Write a description of one of Mozambique's other national symbols.

Speak Write

6. Have you heard people talk about 'identity theft'? What do you think this is, and how do people do this? Work in pairs and write a definition of 'identity theft'. Then share your ideas with the class.



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Lesson 5
Review

1. Find as many irregular verbs as you can on this grid. You should read horizontally, vertically and diagonally.
   Hint: Look at the infinitive forms of the verbs in the table below.

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

2. Then copy this chart into your exercise book and complete the chart with the verb forms that you have found. Translate each verb into Portuguese.

Infinitive	Simple past	Past participle	Portuguese word
to keep	kept	kept	guardar
to think			
to eat			
to fall			
to tell			
to speak			
to build			
to find			
to divide			
to teach			
to know			
to give			
to wear			

3. Complete these sentences by choosing suitable words from the words in brackets.
   a) Many different wild animals (are found / is found) in Mozambique.
   b) Cahora Bassa (is built / was built) a long time ago.
   c) The men (used / used to) wear loincloths but now they wear shirts and trousers.

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d) In rural communities, it is (unheard of / heard) for girls to go out in mini-skirts.
e) The dressmaker (used / used to) African print material to make the dress.
f) On the flag, there is a book, (symbolizing / symbolizes) education.
g) People used (wearing / to wear) traditional clothes but now they wear Western clothes.
h) He (is / was) born in Maputo.

4. Write a paragraph about a cultural ceremony that takes place in your community. Say:
   - what happens
   - why it happens
   - when it happens
   - who does what.

5. Write a letter or an e-mail to a friend, telling her something interesting that you have found out about the meaning of Mozambican names. Read the dialogues in this unit again, and look at the notes that you have made during the lessons.

6. Join each of these sentences in a way that makes sense and is grammatically correct.
   a) They are kind, happy people. They live in the countryside.
   b) These people dress in a certain way. Their dress reflects their cultural identity.
   c) There are pictures of maize on the coat of arms. They represent agriculture.
   d) Arab traders mingled with African people. They created a hybrid culture.

7. Make up five questions that you could ask someone if you were interviewing them about their names. Use the key words given below for each question.
   a) what / to be / surname
   b) to have / special meaning
   c) to be / proud / name
   d) you / to know / meaning
   e) name / to be / Arabic / isn't it

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Unit 4

Initiation rites

Warm-up

Read

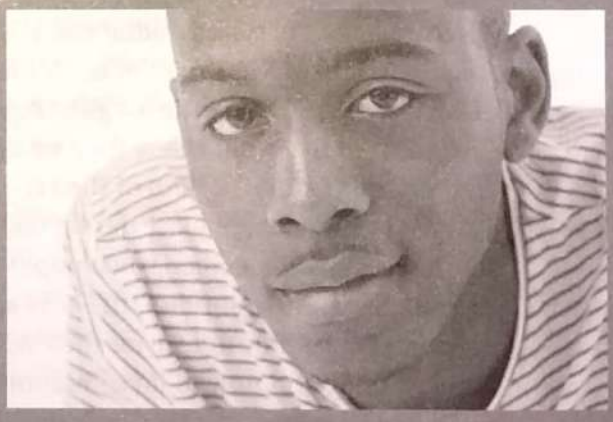
Quiz

What is your attitude towards initiation?

Work alone and write down your answer to each of these questions. Answer YES or NO. Add up your number of YES and NO answers.

1. Do you believe that, to be a real man, a man must undergo traditional **initiation** rites?
2. Do you think that initiation **rites** can be dangerous in any way?
3. Do you think that boys and girls should be **circumcised**?
4. Should social clubs have initiation rites?
5. Should traditional initiation rites be kept secret?
6. Should initiation rites be **banned** at schools?
7. Do initiation ceremonies make you feel **humiliated**?
8. Do you think that initiation helps you to become part of a group?





Speak

Now work in groups. Interpret and summarize the results of the quiz. Then say whether you think that the group has a positive or a negative attitude towards initiation. Present your results to the rest of the class.

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Lesson 1
Initiation rites in Mozambique

Speak

1. Before you read the text below, discuss these questions:
   - What does *initiation* mean?
   - Who do you think the *initiates* are?
   - What does it mean to go to the bush?
   - Why do people think that the bush is the right place for initiation rites?

Read

2. Now listen to your teacher reading the text, and then read it in detail on your own.



In all parts of the country, especially in the central and northern provinces of Mozambique, there are traditional ceremonies, called initiation rites. These rites involve teenagers of both sexes. The ceremonies are performed in different ways, depending on cultural traditions.

An initiation rite called *uniyago* is practised in the northern province of Niassa. The aim of this rite is to prepare boys and girls for adult life. *Uniyago* consists of *djando*, which is the initiation rite for boys, and *nzondo*, which is the initiation rite for girls. Both boys and girls are taken to the bush, where they are taught very important, traditional rules of their communities.

Djando always takes place during the months of November and December, when pupils are on holiday. During these initiation rites, the boys are taught how to respect people, how to care for their wives, how to look after a family and how to do community work.

Unlike boys, the girls usually have their initiation rites right after their first **menstruation** period, so *nzondo* can take place at different times of the year. In these initiation rites, the girls are taught how to look after themselves and how to look after a house and children. They are also shown ways of making their husbands happy.

After the initiation rites, adults observe the boys and girls for some time, to see if they have understood the lessons that were given during the initiation rites. The



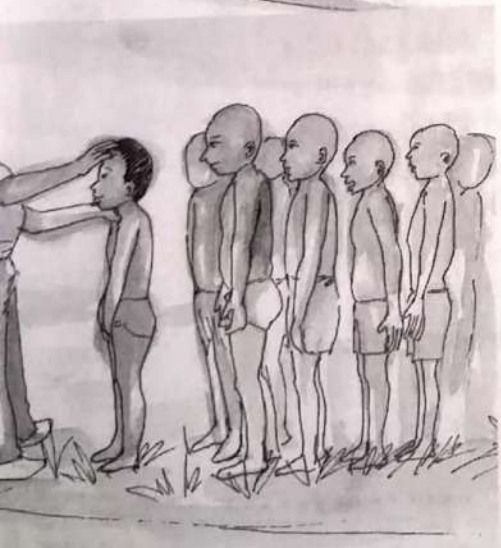
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adults look for proof of whether the initiates are really prepared for adult life. Many people believe that initiates should begin with sexual activities immediately after their initiation. But many initiates are immature, and this often leads to unwanted pregnancies and premature marriages. Sometimes, HIV infections also occur as a result of this.

Local communities, schools and health authorities now encourage parents to wait until their children are mature before they undergo these initiation rites. They are also trying to find ways of making these initiation rites healthier and safer. In this way, they hope to reduce the risk of infections during these rites.







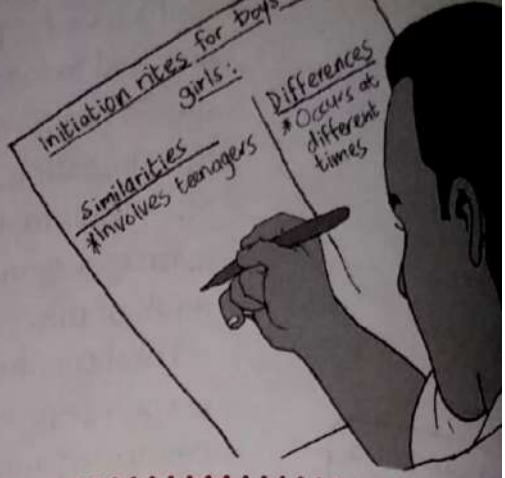
Write

3. Choose the correct words to complete these sentences about the text you have just read.
   a) The common name for boys' initiation ceremonies in Niassa is:
      i) *djando*
      ii) *nzondo*
      iii) rites
      iv) *uniyago*.
   b) Initiation rites for boys and girls take place:
      i) at the same time
      ii) separately for boys and girls
      iii) one in November and the other one in December
      iv) after premature marriages.
   c) The teachings vary, depending on the:
      i) girl
      ii) boy
      iii) time of the year
      iv) community.
   d) Parents are advised to wait until their children:
      i) are old enough to make their own decisions
      ii) begin sexual activities
      iii) go for further studies
      iv) become more interested in politics.

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Read Write

4. Work in pairs. Read the passage on the previous page again, and identify the differences and similarities between initiation rites for girls and those for boys. Then show these similarities and differences on a list.



Learn

Adverbs of frequency

Adverbs of frequency tell us how often something happens. We can look at these in order, from the least frequent to the most frequent:

never *seldom* *sometimes* *often* *usually* *always*

Adverbs of frequency go after auxiliary verbs:

I can *never* hear what he says.

Adverbs of frequency go after the verb 'to be':

They are *always* talking about the dangers of initiation rites.

Adverbs of frequency go in front of other verbs:

Djando *always* take place during the months of November and December.

Write

5. Discuss and then complete these sentences, so that they make sense.
   a) Initiation rites often _____.
   b) Initiation rites never _____.
   c) Initiation rites are sometimes _____.
   d) People often say that initiation rites _____.
   e) Initiation rites are seldom _____.
6. Make questions with these key words.
   a) you / always / mosque / Fridays
   b) to be held / initiation rites / always / end of the year
   c) how / often / boys / to be hurt / initiation rites
   d) you / ever / to meet / an initiate
   e) he / sometimes / visit / grandmother / after school
7. Write a paragraph with 5–6 sentences, in which you describe an initiation rite or a traditional ceremony that is common in your area.

Listen Speak

8. Work in pairs. What changes are taking place in the initiation rites of your community? Discuss this and report back to the rest of the class.

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Lesson 2
A child becomes a man

Read

1. The following text is about the ceremony of circumcision and the rituals boys experience in an African country. Read the text carefully.

Male circumcision

When boys reach a certain age, usually their last year of school, they must become men by being circumcised.

Most boys who have to be circumcised do not know what will happen as the circumcision ritual is kept secret. They are usually very frightened. Yet, they want so much to become men among the other men that, although these men talk of the blood and pain, the boys summon all their courage and do not think of running away to safety.

The boys wear a special close-fitting cap, which has a ball hanging down at the back. They also wear *boubous*, or shirts, that reach all the way down to their feet and have slits up the sides. Round their waists, they tie brightly coloured handkerchiefs made from silk that their girlfriend has given them.

For a week, they must dance a special dance that those who are to be circumcised dance every year. They go to the tribe's main square and when the drumming starts, they dance until they can dance no more. All the women and children of the tribe dress in holiday clothes, and everyone in the tribe dances with them.

On the last day of the dancing, their heads are **shaved** and they are then taken to the big hut, where they will live for the next few weeks. The boys will usually encourage each other with words of bravery, since they all fear what will come next.

The men of the tribe who look after the boys will also comfort and encourage the boys by telling them that this has happened to every man in the tribe and that they must be brave because they will become men who are afraid of nothing.



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Write

2. Write your answers about the text you have just read.
   a) How old are boys when they are circumcised?
   b) Do they know what is going to happen in the ceremony?
   c) Describe what clothes the boys wear for the ceremony.
   d) Describe what the boys do before the ceremony.
   e) Who else takes part in the ceremony?
3. Find synonyms in the passage for these words:
   a) feeling afraid b) shirts c) cloths
   d) to take all the hair off e) courage.
4. Complete this summary of the text that you have read. Copy the text below, and fill in the gaps with words that make sense and are grammatically correct.

This text is about _____ circumcision. The ceremony usually takes _____ during his last year _____ school. It starts _____ a week of dancing. _____ boys go to the _____ square every afternoon and _____ dance until they are _____ tired. People from the _____ dance with them. On the _____ day of the dancing, their heads are _____. Then they _____ to live in a big _____. After they are _____, they stay in the hut _____ a few weeks.

Learn

Adjectives

Adjectives are words that describe nouns or pronouns:
I watched the *entire* ceremony. I was in my *last* year at school.

Write

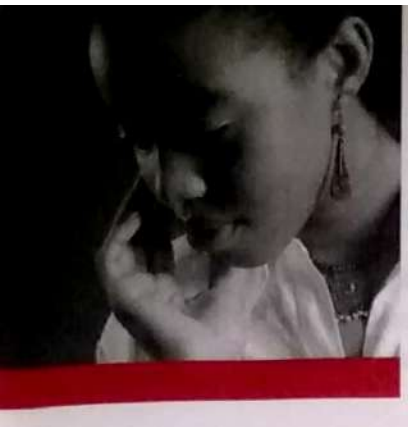
5. How do you think boys feel about the circumcision ceremony? Choose suitable adjectives from the list below. Then use them to write a paragraph.

unhappy	scared	excited	important	different
initiated	proud	ashamed	delighted	bright

Speak

6. Work in groups. Discuss whether you agree with the following statements:
   - 'The child must become a man.'
   - 'The young girl must be initiated before she can be a real woman.'
   - 'A woman must be afraid of nothing.'

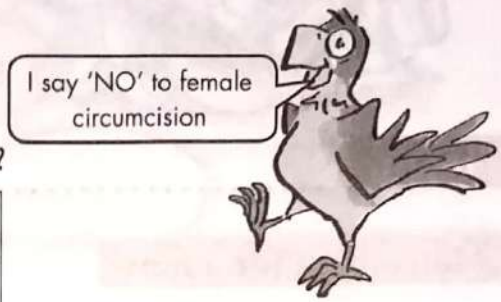
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Lesson 3
Female circumcision

Speak

1. Discuss these questions:
   a) What do you understand by 'female circumcision'?
   b) Is it common in your neighbourhood?



female circumcision *noun* a traditional practice, which involves cutting off some of the genital parts of girls or woman, often when they reach puberty

Read | Write

2. Read these extracts by yourself, and then write your answers to the questions.

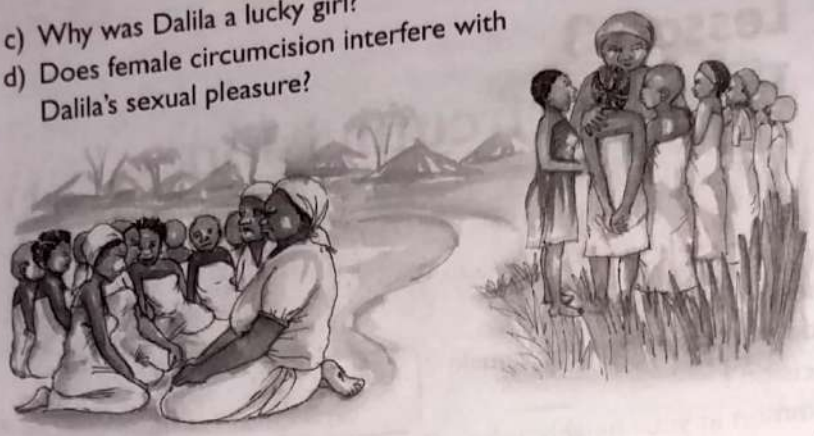
Some men believe that their wives do not enjoy sex if they have been circumcised. They say that a woman who has not been circumcised can enjoy sex more and that, as man and wife, they can both gain more pleasure from their sexual relations. In this way, the men have more trust in their wife and do not worry about the wife being **unfaithful** because they believe she is satisfied with their love. Many couples nowadays are refusing to have their daughters **cut**. They believe that if a man does not want to marry her because of that, he does not love her or believe in himself.

a) According to the text, why do some men believe that their wives do not enjoy sex if they have been circumcised?
b) Using your own words, explain why some couples are refusing to have their daughters circumcised.

Dalila was circumcised as a little girl. She only realised that circumcision of girls reduced their sexual pleasure when she met and got talking to other girls at secondary school. However, Dalila was one of the lucky girls. Although her parents wanted her to marry a man of their choice, when Dalila left school, she met a man who truly loved her. They were married and loved each other so much, that Dalila's circumcision did not interfere with her sexual pleasure. She and her husband still continue to excite and please each other and Dalila, to this day, is overcome with wonder and joy when her husband makes love to her.

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c) Why was Dalila a lucky girl?
d) Does female circumcision interfere with Dalila's sexual pleasure?

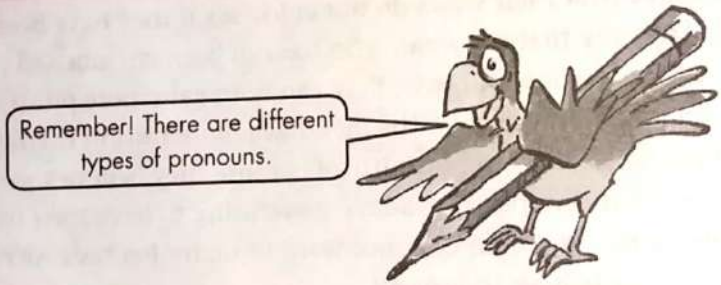


Learn

More about pronouns

Pronouns refer to nouns in a text. Pronouns also link ideas in a paragraph. Study this extract:

I love *my* wife and *I* enjoy *our* sexual relations because *we* can both have pleasure. *She* is satisfied with the love *we* have together. *We* do not intend to have *our* daughter cut.



In this text:
I and *my* refer to the author.
We and *our* refer to the author and his wife.
She refers to the wife.

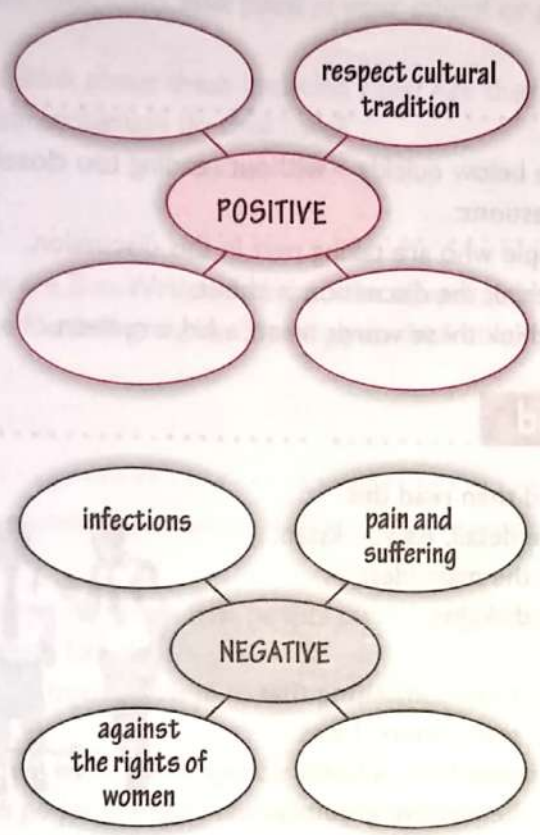
Write

3. Identify the pronouns in these texts. Write down to which noun each pronoun refers.
   a) We sat down and talked among ourselves, trying to hide our fear. But how could we forget about tomorrow? The men in charge of us tried to give us courage. 'Don't be afraid,' they said.
   b) In these initiation rites, the girls are taught how to look after themselves. They are shown how to look after a house and children. They are also shown ways of making their husbands happy.
   c) All of us who were to be circumcised were afraid. We knew a little about what happened.

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Speak

4. Work in pairs. Discuss the positive and the negative aspects of female circumcision. Make a table or a mind map to summarize your ideas. Then present your views to the rest of the class.



Write

5. Write a short composition describing or expressing your personal opinion about female circumcision. You should say:
   - what the consequences of female circumcision are
   - whether you agree or disagree with female circumcision.

You may find these words useful:
I agree / I do not agree with female circumcision because _____.
One of the consequences of female circumcision is _____. Another is that _____.
Whereas many people believe that female circumcision is _____, I believe that it is _____.

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Lesson 4
Do you belong?

Speak

1. Scan the dialogue below quickly – without reading too closely – and try to answer these questions:
   - Name the people who are taking part in this discussion.
   - Say what you think the discussion is about.
   - Say what you think these words mean: a *kid*, a *canteen*.

Listen Read

2. Now listen to and then read this dialogue for more detail. As you listen, take notes about the main ideas expressed in this dialogue.



BEN: Yesterday I saw something that made me really angry. I was walking home from school. Just past the football grounds, I saw a boy covered in peanut butter and oil. He was just a little kid. Some older kids were hitting him with a broom. When I shouted at them, they laughed and said, 'He wants to join our football team ...'

JUDY: It's all that stupid initiation stuff. There was a girl in the canteen the other day. They made her wear the colours of another school and sing that school's team songs. So, of course, everyone **jeered** and **mocked** her.

JACK: I think the main aim of these initiation rites is to **humiliate** younger students and make them feel bad.

SARAH: Yea, the older kids like to feel they are superior ... It's as bad as **bullying**.

BEN: It's worse. Sometimes they really hurt the little kids as well.

JUDY: It's supposed to make the kids feel that they are part of the group, to make them feel that they belong. I think it probably does the opposite.

JACK: Mmm ... People say things like: 'It was done to us, so now it's our turn to initiate the new kids.'

SARAH: But why don't they just refuse? I wouldn't want to join a football club if I knew I had to undergo silly initiation rites.

BEN: Maybe it is a way of controlling people who want to join a club, and make them obey the rules.

JUDY: I think there are more positive ways of making people obey the rules.

SARAH: We need to teach people to respect, not to bully one another.

BEN: You are right!

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Speak

3. Discuss and answer these questions about the dialogue you have just read.
   a) What does this group of students think about initiation rites in schools and clubs?
   b) What initiation rites, if any, take place at your school or at clubs that you belong to?
   c) What do you think about these initiation rites? Are they a good or a bad thing? What consequences do they have?

Write

4. Pretend that you are Ben. Write a letter to the school authorities. Explain what you saw near the football grounds. Say why you think this sort of thing should be stopped.

Learn

Direct speech

Direct speech is the exact words that people say. In a play or a dialogue, we write direct speech like this:

SARAH: We need to teach people to respect one another.

In narrative texts, we write direct speech with inverted commas, like this:

'We need to teach people to respect one another,' replied Sarah.

OR

Sarah said, 'We need to teach people to respect one another.'

Pay attention to the punctuation in direct speech. We use inverted commas, full stops and commas in certain positions in the sentence.

We also use words like *said, replied, added, laughed, shouted, cried* and *explained* with the name of the speaker in narrative text.

Write

5. Write these sentences in direct speech, with the correct punctuation for a narrative text. Use the word in brackets after the name of the person who is speaking.
   a) BEN: Yesterday I saw something that made me really angry. (shouted)
   b) SARAH: But why don't they just refuse? (asked)
   c) BEN: You are right! (exclaimed)
   d) LOURDES: I was circumcised when I was a little girl. (cried)
   e) PEDRO: The child must become a man. (explained)

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Learn

Indirect or reported speech: statements and imperative

We can change direct speech to reported or indirect speech, for example:
'We need to teach people to respect each other,' said Sarah. (direct speech)
→ *Sarah said that they needed to teach people to respect each other.* (indirect speech)

In reported or indirect speech, we need to make some changes to the speech:

- Remove the inverted commas
- Use a connecting word like 'that'
- Change the pronouns

I	→	he/she
my	→	her/his
me	→	her/him
we	→	they
our	→	their

- Change these words:

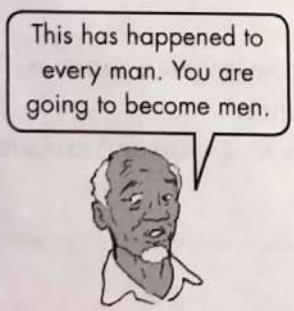
this	→	that
today	→	that day
tomorrow	→	the next day
yesterday	→	the day before

- Change the tense of the main verb (go back a tense).
  However, if something is always true, we do not change the tense of the verb.
  For example:
  'The earth is round,' he said. → He *said* that the earth *is* round.

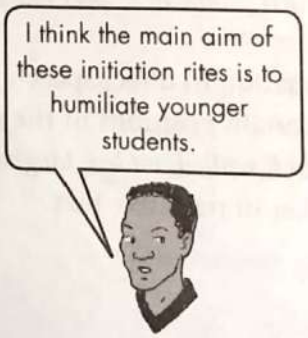
Write

6. Write these sentences in reported speech.

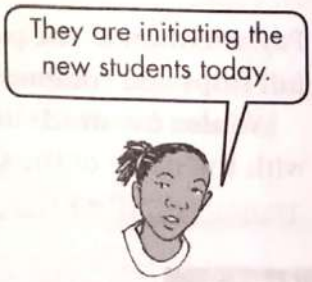
a) The old men



b) Jack



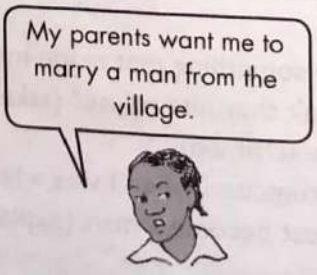
c) Sarah



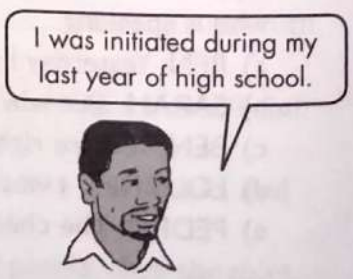
d) Sarah



e) Lourdes



f) Pedro



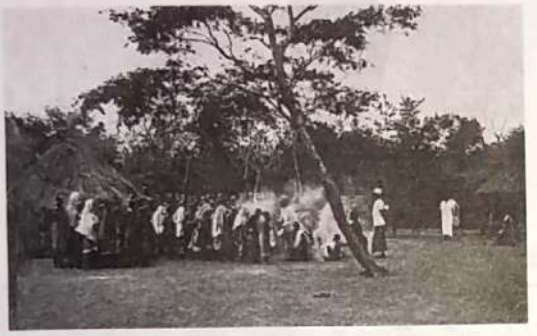
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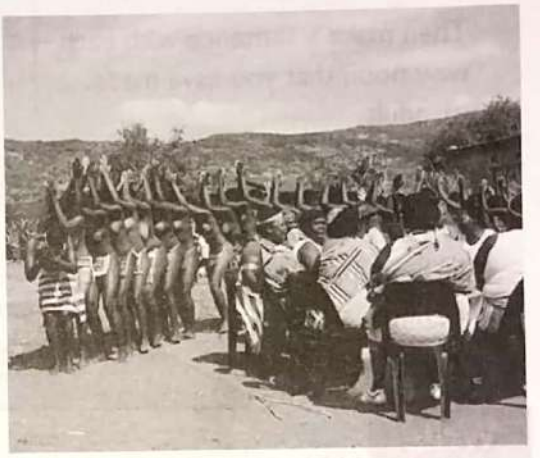
Lesson 5
Dancing their way into adulthood

Read Speak

1. Read the captions and look carefully at these photographs.
2. Answer these questions about each photograph.
   a) Is this an initiation dance?
   b) In which country and in which cultural group does the dance take place?
   c) Do you know of a similar ceremony practised in another community?



Young women in Tanzania begin the *unyago* dance, which is part of their initiation into **adulthood**. They dance to the music of a drum.



Young Tshivenda women undergo the final part of their initiation by dancing the **sacred** *domba* (or python) dance. After this dance, the dancers are ready for marriage.



This *mapiko* dance is one of the best known dances in Mozambique. Only male dancers take part in this dance. Some people say this dance shows what relationships between men and women should be like.



This dance from Togo is sometimes called the 'festival of muscles'. It comes at the end of the *avala* ceremony. The young men spend a week training and fighting in a camp, before gathering for this dance.

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5. Change the sentence below each picture to reported speech.



'Yesterday the boys danced,' the old man said. 'Today we will shave their heads. Tomorrow they will be circumcised.'



The young woman explained, 'I completed my initiation last week when I danced the *domba* dance. Now I am ready to get married.'

6. Being born into a family and society gives a person identity. Describe the concepts of culture, custom and traditional ceremonies that provide this identity.

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Unit 5

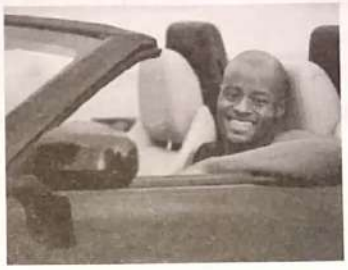
Style

Warm-up

Speak

Discuss each of these pictures and then answer the questions below:









- Does anyone in your family wear traditional clothes?
- When do they wear them?
- What clothes and styles are **fashionable** today?
- Do you like keeping up with the latest fashions?
- What clothes would you wear for a marriage ceremony?
- Is it only clothes that can be fashionable? What about houses and cars?

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Lesson 1
Are you up to the fashion challenge?

Write

1. Read these letters by yourself.

Juvência de Lurdes
167, 24 de Julho Av.
Museum
Maputo

The Manager
Bank of Mozambique
25 de Setembro Av.
Maputo
23rd August 2009

Dear Sir or Madam

I heard on Radio Mozambique that the Bank of Mozambique will be sponsoring another fashion challenge this coming summer.

I would be grateful if you could send me details and an entry form.

Thank you.

Yours faithfully

Lurdes

Juvência de Lurdes





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Bank of Mozambique
25 de Setembro Av.
Maputo

Juvência de Lurdes
167, 24 de Julho Av.
Museum
Maputo
30th August 2009

Dear Miss de Lurdes

Thank you for your enquiry. I am pleased to tell you that we will be sponsoring another fashion challenge this coming summer.

I attach an entry form. Your completed entry form should reach us before the end of September. You will find more information on our website and in the local press.

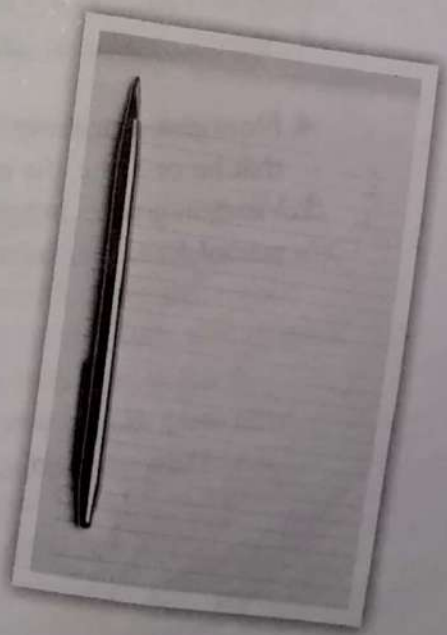
May I take this opportunity to wish you good luck with your entry. We hope that you will enjoy the event.

Yours sincerely

J M de Sousa
José Manuel de Sousa
Secretary to the Manager

Speak

2. What do you need to remember when you write a business letter? Think about the things listed below, and make notes of the requirements for each:
   - the addresses
   - the date
   - the salutations
   - how to end the letter
   - language – formal or informal.



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Write

3. Read this **advertisement**, and then write a letter to the promotions manager to get more information and an entry form. Use your own name and address.



4. Now give your letter to someone else in your class. That person has to imagine that he or she is the promotions manager, and write a reply to your letter.
5. Work in groups. Imagine that you are going to have a fashion show at your school. Create an advertisement to promote your show.

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Lesson 2
Fashions

Read

1. Read this interview, in which a journalist talks to two designers, Paula Massinga and Dinis Lazaro, about elegance and fashion.



JOURNALIST: *What makes a person look elegant? Does one have to wear the latest fashion to be elegant?*

PAULA: Fashionable clothes can make one look elegant but, of course, clothes also go out of fashion. Men and women who looked elegant in the 1950s would not be called elegant today.

DINIS: I don't agree. I believe that elegance is timeless. It has more to do with a person's **bearing** that goes with the clothes that he or she wears.

JOURNALIST: *And by 'bearing' you mean the way a person walks, sits down and moves around?*

DINIS: Yes, I do. Dress one woman in an old rice sack, and she will still be elegant; whereas another woman will still be awkward, even in the most fashionable dress.

PAULA: I do agree that elegance does not come from clothing alone. Bearing is important. But I do believe that our idea of what is elegant is also related to what is in fashion at the moment. I also think that people don't really care about looking elegant these days. They want to look trendy and 'cool'!

JOURNALIST: *So how do you create elegant or* ***trendy*** *clothes for men and women? Are colours important?*

DINIS: I try to create elegant, **timeless** clothes that can be worn again and again. I suppose that you could also call this style 'classic'. I use silk, wool and linen **fabrics** in my creations. Red is a favourite colour because I think this suits most women and makes them feel elegant.

PAULA: My clients want fashionable clothes. They won't feel good in 'classic' styles. They want something new and trendy. I use new fabrics – and bright colours – or sometimes just grey and black.

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Read

2. Read the dialogue on page 63 aloud in groups of three. Pay attention to your pronunciation and intonation as you read. Remember that your intonation should change when you are asking questions. Your teacher will help you. Practise this a few times.

Write

3. Answer these questions.
   a) Explain what you understand by these words:
      - elegance
      - bearing
      - fashion.
   b) What sorts of clothes does Paula design?
   c) Describe the clothes that Dinis designs.
   d) What point is Dinis trying to make when he says, 'Dress one woman in an old rice sack, and she will still be elegant'.
   e) Dinis and Paula do not agree completely about what it is that makes a person look elegant. How do they disagree?

Learn

Reported speech: questions

Study the questions below, and the way in which we write these questions in reported speech.

Questions (direct speech)	Reported speech
'Dinis, what makes a person look elegant?' the journalist asked.	The journalist asked Dinis what *made* a person look elegant.
'Does one have to wear the latest fashion to be elegant?' the journalist asked Dinis.	The journalist asked Dinis if one *had* to wear the latest fashion to be elegant.
'How do you create elegant or trendy clothes for men and women?' the journalist asked Dinis.	The journalist asked Dinis how he *created* elegant or trendy clothes for men and women.
'Are colours important?' the journalist asked Dinis.	The journalist asked Dinis whether colours *were* important.

Write

4. Write these questions in reported speech.
   a) 'Teresa, what is the latest trend in shoes?' Luis asked.
   b) 'Which fabrics do you use, Paula?' the journalist asked.
   c) 'Do you design classic clothes?' the journalist asked the designers.
   d) 'Is bearing important?' Paula asked Dinis.
   e) 'Juvência, do you know when the fashion challenge takes place?' asked Luis.
   f) 'Do you think you have talent?' the judge asked me.

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5. What were the actual questions that these people asked? Write these reported questions in direct speech.
   a) The journalist asked Paula what fabrics she used in her designs.
   b) José asked the manager to give him an application form.
   c) The journalist asked if elegance came from wearing fashionable clothes.
   d) My cousin asked me where I had bought my new shoes.
   e) Ben asked his mother how long she had had her blue dress.
   f) Paula asked Dinis whether he designed trendy clothes.

Learn

The word *one*

Study the meaning of the word *one* in these sentences:



I have *one* pair of red shoes.
In this sentence, one means the number 1.

Does *one* have to wear the latest fashion to be elegant?
In this sentence, one means 'a person' or 'someone'.
We can also say:
Do *you* have to wear the latest fashion to be elegant?

I like those new T-shirts. I think I am going to buy *one*.
In this sentence, *one* refers to the T-shirts in the previous sentence.

Write

6. Make questions or sentences with the key words.



Example
one / to study / designer
→ Does one have to study to be a designer?
→ What does one have to study to be a designer?

   a) one / need / make a cake / ?
   b) he / one / blue shirt / has / .
   c) how / one / enter / competition / ?
   d) love / chocolates / eat / one / .
   e) you / wear / latest fashion / elegant / ?
   f) one / very talented / win / fashion contest / .



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Lesson 3
How do I look?

Speak

1. Complete this quiz about your **appearance**. Answer the questions honestly, and add up everybody's answers to find out which options are most popular in your class. Then work in groups and discuss your answers. What can you conclude?

Quiz

Do you know yourself?



1. How often do you look at yourself in the mirror?
   a) once a day
   b) more than three times a day
   c) occasionally
   d) never.

2. Are you happy with the way that you look?
   a) Yes, I think I look fine.
   b) No, I think I sometimes look ugly.
   c) I am not sure!
   d) I don't really think about the way that I look.



3. Do you read advertisements about pimple removers, hair cream, and style and cosmetics?
   a) Yes, quite often.
   b) That's all I read!
   c) Yes, I sometimes read about them.
   d) I am not interested in these things.

4. Do you think that you are:
   a) reasonably well-dressed?
   b) very trendy and well-dressed?
   c) **old-fashioned?**
   d) sloppy in your dressing habits?

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2. Listen to this story about a 16 year old boy getting ready for a party. He wants to look good. Then read it silently to yourself. Look up any words that you don't know in the mini-dictionary on pages 200–202.

What am I going to wear?



Mabunda was **flustered**. He was standing **awkwardly** in front of the mirror, desperately trying to make himself presentable for the party.

'Mother! Can I use some of Dad's aftershave?'

'But you do not shave yet. You are only sixteen!'

Only sixteen, and going to his first mixed party. He **peered** miserably into the mirror. Look at those pimples! Bigger than ever ...

And his hair! He had been combing it furiously for the last ten minutes but he still looked more like a **bedraggled** mop than the Elvis Presley of his dreams.

'Mabunda! Aren't you ready yet? Eugénio will be calling for you in five minutes. Now remember to choose carefully the girls you talk to. Only nice girls from good homes. It doesn't matter how plain they are.'

'Oh Mother, I will be lucky if the **plainest** girl there gives me a second glance! I almost wish I weren't going.'

'Mabunda, I don't know why you are getting upset. After all, your friends will all be there.' His friends! That was the problem. Most of them had sisters or knew lots of girls but Mabunda knew none.

'I've got to get over it,' he told himself. 'After all, girls are only human beings'.

And yet, when he compared himself with the other boys that he knew, he wondered how any girl could ever **take a fancy** to him. His friends all spoke to girls more easily than he did, behaved more confidently, and dressed more fashionably. He was tall for his age, and thin. His clothes were another matter altogether. His parents had always insisted on choosing his casual clothes for him – trousers which looked as if they belonged in the Victorian age, shirts which a seventy-year-old might wear, and ties to hide it. No one wears ties these days!

'Mother! How can I go to the party dressed like this?' – and he gazed sadly at the dull, unattractive shirt that his parents had chosen.

'**Nonsense**, Mabunda, that shirt will help you look older than you are!'

'Yes, five hundred years old!'

At that moment, Eugénio, his best friend, burst in.

'Hi Mabunda! You look great!'

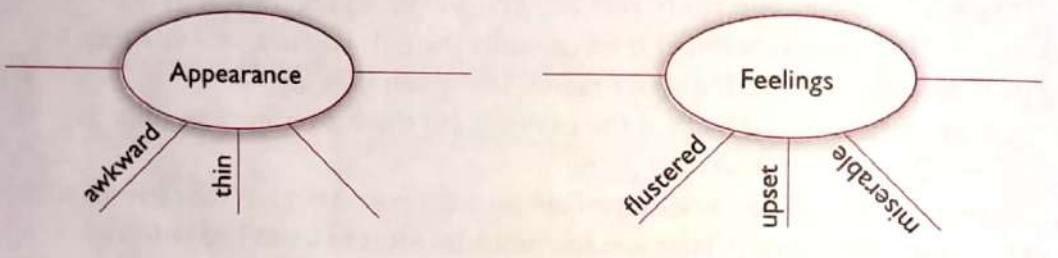
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Speak Write

3. Discuss these questions about the story you have just read.
   a) Why was Mabunda flustered?
   b) Have you ever been in a similar situation? How did you feel?
   c) Do you think Mabunda enjoyed the party?
4. Now write answers to these questions.
   a) What was Mabunda trying to do?
   b) Whose hairstyle did he admire?
   c) Was Mabunda going to the party alone?
   d) What kind of girls did Mabunda's mother want him to choose?
   e) Did Mabunda have fashionable clothes to wear to the party?
   f) How old is Mabunda?

Write

5. Find words in the passage to complete these mind maps about Mabunda.



6. Use the words that you have found and write two short paragraphs about Mabunda's appearance and his feelings.

Learn

Adverbs of manner

Adverbs of manner are often made with the suffix *-ly*. Study these examples from the story that you have read:

awkward*ly*
desperate*ly*
miserab*ly*

Spelling notes
If the adjective ends on *-ble*, then we drop the 'e' and add 'y'. (e.g. *miserable* → *miserably*)
If the word ends on *l*, we often double the *l*. (e.g. *cool* → *coolly*)

We can often change an adjective into an adverb by adding the suffix *-ly*.

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Write

7. Copy the table on the right and complete it.
8. Make sentences with three of the adverbs and three of the adjectives in the table that you have completed.

Adjective	Adverb
extravagant	
	casually
	obstinately
careful	
firm	
	fashionably
confident	
	miserably

Read

9. Study the four texts below, and then match them to the pictures.

A: She is a tall, beautiful woman, dressed elegantly but informally in a black sweater, with a silk scarf tied at her neck. Her hair is short and wavy, and her skin is clear and beautiful. She is a woman in her forties.

B: This young woman is about 25-years old. Her hair is thick and long, with braided **extensions** and beads. She **accentuates** her beautiful big eyes and long eyelashes by wearing a matching sweater with a necklace.

C: He is a **stocky**, **broad-shouldered** man in his early forties. His short hair is parted in the middle. His **bushy** moustache hangs over his lip. He has a small nose, and his eyes are also quite small.

D: This trendy young man can't be more than twenty. His hair is long and wavy, and tied back in a **pony-tail**. Although he is broad-shouldered, he has quite a slim body and an elegant bearing.



Write

10. Write a description of one of the people in the pictures above. Here are some words, which you can use in your description. Look the words up in a dictionary or ask your teacher for help if you are not sure what they mean.

Hair: wavy, long, curly, pony-tail, braided, short, bald, straightened
Skin: pale, wrinkled, spots, pimples, clear, dark
Clothes: fashionable, elegant, trendy, old-fashioned, practical
General appearance: pale, beautiful, plain, skinny, well-built, broad-shouldered, slim

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Lesson 4
What makes you beautiful?

Listen **Read**

1. This poem is part of a long poem written by a very well-known Ugandan author. In this part of the poem, a woman called Lawino talks about what it means to be a modern African woman. Listen to the poem, then read it silently to yourself.

The Graceful Giraffe Cannot Become a Monkey

by Okot p'Bitek



My husband tells me
I have no ideas
Of modern beauty.
he says
I have stuck.
To old-fashioned hair-styles.
he says
I am stupid and very **backward**,
That my hair-style
Makes him sick
Because I am dirty.



It is true
I cannot do my hair
As white women do.

Listen,
My father comes from Payira,
My mother is a woman of Koc!
I am a true Acoli
I am not a **half-caste**
I am not a **slave**-girl;
My father was not brought home
By the spear
My mother was not exchanged
For a basket of millet.

Ask me what beauty is
To the Acoli
And I will tell you:
I will show it to you
If you give me a chance!

You once saw me,
You saw my hair-style
And you admired it,
And the boys loved it.
At the arena
Boys surrounded me
And fought for me.



My mother taught me
Acoli hair fashions;
Which fits the kind
Of hair of the Acoli
And the occasion.

Listen,
Ostrich **plumes** differ
From chicken feathers,
A monkey tail
Is different from that of a giraffe,
The crocodile's skin
Is not like the **guinea fowl's**,
And the hippo is naked, and **hairless**.

Source: p'Bitek, Okot, *Song of Lawino & Song of Ocol*, Heinemann Africa Writers Series, 1st edition, 1984

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Speak

2. Discuss and answer these questions about the poem.
   a) What do you think Lawino's hair looks like?
   b) How does her husband want her to style her hair?
   c) Is Lawino proud of the way she looks and the way she styles her hair? Why?
   d) Who do you think the Acoli are?
   e) Read the last verse of the poem. Why do you think Lawino mentions all these different animals?

Write

3. Find words in the poem that have these meanings.
   a) someone who has ancestors from different races
   b) someone who belongs to someone else and has to do what that person says
   c) with no clothes on
   d) with no hair
   e) feathers on a bird
   f) someone who has difficulty learning

4. Work in pairs. Write a poem about beauty and fashion. One way to write a poem is to take the letters of a word and then think of appropriate words that begin with those letters. Look at this example.

   Beauty
   Bold, black
   Elegant
   African angel
   Unquestionably
   Trendy, tall
   You are number one!

   Now *you* try. You can write a longer poem, or different kind of poem too, if you like.

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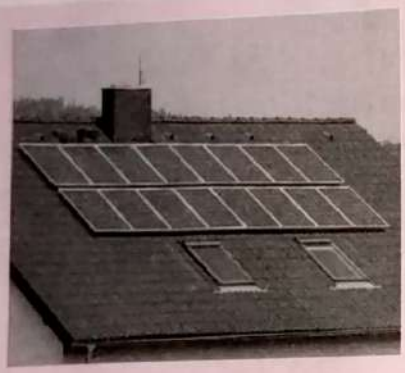
Lesson 5
Trends in houses and cars

Speak

1. Today one of the biggest trends is towards caring for our environment. People have realised that if they don't look after the environment, the earth will become uninhabitable. Some people call this the **green movement**. There are even political parties in some countries that focus mainly on green or environmental issues. Discuss and name four ways in which we can take care of the environment.

Read

2. Look at this house and this car. Do they look any different from the houses and cars that we know? Read more about them and find out.



This house has been built in an environmentally friendly way, with local materials. Some of the materials were **recycled**. The house has **solar** panels to generate electricity and water tanks to collect rain water. It has fans, instead of air-conditioning, and **energy-smart** light bulbs. The lights switch off automatically when there is nobody in a room in the house. The house is also well-insulated to keep it cool in summer and warm in winter.



This is a **hybrid** car. *Hybrid* means a cross between two things. This car runs on electricity and it can also run on petrol. It is more environmentally friendly than a normal car because it uses less fuel, emits fewer **emissions** and is quieter.

A hybrid car has two engines. One engine is electric, and the other one is a petrol engine. When the car is running at a constant speed, or when it is stuck in traffic, the petrol engine switches itself off and the electric engine switches on. Lots of pollution is caused during traffic jams. So if you are stuck in a traffic jam, the electric engine ensures that your car will give off fewer emissions, which helps to reduce pollution. Hybrid cars **consume** less than half the petrol per kilometre, compared to the **fuel consumption** of normal cars.

It's even become fashionable in Hollywood to arrive at important events in hybrid cars. Unfortunately hybrid cars are still quite expensive. But if I had the money, I would buy one!

Scanned by CamScanner

Write

3. Choose the best phrases or words to complete these sentences about the text you have just read.
   a) Solar panels make houses more environmentally friendly because ...
      i) they are expensive
      ii) they look more attractive than electric wires do
      iii) they are painted green
      iv) they generate power, which saves electricity in the house.
   b) Hybrid cars are better for the environment because ...
      i) they consume less fuel than a car with a petrol or diesel engine does
      ii) they are slower
      iii) they don't get stuck in the traffic
      iv) they run on water.
   c) To make our homes 'greener' we can:
      i) install solar energy panels
      ii) use energy-saving bulbs
      iii) use fans, instead of air-conditioners
      iv) use all the devices mentioned above.
   d) Petrol and diesel cars are not good for the environment because
      i) they emit gases, which pollute the air
      ii) they use fossil fuels, which cannot be replaced
      iii) they use more fossil fuels than trains or aeroplanes do
      iv) they emit polluting gases *and* use fossil fuels.

Learn

Conditional clauses

Study these sentences:

- *If* you *turn off* the lights, you *will save* electricity.
  This is what we call the first conditional. It means that there is a chance that this will happen in the future.
  (Use *if* + a *present tense verb* in one clause, and a *future tense verb* in the other clause.)
- *If* I *had* a lot of money, I *would drive* a hybrid car.
  We call this the second conditional. We use this to talk about imaginary conditions in the present.
  (Use *if* + *past tense* in one clause, and a *modal* + *verb* in the second clause.)

Write

4. Work in pairs and complete these sentences using conditional clauses. Fill in the correct verb form. Make at least five new sentences with each structure.
   a) *If* you _____, you *will* save the environment.
      Example: *If* you *recycle*, you *will* save the environment.
   b) *If* we had a lot of money, we *would* _____.

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Speak

5. Make sentences to compare these cars. Use these words in your comparisons:

expensive	fashionable	environmentally friendly	modern



Cost: 320,000 Mts
Seats: 5
Max speed: 180 km/h
Year (model): 1998



Cost: 85,800 Mts
Seats: 5
Max speed: 120 km/h
Year (model): 1986



Cost: 112,000,000 Mts
Seats: 5
Max speed: 250 km/h
Year (model): 2004

6. Which cars are fashionable in Mozambique at the moment? Why?
7. What are the advantages and disadvantages of having a car? Talk about these pros and cons, and complete this table.

Advantages	Disadvantages
convenient	expensive
	causes pollution

Write

8. What kind of house would you live in if you had a lot of money? Design your own dream house, and write a paragraph in which you describe it.

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Lesson 6
Review

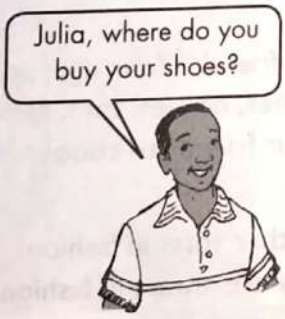
1. Work with a partner and think about answers to these questions.
   a) What does your favourite outfit look like?
   b) What kind of fashion do you like?
   c) What kind of fashion do you hate?
   d) What kind of clothes do you think your parents wore when they were your age?
   e) If you had lots of money, what sort of clothes would you wear?

2. Work with a partner again. Find a picture of someone in this book and describe what that person is wearing. Your partner listens and then tries to find the picture that you have described in the book.

3. Use the correct form of each word in these sentences.
   a) She dresses (casual/casually) but she always looks elegant.
   b) It is very (extravagant/extravagantly) to drive around in a huge 4×4 car.
   c) He shook my hand (firm/firmly) when he greeted me.
   d) Are jeans still (fashionable/fashionably) this year?
   e) He (obstinately/obstinate) refused to move his car.
   f) You are looking so (miserably/miserable) today. What's the matter?

4. Write these questions in reported speech.

a) Luis



b) the journalist



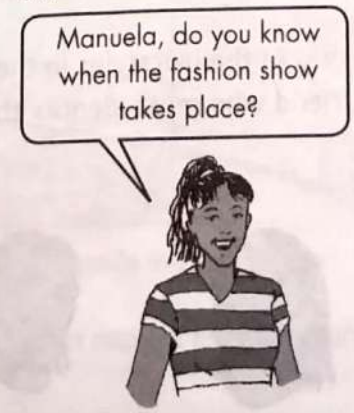
c) the journalist



d) the journalist



e) Juvência



f) my friend



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5. What were the actual questions that these people asked? Write these reported questions in direct speech.
   a) The journalist asked Paula what kind of clothes she liked to design.
   b) Maria asked the secretary to give her an application form.
   c) The journalist asked if taller people looked more elegant than shorter people do.
   d) My mother asked me why I had bought new shoes.
   e) The architect asked whether we wanted solar panels on our new house.
   f) The car salesman asked if we had seen the new hybrid cars.

6. Make conditional (first or second) sentences using the key words.

   Example

   If / I / to have / lots of money / to travel
   → If I had lots of time and money, I would travel all over the world.

   a) If / you / solar panels / to save / electricity
   b) If / they / to have / money / hybrid car
   c) If / I / to sew / to wear / fashionable clothes
   d) If / we / to go / fashion show / to see / new fashions

7. Write a letter to a fashion designer. You can make up the name and the address. Ask the designer whether he or she is willing to be interviewed.

8. Write down six questions that you would ask a fashion designer.

9. Work in groups and make up a fashion quiz for your friends. Your questions should include all types of fashions – fashions in clothes, houses, cars, furniture, cell phones, etc. Give three possible answers for your friends to choose from.

   Example

   1. Are mini-skirts in fashion this year?
      a) Yes, they are.
      b) No, they aren't.
      c) I don't know.

   2. Are leather sofas in fashion?
      a) They are always in fashion.
      b) I am not sure.
      c) They are not in fashion in Mozambique.

10. Write a description of two of the hairstyles in the pictures below. Then give your descriptions to a friend who must identify the pictures that you have described.






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Unit 6

Made in Mozambique

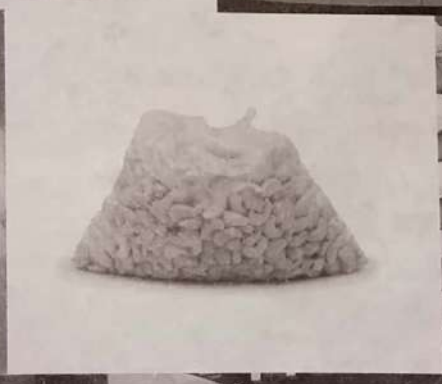
Warm-up

Write

Some of the products shown below are made in Mozambique, and others not. Do you know which are, and which aren't?











Which of these products are made in Mozambique?

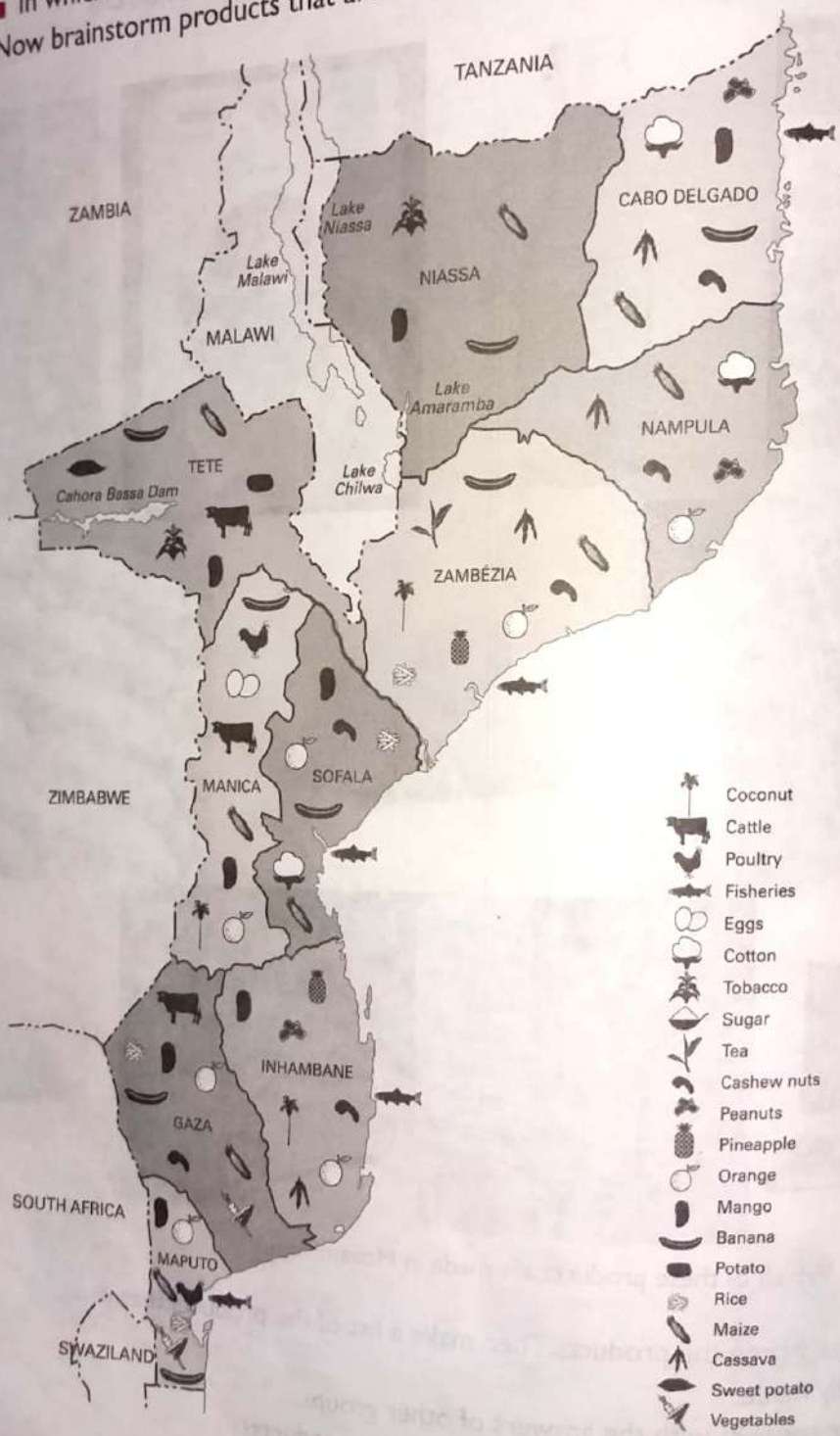
- Work in groups. Name the products. Then make a list of the products that you think are locally made.
- Compare your answers with the answers of other groups.
- Which group correctly identified all the locally made products?

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Lesson 1
Products of Mozambique

Speak

1. Work in pairs. Look at the map below. Each partner should ask at least ten questions. Use these structures in your questions:
   - Which products are produced in _____?
   - In which areas of Mozambique is the most _____ produced?
2. Now brainstorm products that are manufactured in Mozambique.



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Learn

The passive voice

Many high quality local products *are made* in Mozambique. (present tense)
Cement *is produced* locally in Mozambique. (present tense)
These roads *were built* many years ago. (past tense)

Write

3. Put the verbs in brackets in the correct passive form. Make sure you use the correct tense.

Example:
Cahora Bassa _____ a long time ago. (to build)
→ Cahora Bassa *was built* a long time ago.

a) Makonde _____ in the north of Mozambique. (to speak)
b) Most of our cashew nuts _____ to India. (to export)
c) My passport _____ by the government in 2007. (to issue)
d) A lot of animals and plants _____ in our natural reserves. (to find)
e) M'siro masks _____ by the dancers. (to wear)
f) English and French _____ as foreign languages in Mozambique. (to teach)

4. Write your own sentences about your country. Use the passive voice and the verbs in the box below, together with the nouns shown in pictures (a)–(g).

Example:
Pende and other fish *are caught* in the Cahora Bassa dam.

to locate	to catch	to produce	to dance	to play
to sing	to find	to prepare	to watch	to catch
to eat	to cook	to build		



a) beans b) cassava c) aluminium d) *yau*



e) *timbila* f) *makwaela* g) *tufo*

5. Now use your knowledge and the information on the map to write a paragraph about goods that are made in Mozambique.

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Read

6. Before you read this newspaper article in detail, read the first paragraph and say what you think the article is about. Is it about:
   - a big new fertilizer factory?
   - a small new factory that produces **organic fertilizer**?
   - a new method of making organic waste?
7. Now read the article in detail.

Organic fertilizer unit inaugurated

– MAPUTO

Maputo now has a small factory capable of producing 600 to 700 kg of fertilizer a day, based on solid organic waste collected from the city's markets.

This is the first undertaking of its kind in the country. It was designed by the Maputo City Council, and implemented by the council's Health and Cleaning Department, in partnership with the Catholic charity, Caritas, and the Italian NGO, LVIA.

It cost €39,000 (about $50,000) to set up the unit, known as the Compost Production Centre FERTILIZA. Among those who provided the money, were LVIA, Caritas, the Dutch Embassy, and two more NGOs, Regione Veneto and CAFOD.

According to the interim mayor of Maputo, Armindo Matos, 'this factory is extremely important, although it is a small undertaking, not only because it contributes to keeping the city clean by collecting solid waste, but also because it creates jobs'. Currently, twelve people work at FERTILIZA.

Matos hopes that more units of the same kind will be set up in the city, since Maputo can supply large amounts of the raw material necessary for the production of organic fertilizers. For example, the Zimpeto wholesale market, the largest in the city, produces seven metric tons of waste a day (although this figure also includes non-organic waste). The sprawling informal market of Xiquelene generates around 1.5 metric tons of organic waste a day.

Source: Mozambique News Agency, bulletin no 372, 3 February 2009 (adapted from http://www.poptel.org.uk/mozambique-news/newsletter/aim372.html)

Speak Write

8. What do these words mean? Look at the dictionary definitions and answer the questions.
   a) Explain in your own words what *organic fertilizer* is.
   b) Why do you think it could be a good idea to use an organic fertilizer?

> **fertilizer** *noun* a natural or chemical product that is used to make land more fertile
> **organic** *adjective* grown or produced without chemical products

9. Discuss these questions, and then write your own answers.
   a) What is the capacity of the new fertilizer factory in Maputo?
   b) How much did it cost to build the factory?
   c) Who built the factory?
   d) Where does the factory get its **raw materials** from?
   e) Is there potential for this industry to grow? Give a reason for your answer.
   f) Are factories like this good for Mozambique? Give your opinion and two reasons for your answer.

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Lesson 2
Why is *Made in Mozambique* important?

Read

1. Read this letter that someone wrote to a newspaper.

Dear Sir

I am writing to express my concern about the obsession some people have for things which say 'imported' on the label.

Why do people have to buy imported things? Does it make them feel important? Do they like wasting money? Have they thought about the carbon footprint left by imported things?

Let's take fish, for example. Some people pay a fortune to eat fish that comes all the way from northern Europe. The fish has to be frozen, packaged in expensive plastic bags and boxes, and then flown out to Africa. Aeroplanes cause a lot of pollution, and so does packaging. And yet, here in Maputo, we have some of the best fresh fish in the world!

Of course, I know that we don't produce everything we need in Mozambique, so some things need to be imported. But must we import things that we don't need?

I feel proud when I buy something that is made in Mozambique because I know that I am supporting **local** industries and farmers. When I buy local food, I know that I am getting healthier, fresher food too – and it's cheaper!

So why waste money and pollute the environment? I say: buy local, buy 'Made in Mozambique'.

Agostinho
Maputo



Write

2. Choose the best words to complete each statement about the letter above.
   a) Agostinho wrote the letter because
      i) he wastes money
      ii) he is concerned about the quality of imported goods
      iii) he doesn't like imported food
      iv) he believes that people should buy local goods, rather than imported goods.
   b) Local foods are better than imported goods because
      i) they are more expensive to produce
      ii) they are healthier and fresher
      iii) they leave a carbon footprint
      iv) they don't have labels.

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c) If you buy products made in Mozambique, you will
   i) save money
   ii) support the economy of the country
   iii) help to reduce pollution
   iv) save money, support the economy and reduce pollution.

Write

3. Match words from the left-hand column of the table with words in the right-hand column to make phrases. Then use each phrase that you have made in an appropriate sentence.

to waste	footprint
to leave a carbon	bags
to feel	the environment
plastic	local
to pollute	proud about something
to buy	money

4. Find antonyms for each of these words in the letter on the previous page:
   a) frozen
   b) expensive
   c) global / international
   d) save.

Speak Write

5. Work in groups. Talk about the letter on the previous page. Brainstorm your ideas. Make a list of reasons why we should buy goods that are made in our own country. Make a poster to show your best idea.



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Read

6. Before you read this dialogue in detail, answer these questions:
   a) Who is involved in the discussion?
   b) What are they talking about?
   c) What do you think this phrase means: 'There is a ***demand*** for this product?'
7. Read the dialogue silently by yourself; then read it aloud in groups of four. Pay attention to the intonation as you read. Make the questions sound like real questions!



MANUELA: I read your letter in the newspaper last month. Many other people have written to the newspaper about *the same thing* since then.

AGOSTINHO: Yes, I know. I think that's great. We need to make people stop and think about what they are doing.

BEATRIZ: You're right. And I think attitudes are changing already.

JOSÉ: How can you say that?

BEATRIZ: Well, take clothes, for example. I think clothes of a higher quality are being **manufactured** here now.

MANUELA: That's true ... and more clothes are being made too.

BEATRIZ: Yes, and *they* are more affordable than imported clothes.

JOSÉ: Well, if there is more local demand, the quality and quantity of local products should improve.

AGOSTINHO: Yea, my uncle was explaining to *me* the other day that this helps factories to achieve economies of scale. The more *you* produce, the less it costs to produce each item.

BEATRIZ: And I am sure jobs are being created as a result too.

MANUELA: I wonder if any clothing is being exported to other countries as well?

JOSÉ: Maybe. Makes you feel proud, doesn't it?

AGOSTINHO: Yes, *it* does. Buy local and contribute to the growth of our country. That's the way to go.

Write

8. Answer these questions about the dialogue above.
   a) What did Manuela read in the newspaper?
   b) Are people changing the way that they think about local goods?
   c) Are local clothes cheaper or more expensive than imported clothes?
   d) What will improve if people buy more locally made clothes?
   e) Will the cost of one pair of jeans be the same whether a factory makes 10 pairs of the jeans or 1,000 pairs of the same jeans?
   f) Explain in your own words how buying local products can result in job creation.

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9. In the dialogue on the previous page, what do these words in italics refer to?
   a) the same thing
   b) they
   c) me
   d) you
   e) it
10. Write these sentences and questions in reported speech.
   a) JOSÉ: How can you say that?
   b) BEATRIZ: I think attitudes are changing already.
   c) MANUELA: I read your letter in the newspaper last month.

Learn

Using the present continuous tense in the passive voice

The present continuous is used to describe things that are happening at the present time.
For example: *I am reading* the newspaper.

The present continuous can also be used when we use the passive voice.
Use the verb *to be + being + past participle* to form this verb tense.

Study these examples from the dialogue:
I think clothes of a higher quality *are being manufactured* here now.
I wonder if any clothing *is being exported* to other countries.

Write

11. Write sentences using words from the left-hand column of the table below with words in the right-hand column. Use the present continuous tense and write the sentences in the passive voice.

Example
The school is being painted.

elections	to write
clothes	to produce
exams	to hold
rooms	to catch
school	to clean
crops	to paint
fish	to plant

12. Write a letter to your local newspaper. Express your opinion about buying local or imported products.

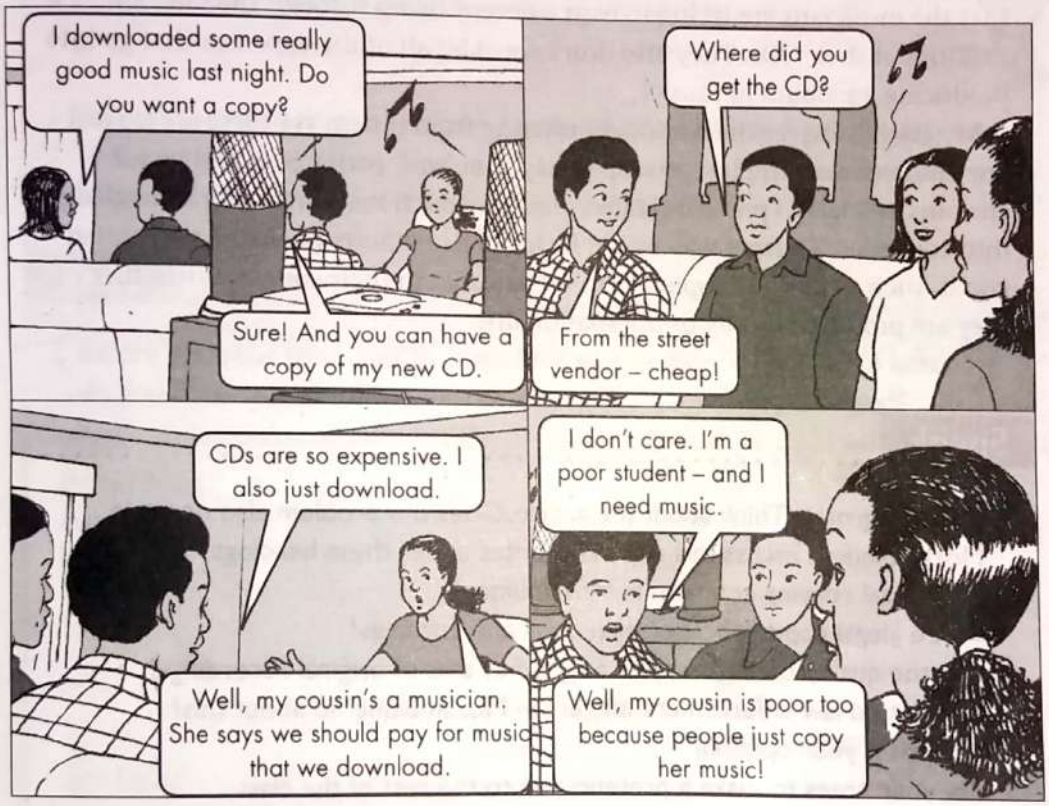
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Lesson 3
Piracy and counterfeit goods

Read Speak

1. Read the comic strip below and talk about these questions:
   - What is *downloading*?
   - Do you **download** music without paying for it?
   - Is it illegal or legal to download music without paying for it?
   - How can downloading make musicians poor?



Read Speak

2. Before you read the following article, answer these questions.
   - Is it a crime to download music from the Internet?
   - Is it wrong to buy a cheap, copied CD from a street vendor?
   - Does **piracy** affect the local music industry?
   - Are people generally ignorant about piracy, or do they simply not care?

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3. Now listen to this article to confirm the answers you gave to questions in 2.



Are you contributing to piracy?

Nowadays, there is an enormous problem with pirates – and not the kind of pirates who sail the seas. We are talking about pirates who steal music by illegal digital copying, downloading or cloning. Did you know that illegally copying someone's music is a crime? It's the same as stealing a compact disc (CD) from a shop. However, many people do not know that downloading and copying music is illegal. And yet, by doing this, they are committing a crime by stealing, as well as contributing to piracy.

The strange thing is that people usually can afford to buy the originals. So buying illegally-produced CDs is not a matter of saving money, it's a matter of simply not caring! People just don't care that they are buying 'stolen goods' or that the musicians are trying to earn a decent living through the sales and royalties of their CDs. They also don't consider all of the expenses that go into producing an album of music.



Musicians all over the world are suffering from piracy, yet there are no real law enforcements in place to stop piracy. One way, perhaps, would be for customs officials to prevent pirated music productions from being smuggled into countries. Another way would be for police officers to ensure that stolen goods, such as illegally copied CDs, are not sold in their country – whether they are produced locally or internationally.



Speak

4. Work in groups. Think about the article. Does this problem also occur in Mozambique? Discuss this and make notes under these headings:
   - Is illegal copying common in Mozambique?
   - Are illegal copies cheaper than original recordings?
   - Is the quality of illegal copies as good as that of original recordings?
   - What do law enforcement officers in Mozambique do about this?
   - What is your opinion?
5. Use your notes to make a presentation to the rest of the class.

Write



6. Complete these sentences about illegal copying.
   a) It is _____ to make a copy of a CD and sell it to someone else.
   b) Many young people _____ music off the Internet, without paying for it.
   c) Illegal copies are often _____ than legal CDs, but the quality may _____ be as good.
   d) Musicians do not make any _____ when their work is copied illegally.
   e) If you buy illegal copies of CDs, you are contributing to _____.
   f) The police should _____ people who sell illegal copies of CDs.

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Lesson 4
Consumer rights

Speak

If you buy goods from a shop or from a vendor, you are a **consumer**. Consumers have rights. You should have the right to:

- be safe in a shop or place where goods are sold
- choose what you want to buy
- complain about goods and services that you have paid for
- good service.



1. Discuss the rights that consumers have in Mozambique, and see if you can add to the list of rights above. Then discuss how consumers can exercise their rights. What can they do if their rights have been violated?

Read

2. Before you read this letter in detail, look at it quickly. What kind of letter do you think this is? Who wrote the letter? To whom is it addressed?

Manuel Cossa
Avenida 24 de Julho, 7776
Maputo

The Manager
Z Clothing Store
Independence Avenue
Maputo
26th February 2010

Dear Madam

Re: Quality of clothes purchased

On 21st February this year, I purchased two T-shirts and a pair of jeans from your shop. All three were expensive items from your 'Renaissance' branded range.

I have worn and washed each item only once. One T-shirt shrunk so much that I can no longer wear it. The colour in the other T-shirt came out and stained other items in the wash, and the side seam of the pair of jeans has torn open.

It seems, therefore, that I have paid for inferior clothing. This leads me to believe that the items may be fake 'Renaissance' clothes. I find this unacceptable, so I request that my purchases be refunded. Although I am willing to pay a reasonable price for good quality clothes, I am not prepared to pay these prices for **counterfeit** clothes that are not genuine.

Yours faithfully

Manuel Cossa

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Write

3. Complete these sentences about the letter on page 87.
   a) Two T-shirts and a pair of jeans were ____ by Manuel Cossa on 21st February.
   b) Manuel _____ each item of clothing once.
   c) Manuel is not happy with the _____ of the clothing he _____.
   d) He believes that the clothes many not be _____.
   e) He _____ the manager to _____ his money.
4. Find antonyms for these words that appear in the letter on the previous page:
   a) genuine
   b) cheap
   c) superior
   d) acceptable
   e) purchase.

Write

5. Imagine that you have bought a new electrical appliance for your house. The appliance was expensive but a week after you had bought it, it stopped working. Write a letter of complaint to the manager of the store from which you bought the appliance. Ask for a refund or a new appliance.

Learn

Joining clauses and sentences

There are several ways of joining sentences. Study these examples.

The T-shirt shrunk so much. I can no longer wear it.
→ The T-shirt shrunk so much *that* I can no longer wear it.

I find this unacceptable. I request that my purchases be refunded.
→ I find this unacceptable, *so* I request that my purchases be refunded.

I am willing to pay a reasonable price for good quality clothes. I am not prepared to pay these prices for clothes that are not genuine.
→ *Although* I am willing to pay a reasonable price for good quality clothes, I am not prepared to pay these prices for clothes that are not genuine.

Write

6. Join these sentences with *so that*, *so ... that*, or *although*.
   a) The suit is expensive. I can't afford it.
   b) The washing machine is old. It doesn't work properly any more.
   c) The kettle is old. It works well.
   d) Some people copy CDs illegally. They can make some money.
   e) We have laws against piracy. People still buy and sell pirated goods.

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Speak

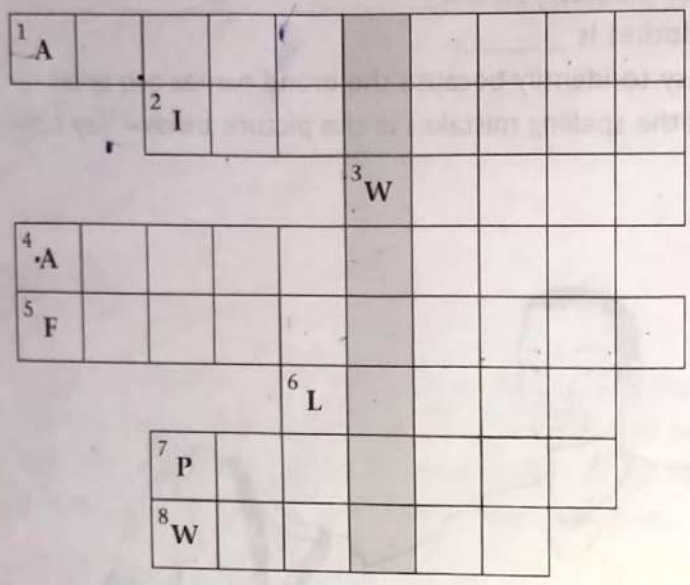
7. Work in pairs. Why do you think people buy and sell **fake** clothes? Complete these sentences to state your opinion.
   a) I think that people buy fake designer clothes because _____.
   b) People buy fake designer clothes, so that they can _____.
   c) Designer clothes cost so much that _____.
   d) Although fake clothes are cheaper than designer clothes, they _____.
   e) If you buy fake designer clothes, you will _____.
   f) Selling fake designer clothes is _____.
8. Fake clothes are often easy to identify because the brand names are spelt incorrectly. Can you spot the spelling mistakes in the picture below? Say how the words should be spelt.



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Lesson 5
Review

1. Find the answer to this question: How can you get music from the Internet? Copy this table into your exercise book and complete the puzzle. Write your answers in pencil. Write the answer to each clue, and you will have the answer in the grey column.



Clues

1. Something that is not very expensive.
2. The opposite of 'exported'.
3. To use too much of something.
4. An important product exported by Mozambique.
5. You can use this to make plants grow well.
6. From a nearby area.
7. Illegally copied CDs are called _____ CDs.
8. This is made of glass and aluminium or wood.

2. Complete these questions with suitable question tags.
   a) Cars are not manufactured in Mozambique, _____ _____?
   b) Glass is made in Mozambique, _____ _____?
   c) Aluminium is an important export , _____ _____?
   d) You don't have any money, _____ _____?
   e) Mozambique produces cotton, _____ _____?
   f) Textiles are produced in Maputo, _____ _____?

3. Now write the expected answer to each question in 2 above.

4. Write these sentences in the passive voice.
   a) They manufacture glass in Mozambique.
   b) They export tea from Mozambique.
   c) They are holding a conference on piracy.
   d) They are building a new glass factory near Machava.

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e) The vendor is copying CDs illegally.
f) They are downloading music illegally all the time.

5. Complete this dialogue with appropriate words.

DIOGO: I bought this MP3 player the other day, but it doesn't work.
LEONOR: You should _____.
DIOGO: Can I do that?
LEONOR: Yes, of course. You are a _____. You have rights!
DIOGO: Do I? What rights do I have?
LEONOR: Well, you have the right to _____ and to _____.
DIOGO: Really! That's great. I am going to _____ my _____ now and complain!

6. Work in small groups. Make up a short dialogue about buying and selling pirated goods. Write the dialogue and then act the scene.

Here are the main events in the scene. You can add your own ideas to the scene.



A vendor sells fake designer sunglasses.



Someone buys a pair of glasses, but the glasses break the next day.



The consumer goes back to complain about the sunglasses.



The vendor refuses to refund the money.

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7. Write these sentences correctly in the present continuous tense (passive voice).
   a) What (to be done) about this problem now?
   b) Are people (to be trained) to work in the new factories?
   c) This house (to be painted) this week.
   d) Beans (to be planted) in this field today.
   e) Shoes of a higher quality (to be manufactured) here now.
   f) Is any clothing (to be exported) from Mozambique at the moment?

8. Join these sentences in any appropriate way.
   a) This dress is expensive. I will buy it.
   b) This factory is so old. The machines don't work properly any more.
   c) Designer clothes are very expensive. People buy fake designer clothes.
   d) People buy locally made clothes. They are cheaper than imported clothes.
   e) One of the T-shirts that I bought shrunk so much. I can't wear it any more.

9. Write a letter of complaint to a supermarket. You bought some food in the supermarket that was not fresh.



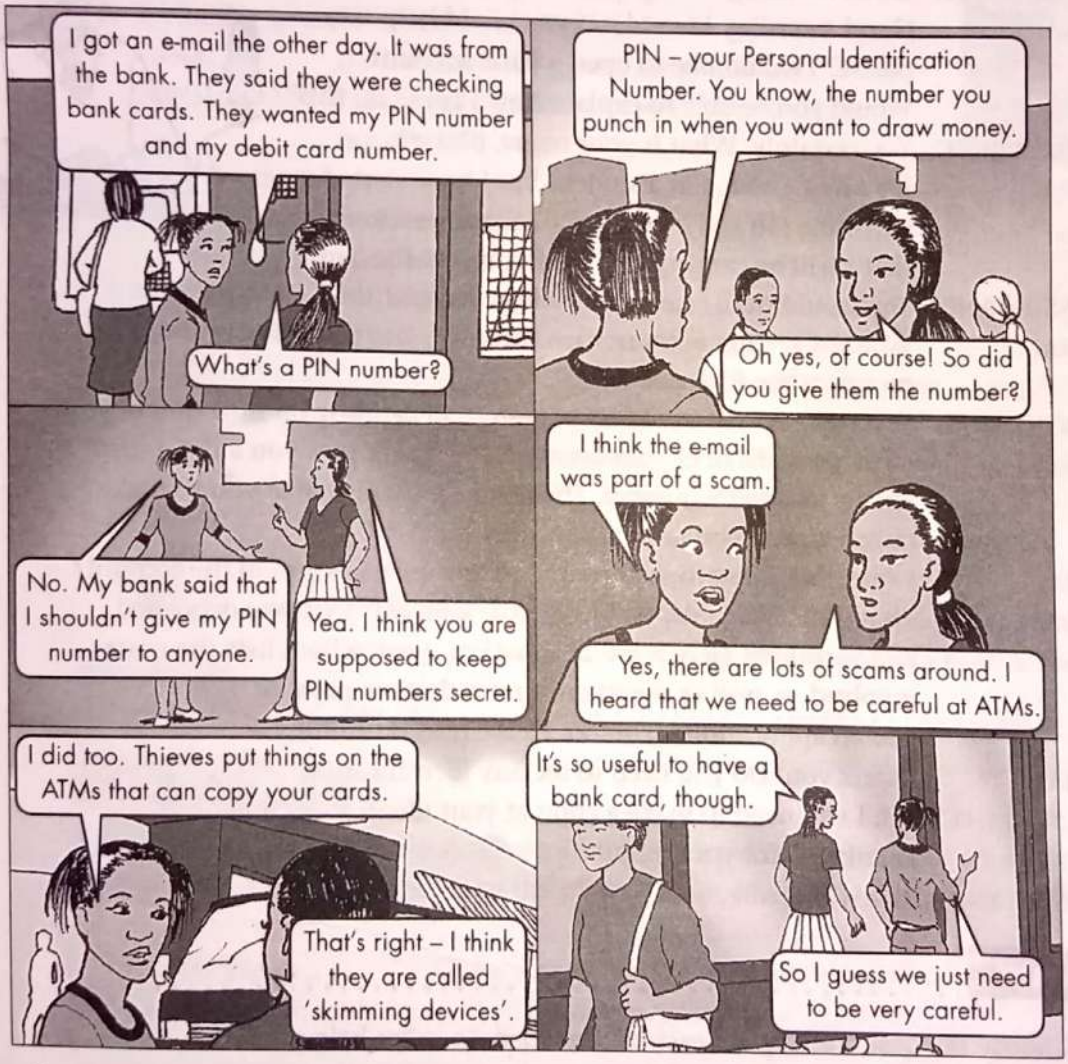
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At the bank

Warm-up

Read **Speak**

Read the comic strip below about an interaction at the bank, and then discuss the questions that follow.



From the comic strip that you have read, can you work out what these words mean?

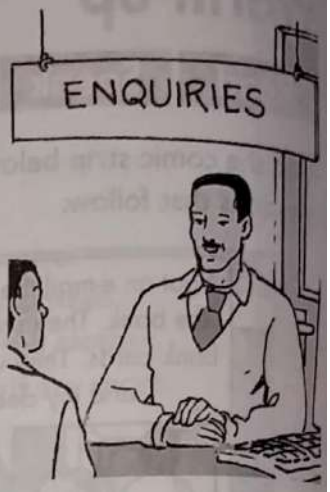
- a bank card
- a **PIN number**
- an **ATM**
- a **debit** card
- a **scam**
- a **skimming device**.

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Lesson 1
Making enquiries

Read

When we go to the bank, we often need to make enquiries. This means we request information from the person working in the bank.



1. Listen to the dialogue, then read it aloud in pairs.

CONSULTANT: Good morning.
ANNA: Good morning. I wonder if you could help me, please? I would like to open a bank account. Would you be able to explain how I could do this?
CONSULTANT: Yes, certainly. What is your name, please?
ANNA: It's Anna Cossa. I'm a student but I have started a part-time job and I would like to put the money that I will be earning into an account at the bank.
CONSULTANT: You would need to open a **savings** account then.
ANNA: Would a savings account earn **interest**? And could I withdraw my money when I needed it?
CONSULTANT: Yes, your money would earn interest, depending on how much money you have in your account. We would give you a debit card with a secret PIN number. The debit card will enable you to make transactions on your account from any ATM.
ANNA: What does it cost to **deposit** and **withdraw** money from the account?
CONSULTANT: That would vary, depending on the amounts that you deposited and withdrew. Here is an information sheet, which lists the costs involved, as well as the interest rates that are payable. I will give you an application form too. Please read it carefully.
ANNA: Thank you. Do you need to see any identification?
CONSULTANT: Yes. I will need to make a copy of your identity document.
ANNA: Thank you for your help.
CONSULTANT: It's my pleasure.

Write

2. Choose the best meaning for each of the words in italics below.
   a) to earn *interest* on a bank account
      i) to get things that you like
      ii) to get money from the bank for keeping your money in the bank
      iii) to put money into a bank account.
   b) to *withdraw* money from an account
      i) to take your money out of the account
      ii) to put extra money into an account
      iii) to put money in a draw.

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c) a *debit card* is a
   i) a type of bank card, which allows you to make transactions on your account
   ii) a **credit** card
   iii) a card you get from a shop.

d) *PIN* stands for
   i) please insert number
   ii) personal identification number
   iii) secret number.

e) an *ATM* is
   i) a machine that gives you access to the money in your bank account
   ii) another word for a person who works in a bank
   iii) a machine that counts your money.

3. Write the question and the statement below in reported speech.

ANNA: Do you need to see any identification?
CONSULTANT: I will need to make a copy of your identity document.

Start like this:
Anna asked the consultant if …
The consultant replied that …

4. Complete this table of word families, and then use the words to complete the sentences on the right.

noun	verb
identity	
	to reside
	to inform
withdrawal	
savings	

a) The bank needs to see your _____ document, as well as proof of _____.
b) You need a PIN number to _____ money from your account.
c) It's a good idea to _____ your extra money in a bank account.
d) The bank will need certain _____ from you before they will open a bank account.

Learn

Polite language

When we make polite requests, we often use the past tense because this sounds more formal and less direct than the present tense. We often use phrases like this:

I *would like* to … *Could* you *please* … ? I *was wondering* if I *might* …
I wonder if you *could* … *Did* you want to …?

Write

5. Rewrite these sentences to ask for things more politely.
a) I want to open a bank account.
b) Where's the enquiry desk?
c) Tell me what to do.
d) Help me.
e) Give me some information.
f) She wants to deposit some money.

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Speak Listen



6. Work in pairs. Sit back to back, so that you can talk to each other, without looking at each other. Take turns to pretend that you are phoning to ask for information. You will need to listen very carefully to what your partner says.

Who to phone	Ask for this	Give these replies
Post office	to open a savings account	come to the post office complete an **application** form bring your ID document
Headmaster at your school	ask for time off school to attend a funeral	need to make up the work letter from parents
Employer	how to apply for a job	write a letter attach a CV
Nurse at the clinic	to be tested for HIV	complete a form give a sample of blood
Secretary of a sports club	to join the club (become a member of the club)	fetch an application form bring two photographs pay a fee bring a copy of your identity document

Read

7. Read this application form with a partner. Ask your teacher to explain any words that you do not understand.

APPLICATION TO OPEN AN ACCOUNT: CITY BANK								
Type of account required				Date of application				
Particulars of account holder								
Title	Mr	Mrs	Ms	Marital status	Single	Married	Divorced	Widowed
Last name				First names				
Date of birth				Identity no.			Citizen	Yes / No
Home address								
Postal code				E-mail address				
Tel. home				Tel. work			Fax no.	

Write

8. Make a copy of the application form and complete it neatly. Ask a friend to check your form, to see if you have left anything out.

Learn

Tips for filling in forms

Read everything thoroughly before you start to fill in the form.
Make sure that you understand what you have to write.
Write in pencil first, so that you will be able to correct any mistakes.
Write clearly and neatly. Printing is better.
Give the facts. The information must be true.

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Lesson 2
Other banking services

Read

1. Before you read, make a list of all the services that big banks offer.
2. Then read the advertisement below. Can you add anything to your list?

CITY BANK

Your bank – it pays to bank with us!

Need a banking service?

- Credit cards
- Debit cards
- Foreign exchange
- Shares

Need to borrow money?

- Home **loans**
- Vehicle finance
- Student loans
- Business loans



CITY BANK

Want to invest your money?

- Transactional accounts
- Savings accounts
- Fixed deposits
- Short- and long-term investments

Need insurance?

- Personal
- Household
- Vehicles
- Business

Learn

Going to as a future form

We often use the verb *going to* (which is in the present form) to talk about plans and decisions in the future. Study these examples.

I *am going to* open a bank account soon.
When *are* you *going to* apply for a student **loan**?
She's *not going to* go to the bank today.

(Use the appropriate form of the verb *to be* + *going to* + the stem of another verb.)

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Write

3. Complete the sentences with appropriate words from the advertisement on the previous page.
   a) I would like to _____ my money. Should I open a savings account, or should I buy shares?
   b) My parents are going on holiday to Europe, so they are going to need some _____ exchange.
   c) Paul hopes to study engineering next year, so he hopes that the bank will give him a student _____.
   d) Would the bank be able to help me _____ my new vehicle?
   e) If you run a business, you are going to need to open a _____ account, rather than a savings account.
   f) You can draw money from an ATM if you have a _____ card or a _____ card.
4. Make sentences with the key words. Use *going to* in each sentence.
   a) Manuela / to open / a savings account
   b) One day / I / to **apply** / vehicle finance
   c) We / to need / foreign exchange for our trip
   d) When / she / to fill in / the application form?
   e) You / not to need / home loan / if / you have enough cash
   f) If / he / to start / business / he / to need / a business loan

Speak Listen

5. Work in pairs again, sitting back to back. Take turns to pretend that you are phoning the bank to ask for information. Ask for information about the various services that the bank offers. You will need to listen very carefully to what your partner says.

Write

6. In pairs, do some research on the types of savings accounts offered by different institutions in your community. Collect pamphlets, visit the banks or do some research on the Internet. Take notes, and then compile a table like the one below to compare your information.
   - You need to give the names of the savings accounts.
   - You need to find out what interest rate the accounts pay (for example: 5% on balances of 100–10,000 meticais).
   - You need to find out what it costs to deposit and withdraw money.

Name of bank	Name of account	Interest rate	Costs
Banco International de Moçambique			
Banco ProCredit			
Banco Terra			
Barclays Bank			
Standard Bank			

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Lesson 3
Safety is important

Speak

1. Read these newspaper headlines and discuss what they mean.

Protect your PIN!

NEW CARD-SKIMMING DEVICES USED IN CARD SCAM

ATM fraud on the increase

Customers warned to take care of their bank cards

Crime syndicates target ATM customers

Listen

2. Listen to this article, which your teacher will read to you. As you listen, take notes of the main ideas in the article.

Look after your debit and credit cards!

The fraud squad has warned the public to look after their credit and debit cards. They say that criminals are using sophisticated new card-**skimming devices** to copy debit and credit cards.

Some are using devices that are fitted over the card slot in ATM machines. When you insert your card into the machine, the skimming device copies the data encoded on the card's magnetic strip. The criminals then either look over your shoulders while you are punching in your PIN code, or they place small cameras near the ATM, which film you as you punch in your PIN number. Once the fraudsters have that information, they make a duplicate card and draw all the money out of your account.

In some cases, the criminals use a different approach. They choose a site with two ATMs. They jam one of the machines, so that you cannot insert your card. Then a 'helper' suddenly arrives at your side and offers to help you use the card at the other ATM. The 'helper' takes your card and skims it, using a skimming device hidden in his or her hand. The 'helper' then watches as you key in your PIN code.

Skimming devices are also used in some shops and restaurants. So beware! Don't give your card to anyone, and keep your PIN number a secret!

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Speak

3. Explain to a partner about how criminals commit debit and credit card fraud. Check the article to make sure you have summarised the main points correctly.

Read

4. Read this advice from banks and the police. Then discuss the questions that follow.



- 'Customers should always remember that, without the correct PIN, an ATM card is useless.'
- 'Do not use an ATM if it is difficult to insert your card in the machine. Go and find another machine.'
- 'Do not allow strangers to help you.'
- 'Do not let anyone know the PIN for your bank card or the password that you are using for internet banking.'
- 'If you think that someone may know your PIN or password, change it immediately.'
- 'Don't let your card out of your sight.'
- 'Stand close to the ATM when you enter your PIN. Cover the keyboard with your other hand as you type in your PIN.'

Speak

5. Discuss the advice given above.
   - Can you add any advice of your own? Try to add three ideas.
   - Which piece of advice do you think is the most important?

Write

6. Write a short article for your school or community newspaper. The article should be called: *How you can protect yourself against fraud.*
   - Explain what can happen to your debit or credit card.
   - Then give some advice.

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Lesson 4
How banks can help communities

Speak

1. Before you read the article about how a bank is helping the community, study the dictionary definitions of these words:

productivity the rate and cost at which goods are produced
smallholder a farmer who has a small farm
low-yielding giving a small production
collateral the things that you can give if you cannot pay back money you have borrowed

Listen Read

2. Listen to this article. Then read it silently a few times until you understand it.

AGRA, Standard Bank invest in African agriculture

– ACCRA

Standard Bank and the Alliance for a Green Revolution in Africa (AGRA) have created a joint fund for African **smallholder** farmers. The fund is to operate in Ghana, Mozambique, Tanzania and Uganda. It will provide loan opportunities to smallholder farmers and small- and medium-sized agricultural businesses.

Speaking at the signing ceremony, AGRA chairman, Kofi Annan, said, 'Programmes such as this, which increase the productivity of smallholder farmers, will enable Africa to achieve food security and stability.'

Lack of access to finance prevents farmers from investing in good seeds, fertilizers and small-scale irrigation needed to raise farm productivity and generate profit. Little or no commercial financing has been available to small food producers up until now.

Benefits for smallholder farming

According to AGRA, African food producers are mostly smallholder farmers who cultivate a few acres of land, or less. Working with **low-yielding** seeds in depleted soil, their crop productivity has remained stagnant for 30 years. To increase yield and begin generating a surplus, they need access to good seeds, appropriate fertilizers, improved land and water **management** systems. They also need better access to markets. But to start making these changes, they also need access to finance.

African financial institutions have avoided lending to smallholder farmers and to the agriculture sector. There are a number of reasons for this. Farming is perceived to be a high-risk activity, and small farmers have no collateral.

The programme will be rolled out in Ghana, Mozambique, Tanzania and Uganda. It is hoped that the programme will be extended to other countries.

This article reprinted courtesy of Bizcommunity.com

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Speak | Write

3. Discuss these questions on the article on page 101 in class, and then write your own answers.
   a) What do the letters AGRA stand for?
   b) What does Standard Bank have to do with AGRA?
   c) What does AGRA aim to do?
   d) What prevents smallholders from investing in good fertilizers and seeds?
   e) How can small farmers increase the yields of their crops?
   f) Why don't banks like to lend money to smallholders?
   g) Which countries will benefit from this programme to start with?
   h) Do you think this is a good programme? Give a reason for your answer.

Learn

Clauses expressing result / purpose

Study the structures in these sentences.

(In order) to increase your yield, you need to add fertilizer to the soil.
If you want to increase your yield, you need to add fertilizer to the soil.
You need to add fertilizer to the soil, *so that* you can increase your yield.

Write

4. Join these sentences with *if*, *so that* or *in order to*.
   a) You want to produce more maize. You need to buy better seeds.
   b) The farmer needs money. She wants to improve the irrigation in her fields.
   c) The bank will lend farmers money. They can make changes on their farms.
   d) The programme will help farmers. Food production in Africa can become more secure.
   e) Farmers need to increase **productivity**. They need to make higher profits.

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Lesson 5
Review

1. Match the words and their meanings.

Words	Meanings
PIN number	a machine that allows you to withdraw and deposit money from your bank account
ATM	a criminal act that involves taking money from other people's accounts
debit card	money that the bank pays you for investing money at the bank
scam	to take money out of a bank account
skimming device	money that the bank lends to you, so that you can buy a house
interest	a number that identifies you as the holder of a bank account
withdrawal	a bank card that allows you to draw cash from your bank account
home loan	something that is used to copy information from bank cards

2. Rewrite these sentences to ask for things more politely.

a) I want a student loan.



b) Where's the ATM?



c) What must I do?



d) You must help me.



e) I want some information.



f) We want to deposit some money.

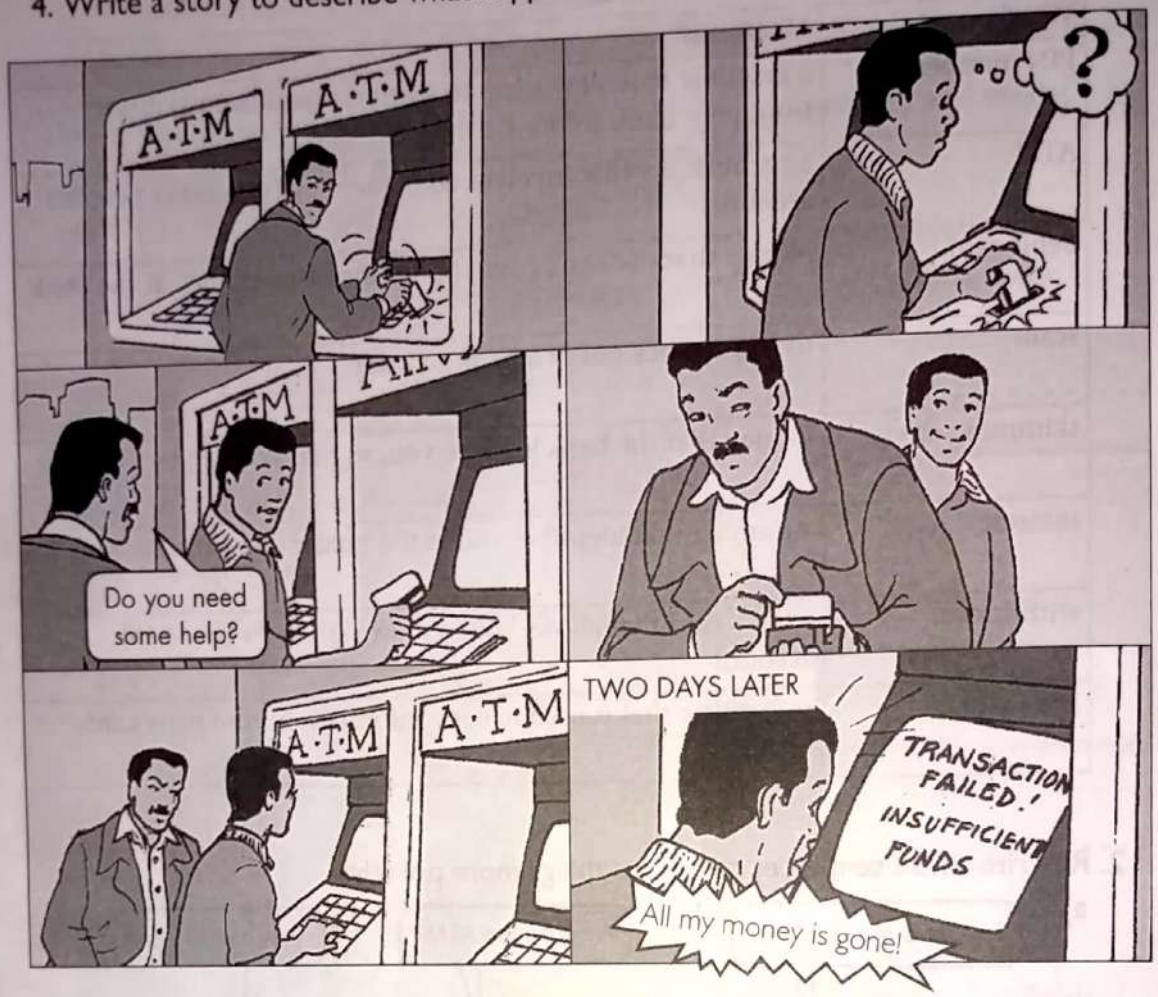


3. Give some younger students advice on using banks and protecting themselves from fraud. Complete these sentences.

a) Be _____ !
b) Don't tell anyone _____.
c) If someone steals your card, you should _____.
d) You should always _____.
e) You should never _____.

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4. Write a story to describe what happens in these pictures.



5. Make sentences with the key words. Use *going to* in each sentence.
   a) Beatriz / to open / a bank account
   b) They / not to need / credit cards
   c) I / to apply / student loan
   d) She / to need / foreign exchange / to go overseas
   e) If / we / to start / business / we / may need / a business loan
   f) When / you / to complete / the application form?

6. Join these sentences with *if*, *so that* or *in order to*.
   a) You need to buy fertilizer. You want to produce more maize.
   b) AGRA will lend money to small farmers. The farmers can invest in their farms.
   c) She wants to improve the irrigation in her fields. She needs a loan.
   d) Food production will become more secure. Farmers can increase productivity.

7. Write a letter to AGRA. Explain that you are a small farmer in Mozambique and that you need a loan.
   - Say what you produce on your farm.
   - Explain why you need the loan.
   - Say how your farm will improve if you get the loan.

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Unit 8

Citizenship

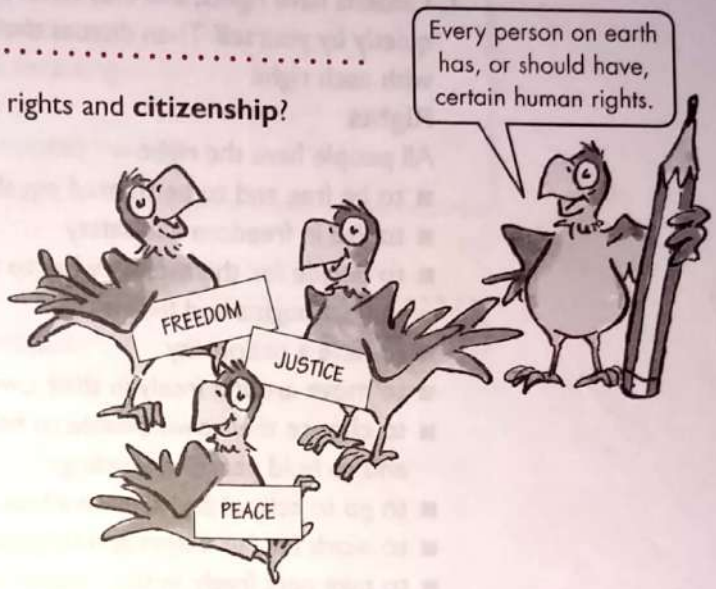
Warm-up

Speak

Look at these pictures. What do they say about human rights and **citizenship**?



Right to life and protection





Right to a fair trial



Right to education



Right to public services



Right to join trade unions

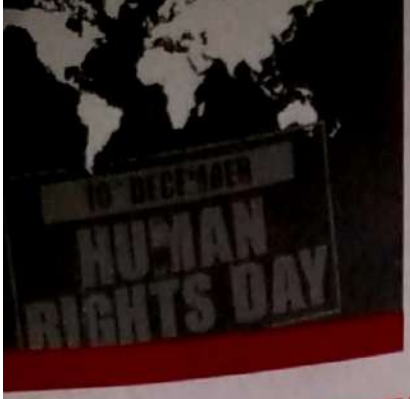


Freedom of opinion and expression



Freedom of religion

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Lesson 1
Human rights and duties

Read Speak

1. Citizens have rights, and they have duties as well. Read this list of human rights quietly by yourself. Then discuss the duties or responsibilities that are associated with each right.



Rights

All people have the right –

- to be free and to be treated equally
- to live in freedom and safety
- to decide for themselves what to think, and to express their thoughts and feelings
- to have a nationality
- to move around freely in their own country and to travel
- to choose their own friends, to belong to organizations and to hold peaceful meetings
- to go to school and receive a basic education
- to work for fair wages and to get equal pay for equal work
- to take part freely in the cultural life of their country.

2. Now read these rights and discuss them with a partner until you understand them all.

All people have the right –

- to own property, alone or in association with others
- to take part in the government of their country
- to receive a fair and public trial if they are charged with a criminal act
- to be recognized as a person before the law
- to seek and to enjoy asylum from **persecution** in other countries
- to have equal access to public services in their country
- to form and to join **trade unions** for the protection of their interests.

Write

3. Write your answers to these questions:
   a) Can a woman own property in Mozambique?
   b) Does a South African have the right to take part in the government of Mozambique?
   c) Do refugees from other countries have the right to come and live in Mozambique?
   d) If you are accused of a crime, what are your rights?
   e) Why do people want to join trade unions?

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Learn

Everyone, everybody or *all*?

Study these examples to see how these words are used.

All the people at the factory belong to the trade union.

Use a noun or a pronoun with *all*.
We don't say: *All* at the factory belong to a trade union.

Everyone / Everybody belongs to the trade union.
'Everyone' and 'everybody' have the same meaning.

You don't use a noun or a pronoun with *everyone / everybody*.

Write

4. Complete these sentences with *all* or *everyone*.
   a) _____ women have rights.
   b) _____ has the right to freedom of speech.
   c) _____ human beings are born free and equal.
   d) The police serve _____ in this country.
   e) Does _____ here have an identity document?
   f) We want justice for _____ refugees!

Learn

Reported speech

On page 54, you learnt that when we change sentences from direct speech into reported speech, the verb usually changes to the past tense. However, when a statement is always true, we do not change the verb from the present tense to the past tense. Study these examples:

'Everyone has the right to own property,' said the Minister of Justice.
→ The Minister of Justice said that everyone *has* the right to own property.

'We are all born equal,' explained the teacher.
→ The teacher explained that we *are* all born equal.

5. Write these statements in indirect speech.
   a) 'Everyone has the right to a nationality,' the ambassador reminded us.
   b) 'Everyone has the right to asylum,' said the judge.
   c) 'I am going to join a trade union when I get a job,' declared Susie.
   d) 'I read the whole Declaration of Human Rights last night,' said Luis.
   e) 'All men and women have equal rights in our country,' said the president.
   f) 'I used to be a citizen of Portugal but now I am a Mozambican,' said Robert.

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Lesson 2
The Universal Declaration of Human Rights

Listen

1. Listen as your teacher reads this passage. It is an extract from the Universal Declaration of Human Rights, made by the United Nations in 1948. You may not understand everything that you hear but try to listen for the main ideas.

The Universal Declaration of Human Rights

On 10 December 1948, the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights. Following this historic act, the Assembly called upon all member countries to publicize the Declaration and 'to cause it to be disseminated, displayed, read and expounded, principally in schools and other educational institutions, without distinction based on the political status of countries or territories.'

Preamble

Recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world.

Disregard and contempt for human rights have resulted in barbarous acts, which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief, and freedom from fear and want, has been proclaimed as the highest aspiration of the common people.

It is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law.

It is essential to promote the development of friendly relations between nations.

The peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women, and have determined to promote social progress and better standards of life in larger freedom.

Member states have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms.

A common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge.

Source: United Nations (adapted from http://www.un.org/en/documents/udhr/index.shtm)

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Read Speak

2. Now read the passage with a partner, and make notes about the main ideas expressed in this preamble to the declaration. Make notes in your own words.
3. Then discuss and answer these questions.
   a) Why do you think the United Nations made the Declaration of Human Rights?
   b) Is there, in the declaration, anything that supports equal rights for both men and women?
   c) Is there anything in the declaration which promotes the rights of people to practise the religion that they choose?
   d) Why do you think it is essential to 'promote the development of friendly relations between nations'?
   e) What do *you* think? Do all citizens of a country deserve equal rights?

Write

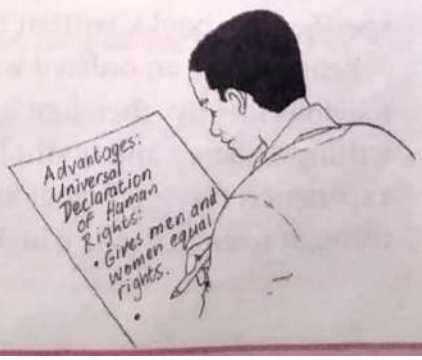
4. Study this list of nouns. Write down a verb from the same word family as each noun.

Nouns	Verbs
declaration	to declare
proclamation	
education	
observation	
promotion	
aspiration	

5. Which suffix was used to make the nouns above? Write spelling rules for making nouns like these.
6. Which other suffixes can we use to make nouns? Find examples of two words in the text that you have read.
7. Now use verbs or nouns from the table above to complete the sentences below.
   a) In 1948, the United Nations made a proclamation about human rights. It was called the Universal _____ of Human Rights.
   b) One of the aims of the declaration was to _____ better standards of living for citizens.
   c) Everyone in the world should _____ to freedom of speech and belief.
   d) Everyone has the right to _____.
   e) The member states of the United Nations have to _____ human rights and freedoms.

Write

8. Mozambique is a member state of the United Nations, so it has adopted these rights. What do you think are the advantages of the adoption of the Universal Declaration of Human Rights in Mozambique? Make a list of these advantages.



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Lesson 3
Ethnic and religious identity

Read **Speak**

1. What do you think *ethnic identity* and *religious identity* are? Choose the best answer and then read the descriptions below to see if you are correct.
   a) An **ethnic** group is ...
      i) a group of people who look the same
      ii) a group of people who share the same culture and language
      iii) your ancestors.
   b) Religious identity is ...
      i) cultural and traditional beliefs and practices
      ii) a document that says to which religion you belong
      iii) your spiritual beliefs and practices.
   c) Cultural heritage is ...
      i) the money and things that your parents have given you
      ii) the languages, traditions and beliefs that your ancestors have passed on to you
      iii) the natural environment.

Ethnic Identity

Your identity is what makes you special and different from others. When we talk of an ethnic identity, however, it means a group of people who share a common ethnic heritage that makes them different from other ethnic groups. The identity of an ethnic group is easily recognised by other people. This is because an ethnic group shares not only a common heritage, but also a common language, religion and behavioural traits, including what they wear and eat.

Belonging to and identifying oneself with one's own ethnic group is a fundamental factor in humans. There are many ethnic groups in Mozambique. For example we have the Sena and Ndau in the central region, the Changana and Tsonga in the southern region, and the Makua and Makonde in the northern region.

Religious identity

We can recognise people's religious identity by the way they express themselves through prayer, ritual, meditation, music and art. They also have their own specific holy books, written teachings, symbols, beliefs and practices.

Religions are an ordered way of experiencing human spirituality. One's religious identity therefore incorporates ancestral or cultural traditions, writings, history and mythology, as well as personal faith and religious experience. Having a religious identity is important as it gives meaning to life through reference to the higher power of a god or gods.

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How can we see that these people belong to the same ethnic group?

Write

2. Write your answers to these questions.
   a) Name four ethnic groups in Mozambique.
   b) If you belong to the same ethnic group as someone else, what do you share?
   c) If you have the same religious identity as someone else, what do you share?
   d) How do you express your religious identity?
   e) Do you think that it is important to identify yourself with, and feel part of, an ethnic group?
   f) Which things guide people in their religious practices?
3. Find ten words in the word puzzle below that have been used in the passages on the previous page. The words are written either across or down.

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

Speak

4. Have a debate in class about the importance of respecting ethnic identities in Mozambique. Talk about:
   - how people from different ethnic groups can respect one another
   - why it is important to respect one another
   - how you can learn to understand people from other ethic groups.

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Lesson 4
The Mozambican electoral system

Speak

1. Work in groups and brainstorm everything that you can think of that has to do with Mozambican **politics**, parties, government, elections and parliament.
2. Study the picture and answer the questions.
   a) What are the people in the picture doing?
   b) How often do you see Mozambicans doing this?
   c) Have you ever done this?



Read

3. Before you read, look at the headings in the text below, and say what you think you are going to read about.

Mozambique's electoral system

Mozambique has been a multiparty democracy since 1994. It is ruled by an elected president, a prime minister, a council of ministers and an elected Assembly of the Republic. Mozambican citizens vote for their chosen candidate by posting their choice in a secret ballot (vote). They are entitled to vote from the age of 18, but they must be registered to vote and they must possess a valid voter's card.



Joaquim Chissano, served as president of Mozambique from 1986 to 2004.

The president

The Mozambican president is elected through a universal adult **franchise**. He or she then becomes both the head of state and the head of the government for five years. Presidents are allowed to serve only two consecutive five-year terms. If they want to stand for president again, they have to wait for a 'resting period' of five years before becoming eligible for re-election.

In an election, the candidate with the majority of votes is elected president. If there are no candidates with more than 50% of the votes, then a run-off election is held. This is an election between the candidates who received the most votes in the first round. The winner becomes president.

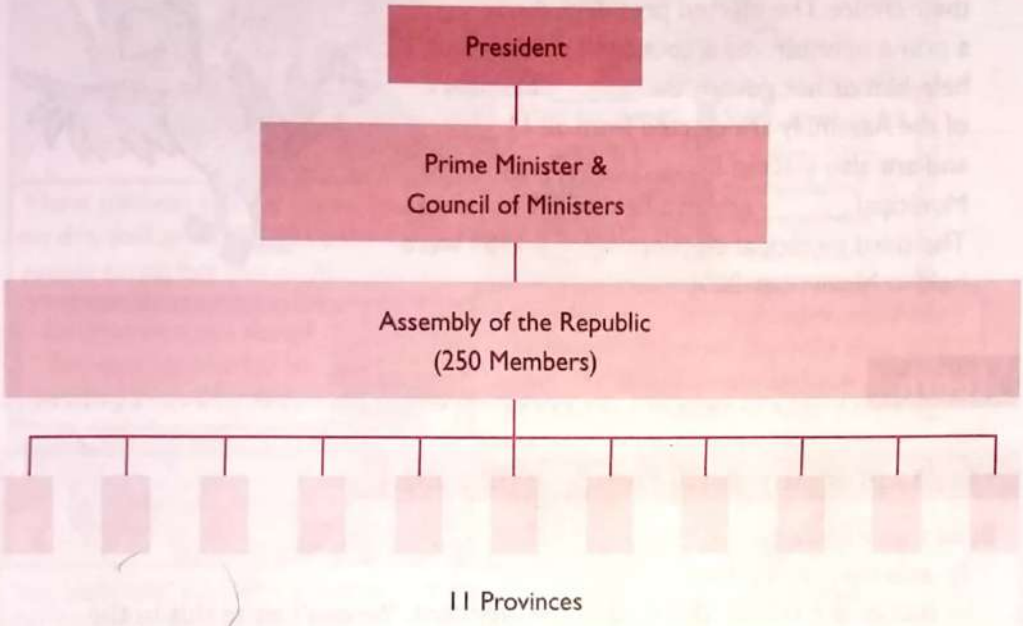
The prime minister and the council of ministers

The president **exercises** executive power directly or through the council of ministers. He or she also has the power to both appoint and dismiss the prime minister and the council of ministers.

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The Assembly of the Republic

Elections are held every five years for the Assembly of the Republic. Mozambique's parliament consists of 250 seats and members are elected by a system of proportional representation. This means that the number of seats that are allocated to a province is proportionate to the size of its population. From the eleven provinces, 248 members are elected. The other two members – one for Africa and one for Europe – are elected by Mozambicans living in foreign countries.



Speak

4. Work in groups and discuss what the following terms mean. Look the words up in a dictionary or on the Internet. Then have a short class discussion to decide on the best definition for each term.
   a) democratic
   b) multiparty
   c) universal adult franchise
   d) a majority
   e) proportional representation

Read Write

5. Find synonyms in Column B that match the words in column A.

A	B
a. majority	1. comprise
b. appoints	2. greater part
c. consists of	3. speak for
d. represents	4. provide
e. allocate	5. assign

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6. Complete the following paragraph, using appropriate words from the box below. The words must make sense, and they must be grammatically correct as well.

appoints	country	elections	members	president
provinces	republic	since	universal	vote

Mozambique is a democratic country. Both the _____ of the country and the _____ of the Assembly of the _____ are elected to office. Political parties _____ for the candidates of their choice. The elected president then _____ a prime minister and a council of ministers to help him or her govern the _____. Members of the Assembly are elected from all 11 _____ and are also elected by _____ suffrage. Municipal _____ are also held in the provinces. The third municipal elections _____ 1994 were held in November 2008.



Learn

More about the active and passive voice

Read this sentence.

He was elected president.

→ It does not tell us who elected the president. We can't write this in the active voice, unless we guess who elected the president.

But we can change the following sentence into the active voice:

He was elected president by the voters in the country.

→ The voters in the country elected him president.

For this reason, writers sometimes use the passive voice when they do not know (or don't want to reveal) who carried out an action. For example:

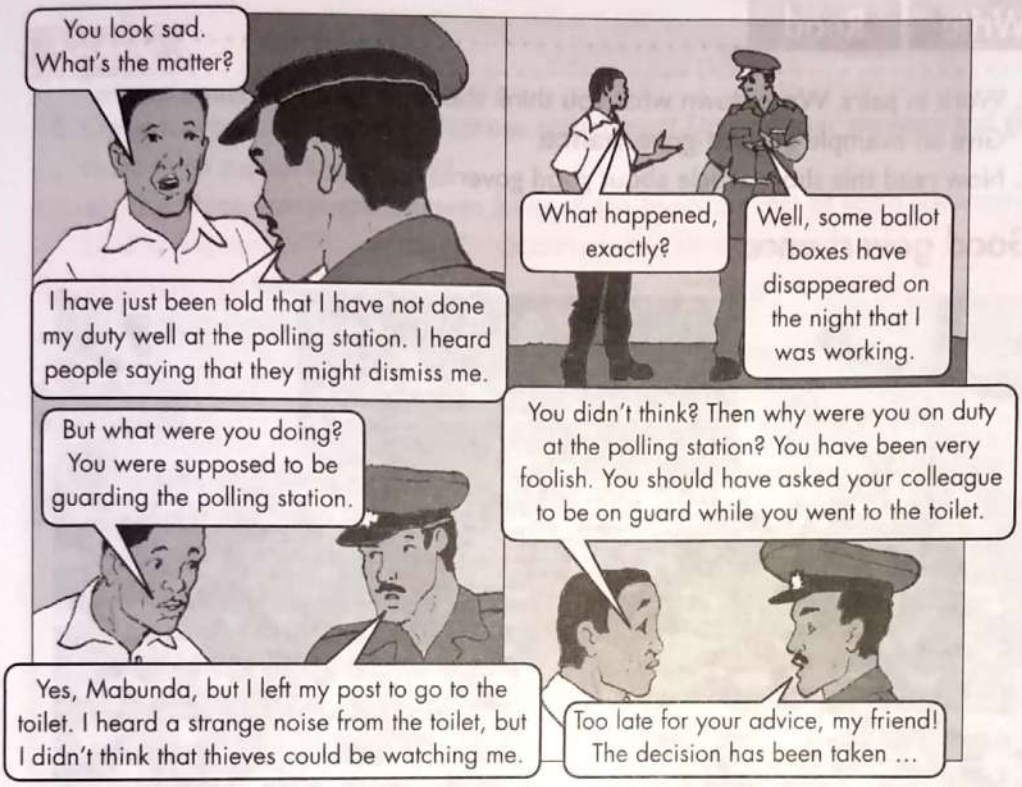
Goods were stolen from the shop.

7. Which of these sentences can you write in the active voice? Say why. Then change the sentences that you can into the active.
   a) Power is exercised by an elected president.
   b) The prime minister is appointed and dismissed by the president.
   c) The weakest candidates are eliminated.
   d) 248 members of the Assembly are elected from the 11 provinces.
   e) Two members of the Assembly are elected by Mozambicans living in foreign countries.

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Read

8. Before you read, scan the dialogue below and answer these questions:
   a) Who takes part in this conversation?
   b) What do you think this conversation is about?
   c) Where would you expect to find a '**ballot** box'?
9. Read this conversation aloud in pairs.



Learn

Verbs expressing obligation

Here are some phrases that are useful for giving advice.

Don't tell anyone who you are voting for.
(Use *Don't + verb stem* – imperative form.)

If you love your country, you *should* vote for a better future.
(Use *if + modal + present tense* – zero conditional.)

You *should* always respect people from different cultures.
You *should never* criticise people for being different from you.
(Use a *modal* like *should / shouldn't / must / mustn't / need to / needn't + verb stem.*)

Speak Write

10. Give these people some advice. Start your answers with: *You should have ...*
    a) A man went to the voting station to vote. He was not allowed to vote because he didn't have a voter's card.
    b) A voter saw someone trying to give money to a polling station official. The voter didn't do anything.
    c) A voter arrived at a polling station and found that it was closed.

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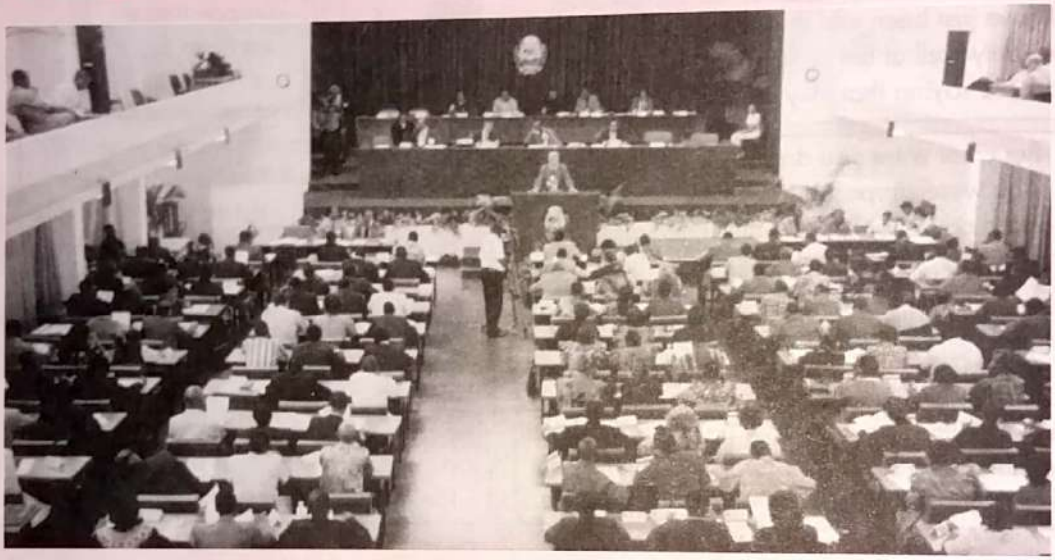


Lesson 5
Good governance

Write **Read**

1. Work in pairs. Write down what you think the term *good governance* means. Give an example of good **governance**.
2. Now read this short article about good governance.

Good governance



In 2007, former Mozambican president, Joaquim Chissano, became the first recipient of the Mo Ibrahim Prize for Achievement in African Leadership. The prize is not only the world's most highly regarded prize for good governance, but also the largest of its kind. It awards an initial payment of US $5 million, followed by US $200 000 a year for life. This is even more than the $1.3 million Nobel Peace Prize.

The prize is awarded by the Mo Ibrahim Foundation to an African head of state who has delivered security, health, education and economic development to his or her people, and who has transferred power to his or her successor in a democratic way. It is sponsored by Mo Ibrahim, a famous businessman born in Sudan. According to Mr. Ibrahim, 'Good governance is crucial.'

Governance is the way that a government and its people do their job. Good governance should be based on just and impartial laws that are enforced by an independent judicial system and an uncorrupted police force. Good governance should also protect human rights, including those of minority groups, and serve all the people of the country within reasonable time-frames. Good governance should demand the participation of officials at all levels (local, district, provincial and national) and it should also produce results that fulfil the needs of all its citizens.

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3. Improve your own definition of the term *good governance*. Then add examples of both good and bad governance to your definition.
4. Find words in the passage that mean the opposite of these words:
   a) corrupted
   b) unfairly
   c) majority
   d) none.

Speak

5. Do you agree or disagree with these statements? Discuss your answers and give reasons to support your views.
   a) The Mozambican government fulfils all the requirements of good governance.
   b) The interests of the Mozambican citizens are always served.
   c) There are improvements to be made in the current government.
   d) Human rights are usually respected.

Learn

Joining sentences with *who* or *that*

Study the way in which these sentences have been linked.

Good governance means a system of government, based on laws. The laws are enforced fairly and impartially.
→ Good governance implies a system of government, based on laws *that* are enforced fairly and impartially.

This is the woman. She was elected president.
→ This is the woman *who* was elected president.

Write

6. Link these sentences with *who* or *that*.
   a) This is the policeman. He neglected his **duty**.
   b) That is the political **party**. The party won the election.
   c) These are the government institutions. They serve the citizens of the country.
   d) This is the President. He was elected by universal adult suffrage.

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Lesson 6
Review

1. Complete these statements about human rights.

cultural	equal	form	rights	unions
free	freedom	right	work	

a) All humans are born _____ and equal in dignity and _____.
b) Everyone has the right to free participation in the _____ life of the country.
c) Everyone has the right to _____ of movement and residence within the borders of her or his state.
d) Everyone has the _____ to education.
e) Everyone has the right to _____, fair wages and _____ pay.
f) Everyone has the right to _____ and to join trade _____ for the protection of her or his interests.

2. Match the pictures labelled 1–6 below to the following words:
a) the right to vote
b) freedom of religion
c) justice and equality
d) education
e) the rights of the family
f) protection of children

1.



2.



3.



4.



5.



6.



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3. Match these terms and their definitions.

religious identity	enforcing the laws of a country in a fair and impartial way
ethnic identity	languages, traditions and beliefs that your ancestors have passed on to you
electoral system	the rights that all people in the world have or should have
human rights	your cultural beliefs and practices
cultural heritage	the way in which the citizens of a country elect people to rule over them
executive power	your spiritual beliefs and practices
good governance	the power to rule, execute laws and take actions, for example

4. Make nouns with five of the following verbs. Then make your own sentences with the new nouns that you have made.
to oppress; to declare; to observe; to promote; to aspire; to develop; to govern

5. Complete these sentences with *all* or *everyone*.
a) _____ human beings have rights.
b) _____ has the right to a nationality.
c) _____ human beings are born free and equal.
d) The government serves _____ in this country.
e) Does _____ have the right to vote?
f) _____ our citizens have the right to a good education.

6. Write these statements in indirect speech.
a) 'Everyone has the right to health care,' the minister reminded us.
b) 'We are going to hold elections in two months' time,' announced the elections committee.
c) 'All children have the right to a safe environment,' said the teacher.
d) 'I have neglected my duties,' confessed the policeman.
e) 'Men and women should receive equal pay,' said the prime minister.
f) 'Is there good governance in this country?' asked the journalist.

7. Link these sentences.
a) The Assembly of the Republic consists of 250 members. They are elected every five years.
b) An ethnic group is a group of humans. They share a common heritage.
c) Your cultural heritage consists of languages, traditions and beliefs. Your ancestors passed these on to you.
d) The Sena and Ndau are ethnic groups. They come from the central region of Mozambique.
e) There are some ballot boxes. They have disappeared!

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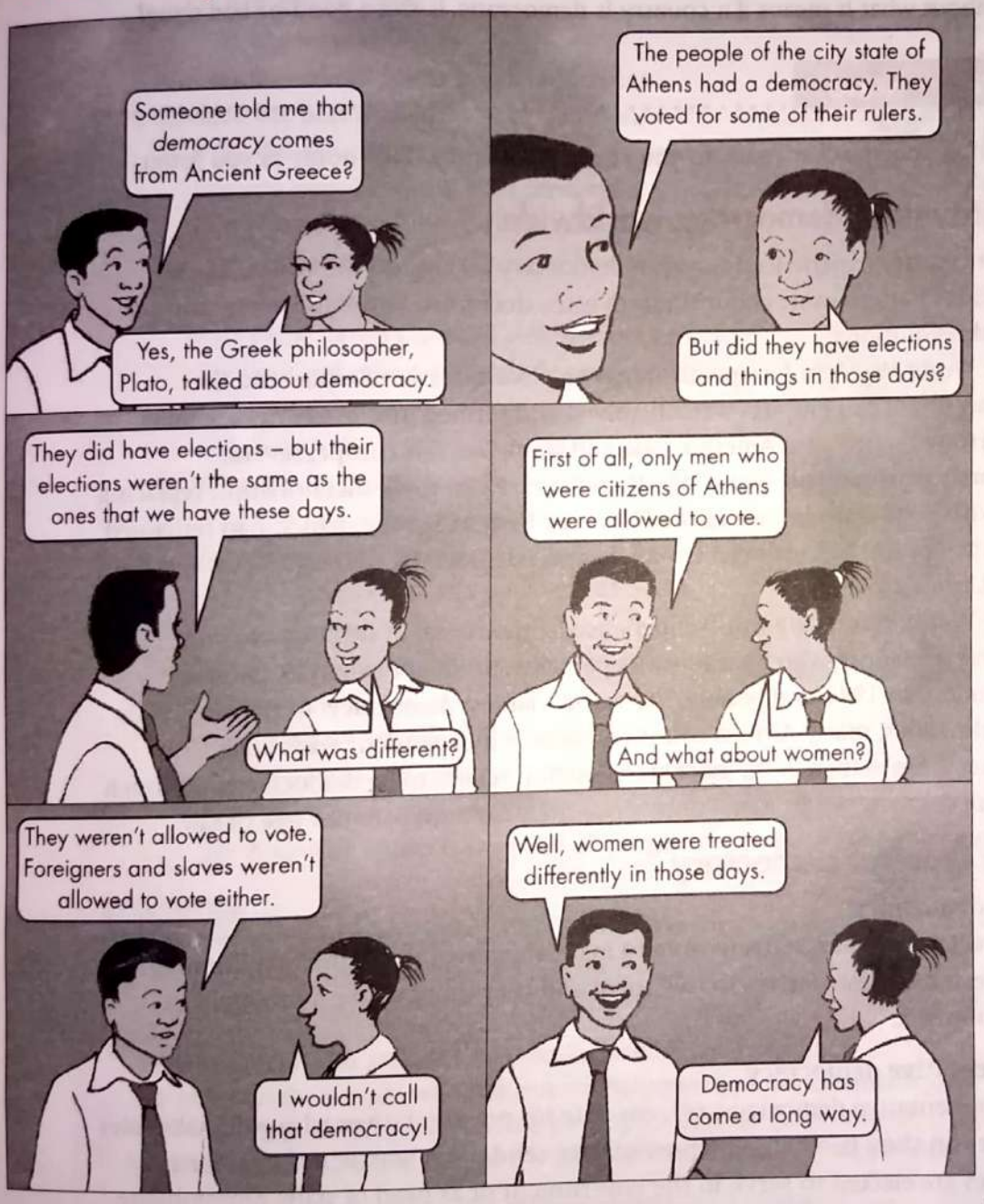
8. Describe the electoral system in Mozambique in your own words. Use these key words in your description:
   - democratic
   - multiparty
   - president
   - prime minister
   - council of ministers
   - Assembly of the Republic (250 members)
   - registered voters
   - proportional representation.

9. How can a good electoral system change people's lives in the community where you live? Write a short article for your local newspaper.
   a) Draw up a mind map of your ideas.
   b) Write topic sentences to express the main ideas.
   c) Write supporting sentences for each idea.
   d) Edit your article.

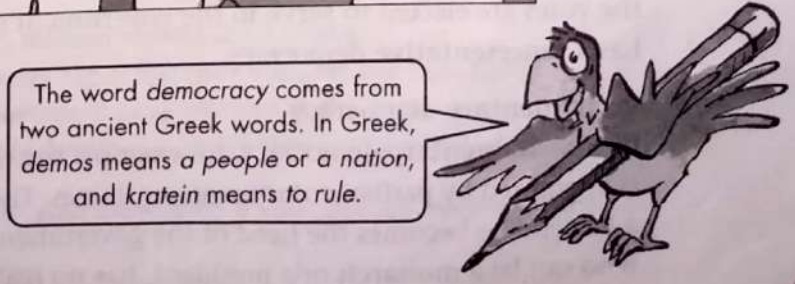
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Democracy

Warm-up



What do you know about **democracy**? Work in pairs and try to write a definition. Improve this definition by discussing your ideas with the rest of the class.



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DEMOCRACY

Lesson 1
Democracy spreads

Speak

1. Talk about what it means if a country is democratic. Is this a good or bad thing?

Listen Read

2. Listen as your teacher reads to you about democracy. Take notes as you listen.



The growth of democracy worldwide

The last century experienced waves of democracy all around the world. These worldwide changes came about through wars, **decolonization** and economic and political revolutions.

After World War I, in Europe, the large Austro-Hungarian Empire and the Ottoman or Turkish empires were dissolved and formed into many new, smaller states. However, in Latin America, Asia and some parts of Europe, several **dictatorships** remained. World War II ended many of these dictatorships, replacing them with democracies once again. However, Eastern Europe, which had remained under the control of the Soviet Union, became democratic only in 1991 when the Soviet Union broke up.

After World War II, the world experienced a new wave of democracy when countries decolonized and became independent. India, for example, became independent in 1947 and became the world's largest democracy. In the late 1950s and early 1960s, many African countries became independent and chose democracy. Since the 1960s, most global nations claim to be democracies although some are democracies in name only, since their **elections** are not free or fair.

Three types of democracy

Direct democracy

In a direct democracy, **citizens** vote to make their own rules and laws.They do not have elected representatives to rule them and they do not have a president or prime minister.

Representative democracy

In a representative democracy, citizens vote for representatives who will make rules and laws on their behalf. The representative candidates who win the **majority** of the votes are elected **to serve** in the government or as head of state. Mozambique has a **representative** democracy.

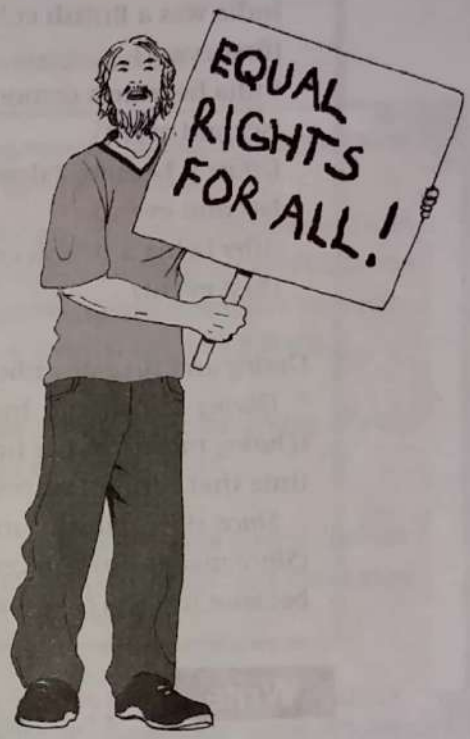
Parliamentary democracy

In a **parliamentary** democracy, for example the United Kingdom, the government is appointed by parliamentary representatives. The winning political party chooses a leader who becomes the head of the government. However, the head of the state, who can be a **monarch** or a president, has no real power.

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Write

3. Based on the text you have just read, choose the best definition for each of these words.
   a) referendum
      i) another word for a general election
      ii) a meeting of referees
      iii) a vote in which people vote for or against something (not someone)
   b) a majority of votes
      i) the most votes
      ii) the least votes
      iii) the crucial (most important) votes



4. Choose the best answer to each question.
   a) Why did democracy as a system of government become popular in the 20th century?
      i) War and revolution made people more interested in having a say in how their countries were ruled.
      ii) Many nations wanted independence from colonial rulers, and they wanted to rule themselves.
      iii) For all the reasons in i) and ii) above.
   b) What is a representative democracy?
      i) The voters elect people who represent them in the government.
      ii) The people run the government by themselves.
      iii) A monarch represents the people in government.
   c) What is a parliamentary democracy?
      i) All people can come to parliament and express their opinions.
      ii) Voters elect members of parliament, who appoint government ministers.
      iii) A king or queen is the head of the government and runs the country.

Speak

5. Have a formal debate in class about this statement.
   Democracy has more advantages than disadvantages.

   The speakers who propose this motion should think about:
   - How do the people who live in a country benefit from democracy?
   - How much do ordinary citizens participate in their government?
   - Can ordinary people change the government if it doesn't work well?

   The speakers who oppose this motion should think about:
   - Is the majority of voters always right? Do they vote for the best thing?
   - What other systems of government have worked in the past?
   - Are democratic countries really democratic, or are they just nominally democratic?

   Try to convince the audience of your view, even if you yourself believe differently.

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Learn

Use time clauses

We use words like *when, before, after, during* and *since* to create time clauses. These tell us more about events that happened in the past.

Before and *after* tell us about the *sequence* of events – something happened first, and then something else happened. For example:

India was a British colony *before* it became a democratic state.
(first event) (second event)

India became a democratic state *after* being a British colony.
(second event) (first event)

Before it became a democratic state, India was a British colony.
(second event) (first event)

After being a British colony, India became a democratic state.
(first event) (second event)

During and *since* describe events that took place over a period of time in the past.

During British rule, India was not a democracy.

(*During* means 'at the time of'. Use the past tense because it refers to a period of time that is now finished.)

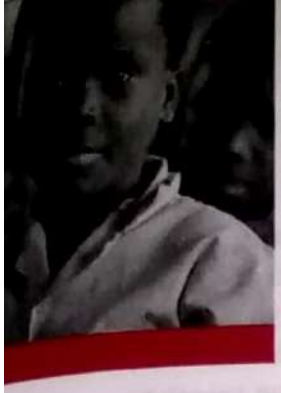
Since 1960, most countries have been democratic.

(*Since* means 'from' a certain time. Use the present perfect tense with *since* because it refers to something that began in the past and is still happening.)

Write

6. Copy these sentences and underline the action that happened *first*. Look for *before* and *after* to help you.
   a) Mozambique was a Portuguese colony before it became a democratic state.
   b) Before the people voted, they needed to register.
   c) Many countries in Eastern Europe became democratic after the break-up of the Soviet Union.
7. Copy these sentences and choose the correct word in brackets.
   a) (During/since) World War II, many European countries have become democratic.
   b) (During/since) World War II, many soldiers died.

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Lesson 2
Democracy at school

Speak Read

1. Organisations, for example, schools, can also be democratic. Discuss examples of how a school could be run democratically.
2. Read this page from an Internet site and discuss the questions below.

File Edit View Favorites Tools Help Address Go

2010 Students' Representative Council Elections



Vote for me – Beatriz Cabinda

Everyone deserves to be treated **equally**. Have you always been **treated** in this way? Or have you been treated unfairly because of your age, race, religion, disability, sexual orientation or socio-economic background? I have, and I know how it feels.

People are not all the same. We need to welcome and celebrate people who are different. They enrich our lives.

I am passionate about getting rid of all forms of discrimination. I will listen to your concerns. I like working hard! I will make sure that there is no discrimination at our school.

That's why you should vote for me in the upcoming elections.

Done My Computer

a) To which body or organization does this student want to be elected?
b) What does she promise to do if she is elected?
c) Do you think that the Internet is a good medium for such an election campaign?
d) Do you have elections like this at your school? How do they work?

Learn

Conditional sentences

If you want to talk about something that may happen in the future, use the first conditional, for example:

If I am *elected*, I *will work* hard to improve conditions at our school.
They *will have* regular meetings *if* they *are elected*.
If it *rains*, we *will have* our elections inside the school hall.

(Use *if* + *present tense* in one clause, and the *future tense* in the other clause.)

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Speak Write

3. Work with a partner or group and brainstorm your ideas about what students can do if there is a SRC (students' representative council) at your school.
4. Then imagine that you are campaigning to be elected to the SRC at your school. Work alone and write down five things that you will do if you are elected. Use the first conditional for these sentences. Then deliver a short election speech to your group or to the whole class.

Learn

Gerunds

We often use gerunds (verbs ending in *-ing*, which function as nouns) after prepositions. Study these examples:

I am passionate *about getting* rid of all forms of discrimination.
She is passionate *about telling* the truth.

Write

5. Make up as many sentences as you can from this table.

Do you feel	like	standing for election?
I'm tired	about	voting in the forthcoming elections.
They are passionate	at	waiting for things to change.
We're excited	for	not doing any work while she was on the SRC.
He's keen	of	getting rid of discrimination.
Are you interested	on	becoming a politician.
We can't live	with	being a member of the SRC?
She's apologized	without	eating and drinking.
	to	
	in	

Speak Write

6. Work in groups on this project. Suppose that you need to set up a system for electing an SRC at your school. Work in groups and decide how the following matters should be handled. Then share your ideas and write up the instructions.
   - Who will the SRC represent?
   - How many people will serve on the SRC?
   - How long will each member serve?
   - When will elections take place?
   - Will candidates be allowed to campaign?
   - How will voting take place?
   - Who will count the votes?
   - Who will observe and make sure that the election is free and **fair**?
   - Will any teachers or parents be part of the SRC?
   - Other matters?

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elections

Lesson 3
Elections in the news

Speak **Read**

1. Look at the photographs below. What are these people doing? Why?











2. Before you read, look at the articles below and on the next page quickly and answer these questions.
   a) Which election they are about?
   b) Were the articles written before or after the election?
3. Read the articles in detail.

President Guebuza urges mass turnout for elections

– MECANHELAS

All Mozambican voters, regardless of the parties they support, and even those who say they are not interested in politics, should flock to the polling stations on 28 October 2009, to choose the country's leaders for the next five years, declared president Armando Guebuza on 20 September.

Speaking at a **campaign** rally in Mecanhelas, in the northern province of Niassa, President Guebuza stressed that the choice of a president and of the members of a new parliament, should be a matter, not for a minority, but for all Mozambicans of voting age.

Elections, he stressed, are a special moment in the life of the nation, when the people have the right to choose the best of their fellow countrymen and entrust the running of the state to them.

Source: Mozambican News Agency, bulletin no 386, 23 September 2009 (http://www.poptel.org.uk/mozambique-news/newsletter/aim386.html#story3).

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Mozambique prepares for October elections

– MAPUTO

'I have voted in every election since 1994. I feel it is my right as a citizen, and I want to use it,' said Mrs. Julieta Batista from Maputo as she registered on 28 July 2009. Julieta had lost her old voter card. She said she would vote on 28 October 2009, the date of the presidential, parliamentary and provincial elections in Mozambique.

Conducting three elections at once will be a challenge. Stelia Mueche, 25, who was working at the registration post, knows a lot of people who feel that voting is not useful: 'Some people may not even understand why there are elections every year, let alone three of them simultaneously.' On the other hand, she says: 'I also know a lot of young people who feel exactly the opposite: if we are allowed to vote, let's act. Don't leave it to others to decide for us!'

The United Nations Development Programme (UNDP) has supported Mozambique's electoral processes since the first multiparty parliamentary and presidential elections were held in 1994. This year, the organization is responding to the government's efforts to align and train all the institutions that are taking part in the electoral process. The aim is to achieve fair, equal and transparent elections.

The project has focused on improving the technical skills and resources of the Electoral Administration Technical Secretariat (STAE) and the National Electoral Commission (CNE), and on building legal and ethical awareness among electoral officers.

The UNDP project also aims to conduct capacity building for journalists and civic society organizations to raise awareness of the fair process and the **rights** of the citizen. The police will also be trained to ensure that the elections are peaceful.

More than 387,000 new voters enrolled in the latest 45-day registration period. This is in addition to the 9.3 million names gathered during the 2007 and 2008 registrations. This year's update of the registry concerned only those who had lost or damaged their voting cards, had moved, or still had not registered, in addition to those who will reach the voting age of 18 before 28 October 2009. For the first time, STAE also registered Mozambican expatriates from the diaspora in South Africa, Malawi, Zimbabwe, Swaziland, Zambia, Tanzania, Kenya, Portugal and Germany.

Registration 'brigades', like the one Stelia Mueche belongs to, entered the data of people like Julieta into a mobile ID package, photographed her with a webcam, took an electronic fingerprint, and printed the laminated, full-colour voting card. The whole process took only five minutes to complete.

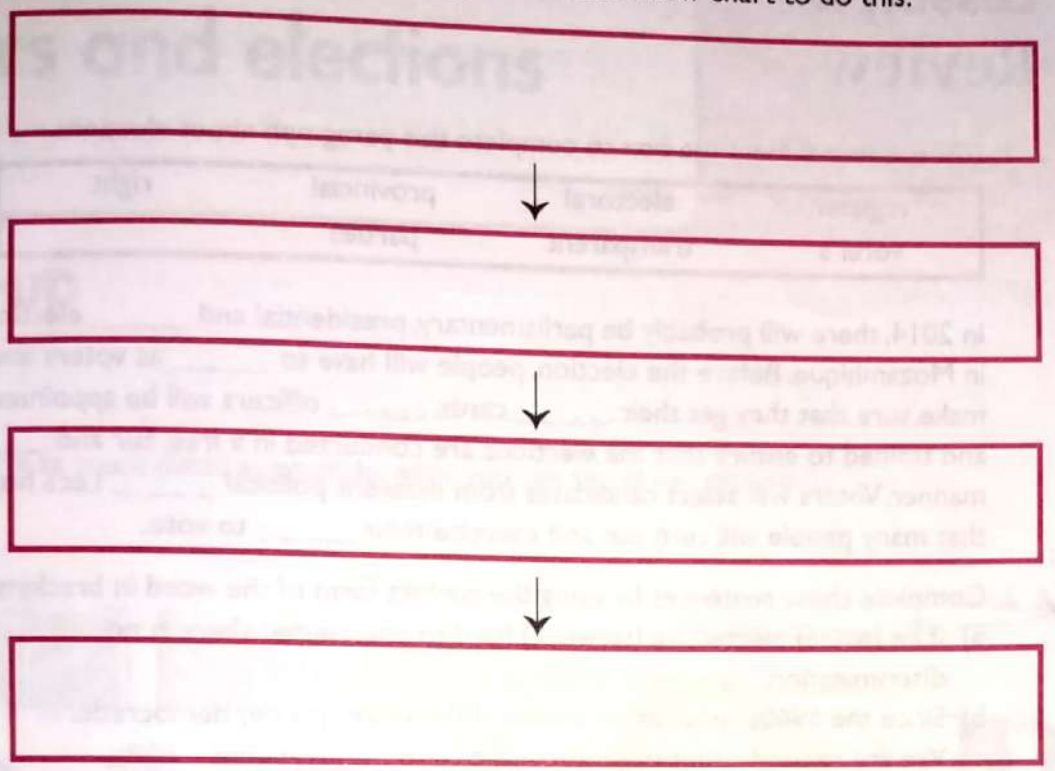
Source: United Nations Development Programme (extracted from http://content.undp.org/go/newsroom/2009/august/mozambique-prepares-for-october-elections.en)

Write

4. Discuss these questions and then write your own answers.
   a) Why did Mrs. Julieta Batista need to register as a voter again?
   b) What type of elections were about to be held on 28 October 2009?
   c) Which voters are more enthusiastic – the younger voters or the older ones?
   d) What is the UNDP's aim in helping Mozambique with these elections?
   e) Why did the president appeal to people to vote in the elections?
   f) Why do you think it is important (or not important) to vote in an election?

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5. Describe exactly how a voter is registered. Use a flow chart to do this.



6. Write these sentences in reported speech.
   a) 'I have voted in every election since 1994. I feel it is my right as a citizen, and I want to use it,' said Mrs. Julieta Batista.
   b) 'I also know a lot of young people who feel exactly the opposite,' said Stelia Mueche.
7. Write these sentences in the passive voice.
   a) The UNDP has supported Mozambique's electoral processes since the first multiparty parliamentary and presidential elections were held in 1994.
   b) For the first time, STAE also registered Mozambican expatriates from the diaspora.

Learn

Key vocabulary

Make sure that you know and can use these key words.

- Exercise your *rights*!
- These are the *electoral* officers.
- We will vote in the upcoming *elections*.
- Have you *registered* as a voter?
- We will elect a president during the *presidential* elections.
- There are *parliamentary* elections now to **elect** new members of the National Assembly.
- They will elect people during the *provincial* elections to serve in the local government in each province.
- Elections should be *free*, *fair*, *transparent* and *peaceful*.

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Lesson 4
Review

1. Choose words from the box to complete this paragraph about elections.

register	electoral	provincial	right
voter's	transparent	parties	

In 2014, there will probably be parliamentary, presidential and _____ elections in Mozambique. Before the election, people will have to _____ as voters and make sure that they get their _____ cards. _____ officers will be appointed and trained to ensure that the elections are conducted in a free, fair and _____ manner. Voters will select candidates from different political _____. Let's hope that many people will turn out and exercise their _____ to vote.

2. Complete these sentences by using the correct form of the word in brackets.
   a) If he (to be) elected, he (to work) hard to ensure that there is no discrimination.
   b) Since the 1960s, most nations around the world (to be) democratic.
   c) We are excited about (to vote) in the upcoming elections.
   d) What should we (to do) if we don't get voter's cards?
   e) Before it (to become) a democratic state, India (to be) a British colony.
   f) Beatriz says that she (to listen) to other students and that she (to help) them if she is elected.

3. Read this election **campaign** statement from a student who wants to be elected to a school's SRC. Then write your answers to the questions.

Students' Representative Council Elections 2012

Vote for me – Jacinta Batista

Do you think that our school could become a more eco-friendly environment? Are you worried that too much electricity is wasted? Does it bother you that we have no trees to provide shade?

Then vote for me. I believe that students can do more for the school. Money can be saved and used to improve conditions at the school. I am passionate about trying to create an eco-friendly environment, and I am willing to work to make changes.

   a) Why does Jacinta want to be elected to the SRC?
   b) What will she do if she is elected?
   c) Would you vote for a person like this? Why, or why not?

4. Write an article about democracy in Mozambique. Describe the electoral system, and how the government works.

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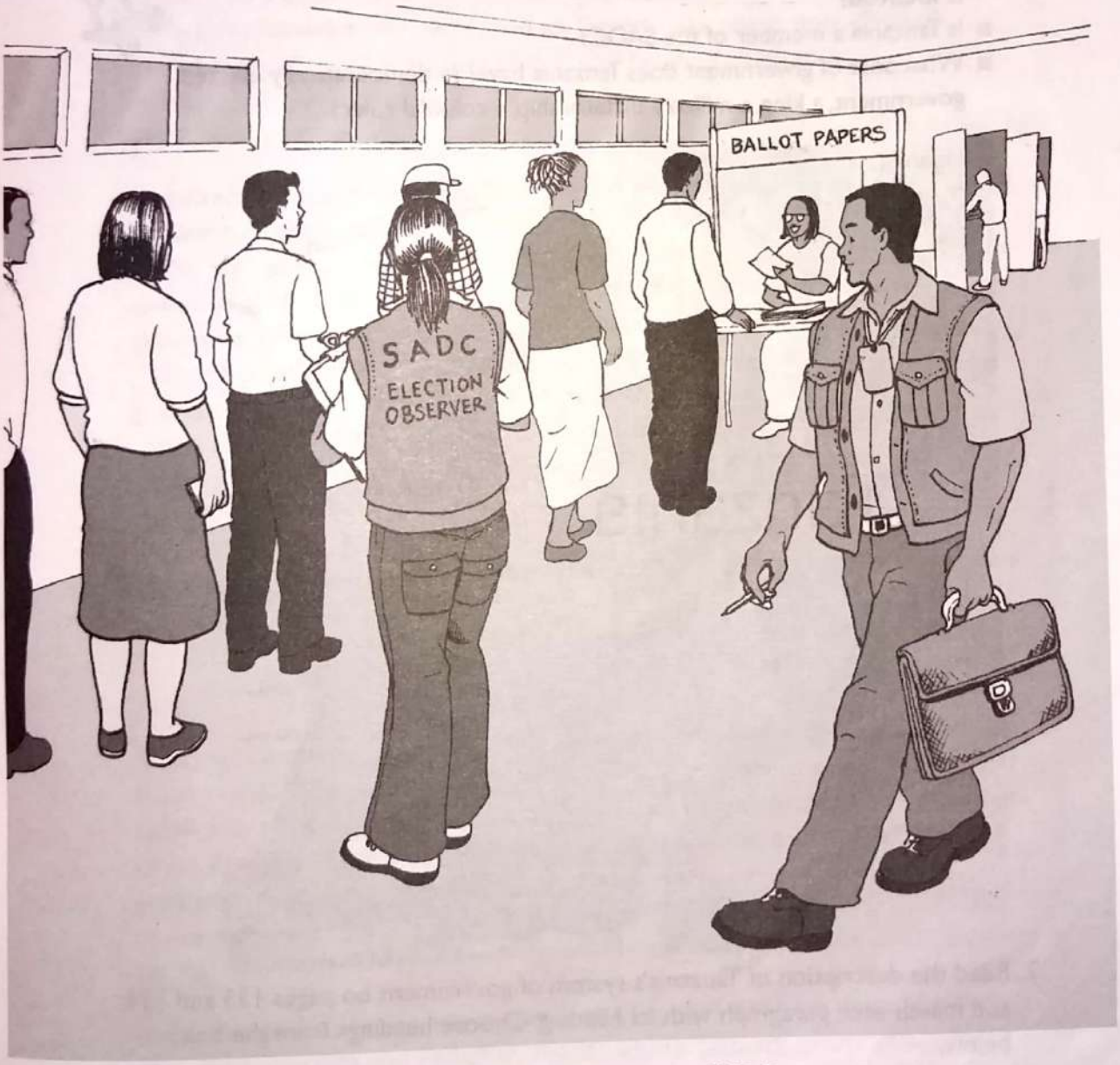
Unit 10

Politics and elections

Warm-up

Speak

1. Describe, in as much detail as possible, what you can see in this picture.



2. What does *SADC* stand for? Say what you know about the SADC.
3. How can the SADC help to resolve conflicts?

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Lesson 1
The government system of Tanzania

Read

1. Brainstorm before you read. Look at the map and answer these questions.
   - Is Zanzibar part of Tanzania, or is it a separate state?
   - Can you describe where Zanzibar is **located**?
   - Is Tanzania a member of the SADC?
   - What sort of government does Tanzania have? (a democratically elected government, a king, a military dictatorship, a colonial ruler)





2. Read the description of Tanzania's system of government on pages 133 and 134, and match each paragraph with its heading. Choose headings from the box below.

The legislature	The executive	The judiciary
The structure of the government		The presidency

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A

Tanzania has had a multiparty system since 1992. The Tanzania president is elected by popular vote. He or she will serve a five-year term as both the head of the state and the head of the government.

B

Tanzania is a union of two territories, consisting of the mainland country, Tanzania, and the island of Zanzibar. The authority of the state has to cover both the government of the union and the government of Zanzibar. Each of these two governments has its own **executive**, judicial and **legislative** powers. In addition, local government authorities assist the central government.

The union government **exercises** authority over the entire country in union matters, as well as non-union matters for mainland Tanzania. The government of Zanzibar exercises authority over all the internal, non-union affairs of Zanzibar and the other, smaller islands that belong to Tanzania.

C

The executive comprises a president, two vice-presidents, a prime minister and ministers of the **cabinet**.

The president is the head of both the state and the government and also the commander-in-chief of the armed forces. He or she appoints the vice-presidents, prime minister and cabinet ministers.

The two vice-presidents assist the president in day-to-day duties. When the president is absent, one of the vice-presidents serves as acting president.

The prime minister and his or her cabinet ministers conduct government business in the **national assembly** and perform the union government's day-to-day functions.

Zanzibar's president is also the head of Zanzibar's government. Tanzania's president may appoint Zanzibar's president as one of his or her vice-presidents but need not do so.

D

Tanzania's **legislature**, called the Bunge or National Assembly, is a unicameral body. It has 274 members, 232 of whom are elected by the voters for five-year terms and 37 of whom are women appointed by the president. The 50 members of the Zanzibar House of Representatives also appoint five members of the National Assembly.

E

Tanzania's **judiciary** consists of the court of appeal, the high courts for both mainland Tanzania and Zanzibar, district courts, primary courts and people's courts.

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Read

3. Read the passages again, and also the text about the electoral system in Mozambique on pages 112 and 113. Then compare the two systems of government. Start by copying and completing this table:

	Mozambique	Tanzania
How is the president chosen?		
How many years does the president serve?		
What does the legislature of the country consist of?		
How many members of parliament are there?		
How often are elections held?		
Who makes up the cabinet?		
What is the role of the prime minister?		

4. Then write a comparison in three to four paragraphs. You will find the structures below useful.

To describe similarities:
Both Tanzania and Mozambique …
The … and … of Tanzania and Mozambique are the same.

To describe differences:
Whereas in Tanzania …, in Mozambique …
Tanzania has … but Mozambique has …

Learn

Useful phrases

Study the way in which we use these words. Look at the particles (prepositions) in each expression.

The president *has authority over* the army.
Power *is vested in* the National Assembly.
The prime minister *is responsible for* the day-to-day running of the country.
The prime minister *is appointed by* the president.
The cabinet *consists of* the prime minister and selected members of the National Assembly.

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Lesson 2
Mozambique's independence

Speak

1. Think about these questions:
   - Why was there a need for Mozambicans to get their independence?
   - What benefits do citizens get if their country is independent?
   - Do you think it is a good idea for countries to help others to become independent?

Read Speak

2. Read this text silently by yourself.
3. Then make a list of 5 questions about the text. (Make sure that you can answer the questions!) Work with a partner and ask each other questions about the text until you are sure that you understand everything.

Mozambique since independence

When Mozambique gained independence from Portugal in 1975, a bloody, 16-year civil war started between the Mozambican Liberation Front (FRELIMO) and the Mozambican National Resistance (RENAMO).

FRELIMO was founded on a **militant** freedom movement and was mostly supported by the Soviet Union and its allies (the Warsaw Pact countries). At independence, it took over power of Mozambique after a long and bitter military struggle with the Portuguese. RENAMO was founded by the then Rhodesian government to destabilise Mozambique. Later on, its forces were joined by the apartheid government of South Africa and the United States.

In 1976, Mozambique closed its borders with Rhodesia and began to provide both material and moral support to anti-Rhodesia guerrillas already operating inside Rhodesia. However, in 1984, military pressure exerted by South Africa led to the Nkomati Accord. In this agreement, Mozambique committed itself to curbing anti-apartheid military activities in the country. In exchange, South Africa agreed to stop assisting RENAMO.

In the meantime in Mozambique, large areas of the countryside were **devastated** by the war and drought, and several towns were besieged by RENAMO forces. South Africa then reneged on its side of the undertaking and the situation in Mozambique became extremely difficult.

In the end, the government was forced to embark on negotiations with RENAMO. The warring parties finally signed a General Peace Accord (GPA) in the early 1990s. Unfortunately, while the end of the war saw sustained high levels of economic growth, this growth started from a very low base and its benefits have been unevenly distributed. The majority of Mozambique's population therefore remains extremely poor.

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Since then, between 1992 and 2007, three general and three municipal elections have been held. In 2008, the fourth municipal elections and the first Provincial Assembly elections were held. Presidential and parliamentary elections followed in October 2009.

Write

4. Complete these sentences to make true statements. Use information from the passage that you have read.
   a) Up until 1975, Mozambique was …
   b) In 1976, …
   c) Between 1975 and the early 1990s, …
   d) … led to the Nkomati Accord of 1984.
   e) The GPA was signed …
   f) … and … elections were held in 2008.
   g) Presidential and parliamentary elections …

5. Match these words and their definitions or similes.

civil war	not equally
border	ruined or destroyed
to curb	frontier
devastated	a war between people of the same country
to besiege	not to do something that you have promised to do
to renege	to stop
unevenly	to surround with armed forces

6. Rewrite these sentences in the passive voice.
   a) After 1975, FRELIMO and RENAMO waged a civil war.
   b) Mozambique and South Africa signed the Nkomati Accord.
   c) The war devastated large areas of the country.
   d) Rhodesia gave support to the opposition movement.
   e) FRELIMO and RENAMO signed the General Peace Accord.

Learn

Time markers

Study these examples carefully.

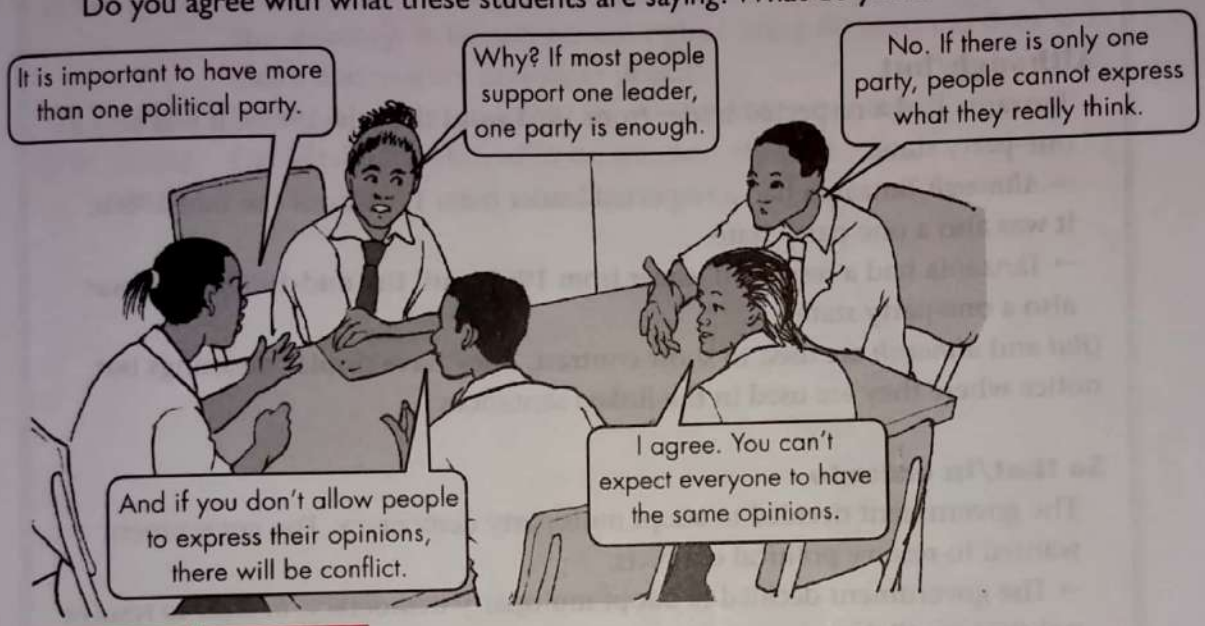
Mozambique became independent *in 1975*.
The Nkomati Accord *of 1984* …
Between 1992 and 2007, …
Up until 1975, …
Before 1975, …
After the elections, …
In late 2008, …
In the early 1990's, …

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Lesson 3
The importance of resolving conflicts

Speak

1. In order for peace and harmony to reign, conflicts need to be resolved. This can be difficult if there are many differences of opinion. Read the discussion below. Do you agree with what these students are saying? What do you think?



Read Write

2. Read how Tanzania changed from a one-party to a multiparty electoral system.

Tanzania gained its independence in December 1961. Julius Kambarage Nyerere, a socialist who had led Tanganyika out of colonial rule, was elected as Tanzania's first president in 1962. Nyerere went on to become one of Africa's most highly esteemed leaders. He had a powerful vision for education and earned the name *Mwalimu*, meaning teacher.

Although Nyerere remained Tanzania's well-respected leader until 1985, the country was a one-party state with a socialist model of economic development. So, in the mid-1980s, Tanzania, under the administration of president Aly Hassan Mwinyi, undertook a number of political and economic reforms. Later on, in 1992, in order to **resolve** political **conflicts**, the government decided to adopt a multiparty democracy and introduced certain legal and constitutional changes. Eleven political parties were registered. Every citizen in the country could exercise their right to stand for election and every Tanzanian citizen was allowed to vote for the candidates of their choice.

Since then, Tanzania has held several multiparty elections.

3. Summarise the main facts of the text using short sentences. Swop with your partner to see you have both understood the text correctly.

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Speak

4. Work in groups. Imagine that you are from one of the SADC countries. Your two neighbouring countries are in conflict, and you have been appointed to resolve the conflict. Discuss what you would do. What would you suggest to them? Make notes about your suggestions, and then present them to the class.

Learn

Linking sentences

Study these examples.

Although/but

Tanzania had a respected leader from 1961 until the mid-1980s. It was also a one-party state.

→ *Although* Tanzania had a respected leader from 1961 until the mid-1980s, it was also a one-party state.

→ Tanzania had a respected leader from 1961 until the mid-1980s *but* it was also a one-party state.

(*But* and *although* are used to show contrast. They have similar meanings but notice where they are used in the linked sentences.)

So that/in order to

The government decided to adopt multiparty democracy. The government wanted to resolve political conflicts.

→ The government decided to adopt multiparty democracy, *in order to* resolve political conflicts.

→ The government decided to adopt multiparty democracy, *so that* political conflicts could be resolved.

(Both *so that* and *in order to* are used to indicate a result or purpose.)

Write

5. Join each pair of sentences with a joining word that makes sense.
   a) Mozambique and Tanzania have multiparty electoral systems. These resolve political conflicts.
   b) In the 1980s, Tanzania undertook a number of political and economical reforms. The reforms allowed people more political choices.
   c) There was a bitter civil war for 16 years. Mozambique is now a democratic country.
   d) There will be elections next year. The people can elect a new president.
   e) The country has an elected parliament. It is not a multiparty democracy.

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6. In the dialogue below, the verb *stand* has different meanings. Say what it means in each part of the dialogue.

OMM (Mozambican Women Organization) elections

MS COSSA: Manuela is going to *stand for* secretary.

MRS LOPEZ: What about Clara? I thought she was going to continue. She has been performing well.

MS COSSA: Well, Clara is nearly 60 years old. Her advisers told her that she should *stand down* and make way for younger members.

MRS LOPEZ: I think her advisers are wrong. She *stands out* from the rest of us. She *stands up* so fiercely for our rights! Being 60 years old does not mean that you are no longer skilled!

MS COSSA: Yes, true but many people know her weaknesses too.

MRS LOPEZ: Ok. Maybe she should be on *stand-by*, though!

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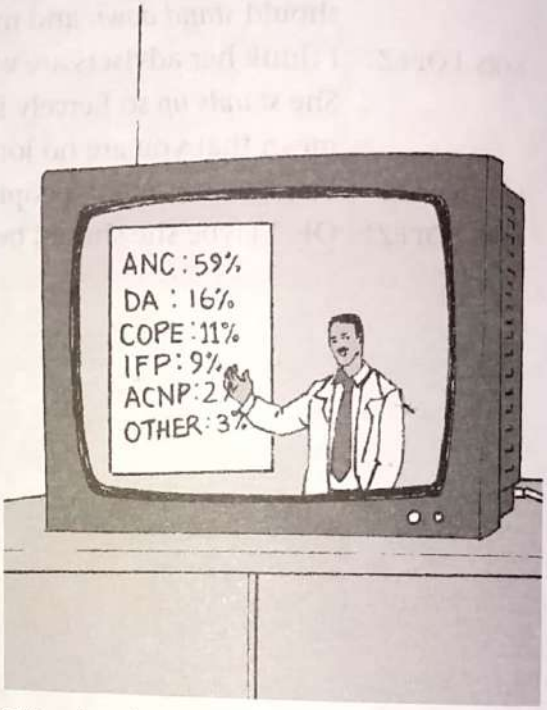
Lesson 4
Role of mass media in elections

Speak

Look at the pictures below and read the captions.



Election posters familiarize voters with the candidates for whom they can vote.



TV and radio stations monitor the results of elections and make predictions for their viewers and listeners.



Photographers and journalists attend election rallies and report on what they see and hear.



Journalists interview candidates to get more insight into their views and policies.

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People communicate their views on the election and share their views on Internet chat sites and blogs.



Many political parties hand out free T-shirts and caps to their supporters as a way of publicising their campaigns.

1. Talk about how the media plays a role in the electoral process.

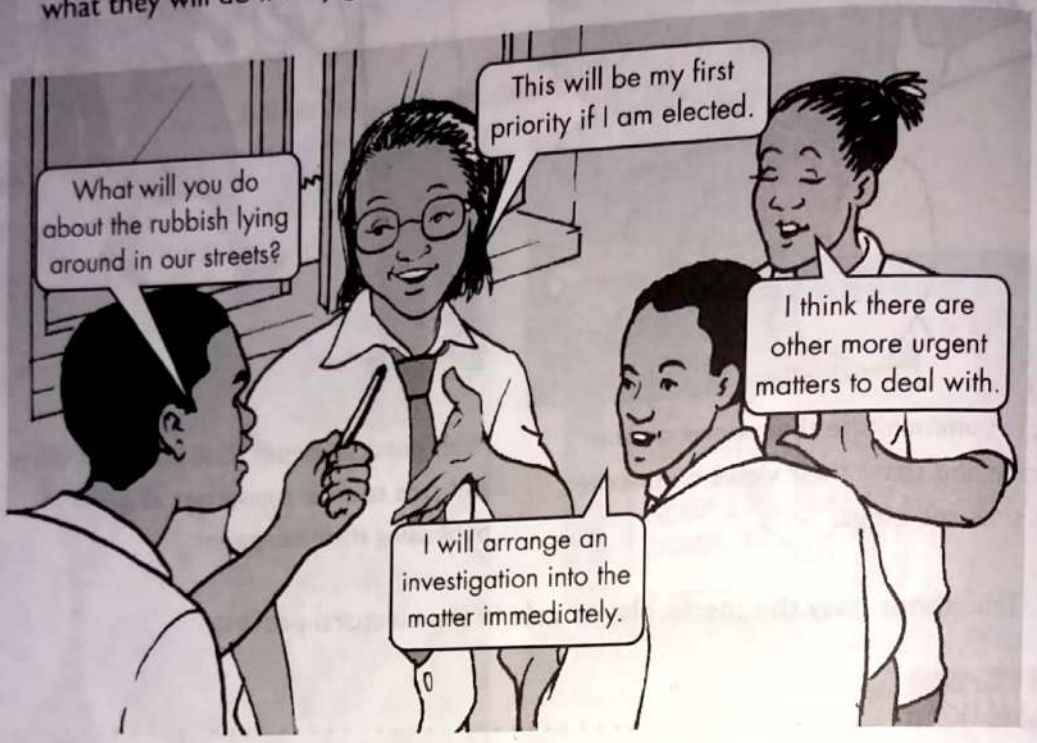
Write

2. Read these sentences about the role of the **media** in elections. Are they true or false? Correct the false statements.
   a) Political **candidates** and parties use the media to criticize their campaigns.
   b) TV and radio stations predict and announce election results.
   c) The Internet is not a very good means of promoting political parties and sharing comments on political events.
   d) Politicians give voters free hats and T-shirts because they like the voters.
   e) Journalists should report on all views that are expressed in an election campaign.
   f) Posters are not an effective way of making people aware of who the candidates in an election are.

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Speak Write

3. Look at the picture below and read the discussion. Use this as a model for the next activity.
4. Work in small groups. Take turns to be journalists and candidates in a local municipal election. Let the journalists ask each candidate five questions about what they will do if they get elected to office.



5. Write a report on any election campaign that you have seen or read about. Make sure that you cover the following in your report:
   - what type of election it was (local, general, presidential)
   - when the election took place
   - who the candidates were
   - what the result was
   - whether the elections proceeded with or without problems.

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Lesson 5
Review

1. Match each word with a suitable definition.

the legislature	a system of government, in which voters can elect candidates from several political parties
the executive	the part of the government that makes the laws of the country, like the parliament
the judiciary	a fight between people who live in the same country
multiparty democracy	the part of a government that rules a country according to the laws that have been made
the cabinet	in some countries, the person who overseas the day-to-day running of a country
the prime minister	the part of the government that deals with legal matters, and which judges people who have not obeyed the laws of the country
civil war	a team of the most important government ministers who rule a country

2. Complete these sentences with the correct particle (preposition).
   a) Who has authority _____ the army?
   b) Power is vested _____ the president.
   c) The prime minister is responsible _____ the day-to-day running of the country.
   d) The judges are not appointed _____ the president.
   e) The National Assembly consists _____ about 300 members.
   f) Will she stand _____ election again this year?
   g) We need to stand _____ for our rights.
   h) The president will stand _____ at the end of this year because he has already served 10 years as president.
   i) Peace came to Mozambique _____ the early 1990s.
   j) The Nkomati Accord _____ 1984 did not bring peace.

3. Join these sentences in any appropriate way.
   a) RENAMO was founded by the Rhodesian government. Later it was supported by the apartheid government of South Africa.
   b) Economic growth has been high. Many people remain poor.
   c) The Nkomati Accord was signed in 1984. It did not bring peace to Mozambique.
   d) Journalists like to interview political candidates. They wish to get more information.
   e) Police officers are posted at voting stations. Voters can vote for whom they choose.

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4. Use the information in the table below to compare the electoral systems of Malawi and Namibia.

	Malawi	Namibia
Legislature and number of members	Unicameral: National Assembly: 194 members	Bicameral: National Assembly (lower): 78 members National Council (upper): 26 members
Head of state	President	President
Who elects head of state?	Directly elected by voters	Directly elected by voters
Number of years that the head of state serves	5	5
Prime minister / vice-president	Vice-president	Prime minister
Multiparty or one-party	Multiparty	Multiparty

5. Complete this dialogue, so that it makes sense and is grammatically correct.

BEATRIZ: I am glad that we have a multiparty democracy.
AGOSTINHO: Yes. It's good to be able to _____.
RUBEN: If there is only one party, _____.
MARIA: I agree. Not everyone _____.
KATHY: And there will be conflict if _____.

6. Use the pictures below and write four paragraphs on the role of the media in political elections.





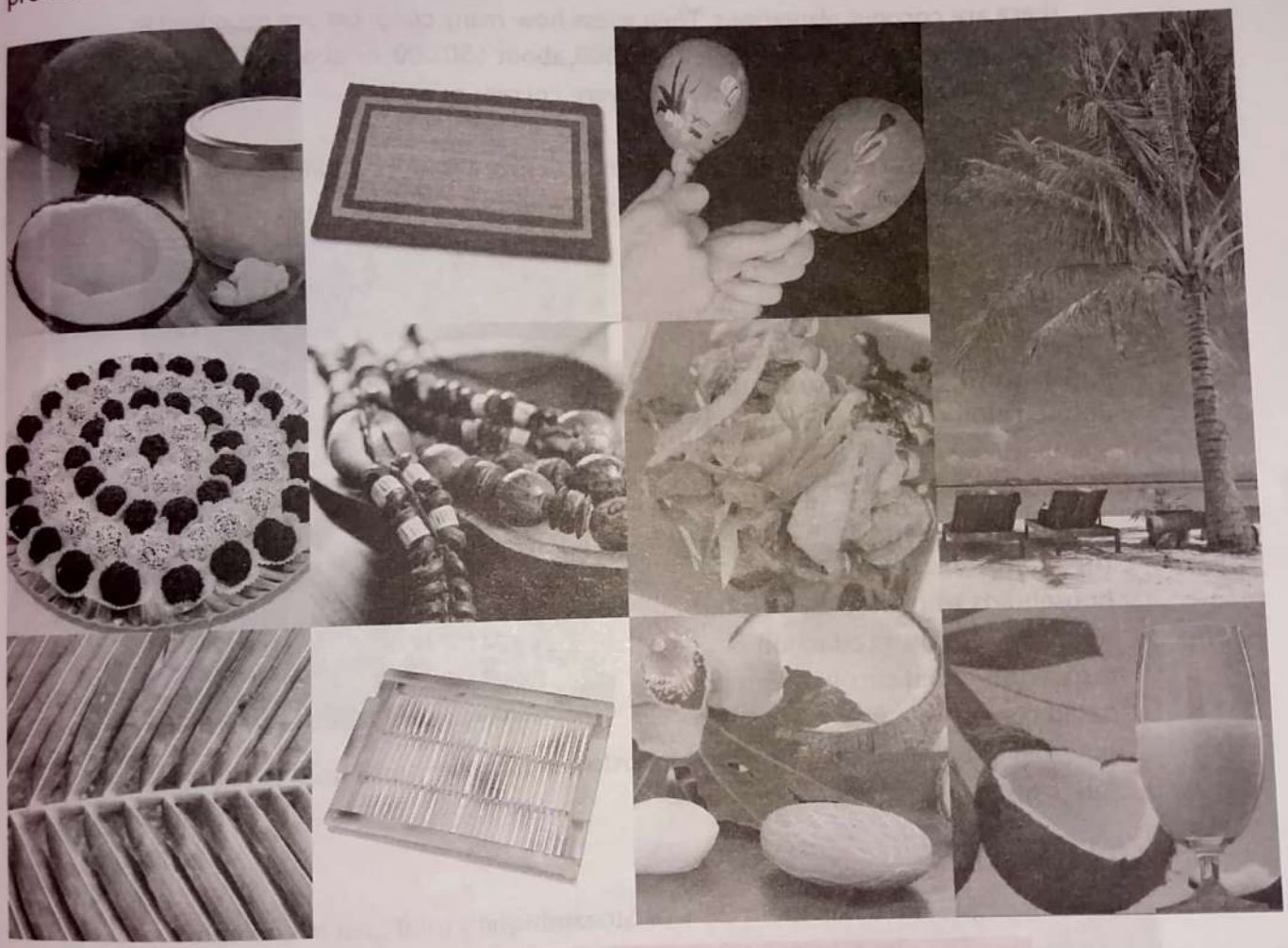
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Unit 11

The coconut tree

Warm-up

Brainstorm your ideas! What can coconuts be used for? Make a list of all the products that you can think of.



Did you know?

- Some people say that coconut trees are the most important trees in the world.
- The Philippines is the world leader in coconut production. That country produces 17,000,000 metric tons of coconuts per year.
- Coconuts are very **nutritious** because they contain fibre, as well as vitamin C, vitamins B1, B2, B3, B5, B6, B9 and significant amounts of **minerals**, such as **potassium**, **magnesium**, **zinc** and **phosphorus**.
- In Thailand and Malaysia, monkeys are trained to **harvest** coconuts from the trees.

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Lesson 1
Coconut plantations in Mozambique

Read

1. Before you read, look at a map of Mozambique and say where you think there are coconut plantations. Then guess how many coconuts are produced in Mozambique each year – about 1,000,000, about 650,000, or about 200,000?
2. Read this article to see whether you were correct or not.

In Mozambique, coconut tree plantations covering about 170 000 hectares of land can be found in four of its provinces.

Zambézia



Zambézia province has the largest area of about 65% under coconut **cultivation**. Zambézia plantations are located along the coast north of the Zambezi and around the Zambezi delta. About 70% of the plantations are **family-owned**. More than 50% of the production is consumed by households who grow the coconuts. About 34% of the production is turned into dried coconut kernels, called **copra**. The oil from the copra is exported and used to make soap. The **husks** are used for household cooking and heating.

Inhambane

Inhambane province has about 23% of Mozambique's total area of coconut plantations. The plantations are located in the southern part of Inhambane. Most of the plantations are small and family-owned, with about half the production going to local consumption or for sale in markets in Maputo. The rest is turned into copra.

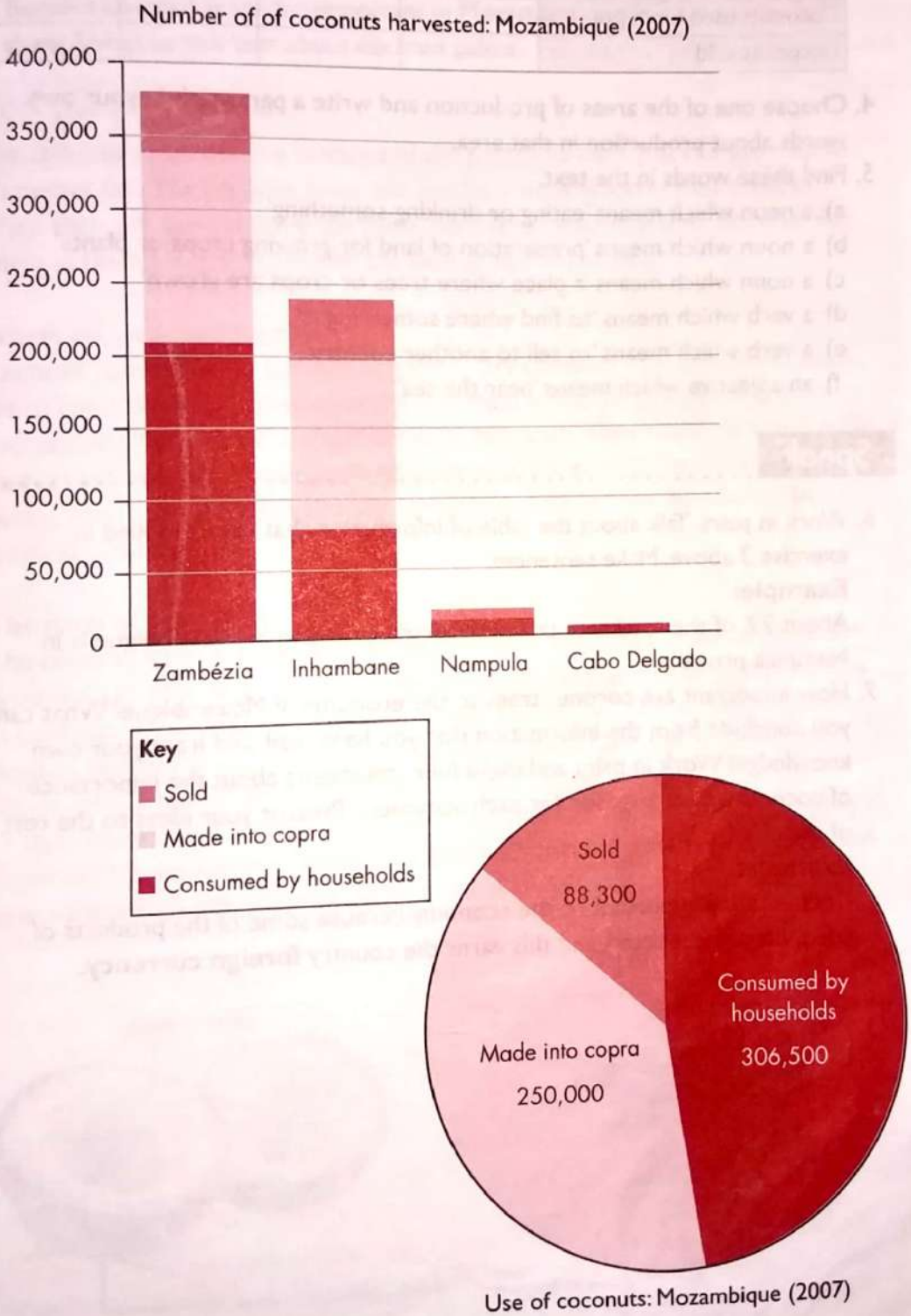
Nampula

Nampula province has about 7% of Mozambique's total area of coconut plantations. They can be found in the coastal areas of Moma and Angoche near the border with Zambézia. About 75% of the plantations are small and family-owned and their productivity is low. Most of the coconuts are grown for local consumption, with the remaining production sold on the markets of Nampula.

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Cabo Delgado

The Cabo Delgado province accounts for about 5% of Mozambique's total area of coconut plantations. They can be found in the north, near the Tanzanian border. All the plantations are small and family-owned, except for a small area on the island close to Pemba, which is industrial. Most of the coconuts are grown for local consumption or are sold in Pemba.



Scanned by CamScanner

Write

3. Copy this table and complete it, using information from the text that you have read.

	Zambézia	Inhambane	Nampula	Cabo Delgado
% of total plantation area				
% family-owned plantations				
Coconuts produced				
Coconuts used for copra				
Coconuts sold				

4. Choose one of the areas of production and write a paragraph in your own words about production in that area.
5. Find these words in the text.
   a) a noun which means 'eating or drinking something'
   b) a noun which means 'preparation of land for growing crops or plants'
   c) a noun which means 'a place where trees or crops are grown'
   d) a verb which means 'to find where something is'
   e) a verb which means 'to sell to another country'
   f) an adjective which means 'near the sea'.

Speak

6. Work in pairs. Talk about the table of information that you compiled in exercise 3 above. Make sentences.
   Example:
   About 7% of the total area under coconut cultivation in Mozambique is in Nampula province.
7. How important are coconut trees to the economy of Mozambique? What can you conclude from the information that you have read, and from your own knowledge? Work in pairs and make four statements about the importance of coconuts. Give a reason for each statement. Present your ideas to the rest of the class.
   Example:
   Coconuts are important to the economy because some of the products of coconuts are exported, and this earns the country **foreign currency**.

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Lesson 2
More about coconut trees

Listen **Read**

1. Because coconut trees are important in Mozambique, let's learn more about them. Listen to this text about coconut palms.

Coconut palm trees

The coconut palm tree is a member of the palm tree family. It can grow up to 30 metres tall. The coconut palm tree has long narrow leaves that break off when they get old and leave the trunk smooth. The hard, round part that we know as the 'coconut' is actually the seed or nut of the tree.

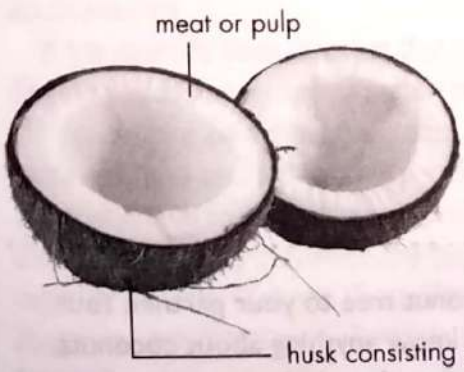
Where coconut palms grow

Coconut palm trees are difficult to grow in dry climates. Coconut palms need warm conditions, abundant sunlight and regular rainfall in order to grow successfully. They also need high levels of humidity. They **thrive** in sandy soils and are tolerant of **salinity**, making them ideal for growing in coastal areas. Severe cold or frost is often fatal to the trees and so they are best suited to tropical climates.

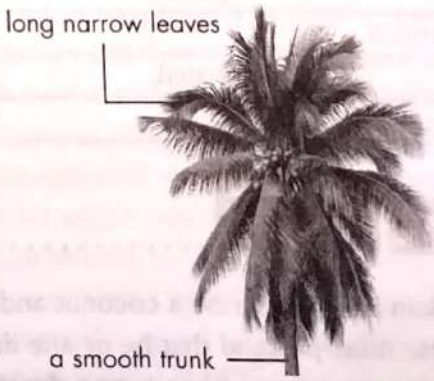
The parts of a coconut

The coconut itself is a simple, dry **nut** or seed. The younger coconut seeds are **tender** and sweet. When mature, the nut has an outside covering or husk that is made up of hard fibres called **coir**. The inner part, or shell of the nut, is the hardest part of the nut. Attached to the inside wall of the nut is the white, fleshy, **edible** part of the nut, called the 'meat' or pulp.

The hollow interior space of the nut is filled with air and a liquid that people often call 'coconut water'. Coconut milk can be made by grating the meat and mixing it with warm water. This can be used in cooking.



The parts of a coconut



A coconut tree

Scanned by CamScanner

Speak Write

2. Work with a partner and work out what these words mean. Look for clues in the text and use a dictionary, if necessary.
   a) edible
   b) to thrive
   c) salinity
   d) to be tolerant of
   e) abundant
   f) tender
3. Write these sentences in the passive form. Do not use the word *people* in your passive sentences.
   a) People use coconut milk in cooking.
   b) People make coconut milk by grating the coconut meat and mixing it with water.
   c) People can plant the trees near the coast.
   d) The trees tolerate high levels of salinity.

Learn

Do you remember how to form the passive voice?

Use the verb *to be* + the *past participle* of the verb.
It *is* usually *called* coconut water.
The coconut milk *was made* last night.

To form the past participle, add *-ed* to regular verbs.
Learn the past participles of the irregular verbs.

Write

4. Complete this table of verbs.

Infinitive	Past participle
to make	
to use	
	planted
to attach	
	grated
to grow	

Listen Speak

5. Work in pairs. Describe a coconut and a coconut tree to your partner. Your partner must pretend that he or she doesn't know anything about coconuts. You may not use your hands or a drawing in your description.

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Lesson 3
The economic importance of coconut trees

Read

1. Read these texts about the importance of coconut trees to the Mozambican economy. You may not understand every word but read until you understand the main ideas in each text.

Lethal yellowing, coconut palm – Mozambique

Coconuts and coconut products form an important part of the economy in northern Mozambique. However, outbreaks of coconut **lethal yellowing disease** (CLYD) now threaten the industry and the **livelihood** of over 1.7 million people in the Zambézia and Nampula provinces. At the present rate of spread, more than 50 per cent of the coconut cultivation area is likely to be lost over the next 9 years. Affected trees stop producing and they threaten the productivity of healthy trees. The trees must therefore be removed and replaced.



Source: adapted from http:allafrica.com/stories/200706271029.html, Wed 27 Jun 2007, via the Millenium Challenge Corporation

Pandemic disease destroying the coconut industry

The livelihood of many coastal farmers all over the world is being threatened. A lethal pandemic disease, known as Lethal Yellowing (LY), is destroying plantations of coconut palm trees on the coastlines of many African countries, as well as regions in North and South America.

It has recently been reported that the disease has destroyed approximately one million coconut palms over the past 30 years in Ghana and at least six per cent of Florida's total coconut palm population. Similarly alarming statistics are being reported in some East and West African countries, including Kenya, Tanzania and Mozambique.

The coconut palm tree is a vital cash crop for many subsistence farmers along coastal areas. It is also a subsistence oil crop and provides food, shelter and many other employment opportunities to the populations living in these coastal regions.

If this deadly disease is not stopped, farmers and their families will struggle to survive and the economy of affected countries will be at risk. Also at risk are the individual ecosystems of each coastal area which rely on the coconut palm plantations for life. Not only will the coconut industry suffer, but humans will also suffer, as well as whole ecosystems of animal and plant life.

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COCONUT PALMS DESTROYED

To combat the spread of lethal yellowing disease in Mozambique, about 81,000 infected coconut palms have been destroyed on the orders of agricultural authorities. The disease threatens to ruin the huge coconut plantations in the provinces of Inhambane and Zambézia.

The disease is continuing to cause damage all along the Zambézia coast. In attempts to prevent the further spread of the disease, infected palms are being cut down and new trees, of a Mozambican variety that shows some **resistance** to lethal yellowing, are being planted.

Source: Mozambique News Agency, bulletin no 321, 26 May 2006 (adapted from http://www.poptel.org.uk/mozambique-news/newsletter/aim321.html/#story9)

Speak

2. Work in groups. Discuss these questions. Refer to information in the text to support your answer.
   a) How important are coconut trees?
   b) Why is lethal yellowing disease such a serious disease?
   c) What can be done to prevent and stop the spread of this disease?

Write

3. Choose the best meaning for each word:
   a) livelihood
      i) the way in which you live your life
      ii) a stage in life when you feel alive and alert
      iii) your job or another source of income that you live on
   b) a lethal disease
      i) a sickness that kills living things
      ii) a sickness that palm trees get
      iii) an industry sickness
   c) a cash crop
      i) fruit and vegetables that you can sell to get money
      ii) money that farmers earn
      iii) money given to farmers to start farms
   d) a pandemic
      i) a global disease
      ii) a disease that affects coconut trees
      iii) a local disease

4. Complete these sentences, so that they make sense and are grammatically correct.

   Coconut lethal yellowing disease _____ a threat to the livelihood _____ over 1.7 million _____ in Mozambique. It is estimated _____ more than 50 per cent _____ the coconut trees could be lost _____ the next nine years as a result _____ the disease. As in many other countries, _____ are an important cash _____ for many farmers. The trees also _____ food, shelter and employment opportunities to _____ people.

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Lesson 4
Recipes

Speak

1. Make a list, as quickly as you can, of all the dishes that you know of, which have coconut as an ingredient.

Read Speak

2. Read this recipe silently. Then work with a partner and explain how to make it. Use sequence words in your explanation.

Matapa

Ingredients

750 gram peanuts
1 whole coconut
1 kg dried shrimp or crab
1 kg cassava leaves
2 litres of water
salt (to taste)



Method

First **grind** the peanuts into a powder, and mix the powder with one litre of water.

Then break open the coconut and extract the meat (white pulp).

After that, **grate** the pulp and **squeeze** it through a strainer to extract the milk. (You could also do this in a blender.) Then add some of the remaining water, drop by drop, to help extract the milk.

After you have made the coconut milk, add it to the peanut water.

Then pound the cassava leaves and cook them without water for half an hour. If you are using cabbage leaves, add a little water to make the leaves softer.

After that, **heat** the coconut milk and peanut water mixture in a pan. When it starts to **boil**, add the cassava leaves and season with salt to taste.

Finally, add the shrimp. Allow this to **simmer** for an hour and a half over a low heat. Serve with white rice or maize meal.

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Learn

Giving instructions

When we give instructions, we use sequence words and the imperative forms of verbs:

Imperative forms: Use the verb stem (the infinitive without 'to'). For example:
to clean → Clean the chicken.
to roast → Roast the chicken on the fire.

Sequence words: These are words like *first, then, next, after that, later,* and *finally* that are used to make the sequence of events clear to the reader.

Read Write

3. Now read this recipe, and then answer the questions that follow.

Coconut chicken à Zambeziana



Ingredients

1 whole medium-sized chicken
1 coconut
hot and cold water
8 cloves of garlic
1 bay leaf
spices to taste
salt to taste

Method

First clean the chicken well and drain *it*[1] in a colander. Then grate the coconut into a bowl and pour half a cup of hot water and half a cup of cold water over *it*[2]. Mix well with your hands until it becomes a creamy milk. Allow the mixture to cool. Then add the **garlic** and some salt to taste. After that, place the chicken in a tray and sprinkle *it*[3] with the **spices** and the bay leaf. A few minutes later, pour half of the coconut milk over the chicken, and marinate *it*[4] for half an hour. Put the rest of the coconut milk in a small bowl with a little olive oil. Mix *this*[5] well. **Roast** or **grill** the chicken on the fire. **Baste** it regularly with the coconut milk and olive oil mixture, using a chicken feather, until it is ready to serve.

Note: The coconut milk and olive oil mixture makes the chicken skin more crispy.

Bon appetit!

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Write

4. Write down the nouns that the following words in the recipe on page 154 refer back to.
   a) it[1]
   b) it[2]
   c) it[3]
   d) it[4]
   e) this[5].
5. Put these sentences in order, to explain how to make coconut chicken.
   - Roast the chicken, basting all the time.
   - Clean the chicken well.
   - Allow the chicken to **marinate** in coconut milk and spices.
   - Add the garlic and salt.
   - Make the coconut milk with fresh coconut.
6. Match these words with their correct meanings.

a) a colander	as much as you enjoy
b) marinate	a sieve or bowl with holes in it, used to drain the liquid off food
c) baste	cooked and ready to eat
d) (add salt) 'to taste'	to soak something in a sauce before you cook it
e) ready to serve	enjoy your food
f) *bon appetit*	to put sauce over food while it is cooking



7. Which of these words can you use in a recipe? Make sentences with each verb to show that you understand what it means. Use your dictionary.

to grind	to attach	to pour
to mix	to baste	to squeeze
to roast	to provide	to bake

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Lesson 5
Review

1. Write a description of a coconut. Use all of these words in your description:

nut	meat	husk
coir	liquid	edible

2. Write these paragraphs in the passive voice to make them sound more formal.
   a) Families own the plantations in this area. They consume most of the coconuts they produce. They use the husks for making fires.
   b) The authorities have destroyed most of the infected coconut trees. Farmers have planted new disease-resistant trees.

3. Read this extract and write your answers to the questions.

To combat the spread of lethal yellowing disease in Mozambique, about 81,000 infected coconut palms have been destroyed by agricultural authorities. The disease threatens to ruin the huge coconut plantations in the provinces of Inhambane and Zambézia.

The Zambézia Provincial Director of Agriculture, Mariano Jonas, attending a National Meeting of Agricultural Services at Namaacha, on the border with Swaziland, said that, since it first appeared in the province, lethal yellowing disease has destroyed 125,000 palms – resulting in a loss of 625 metric tons of copra.

   a) What have officials done to stop the disease from spreading?
   b) Which plantations were the most affected by this disease?
   c) How many trees have been destroyed by this disease since it first occurred?
   d) What economic effect has this had on the province?

4. Write a recipe for a dish that you enjoy. The dish must have coconut in it! Make sure that you use sequencing words and the imperative forms of verbs in your answer.

5. Coconut quiz. Answer these questions as quickly as you can!
   a) What is the outside part of a coconut called?
   b) Which disease has affected many coconut plantations in recent years?
   c) Name three ingredients that you need to make *matapa*.
   d) Which province of Mozambique produces the most coconuts?
   e) Can you use coconut milk for cooking?
   f) What is coconut oil used for?
   g) Which country produces the most coconuts?
   h) Can coconut trees grow in soil that is salty?

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Unit 12

Droughts and floods

Warm-up

Talk about the natural disasters shown in these pictures. Say what you know about:

- the type of **natural disaster**
- what causes such disasters
- what the consequences of such disasters are
- how we can help to **prevent** and deal with such disasters.

1



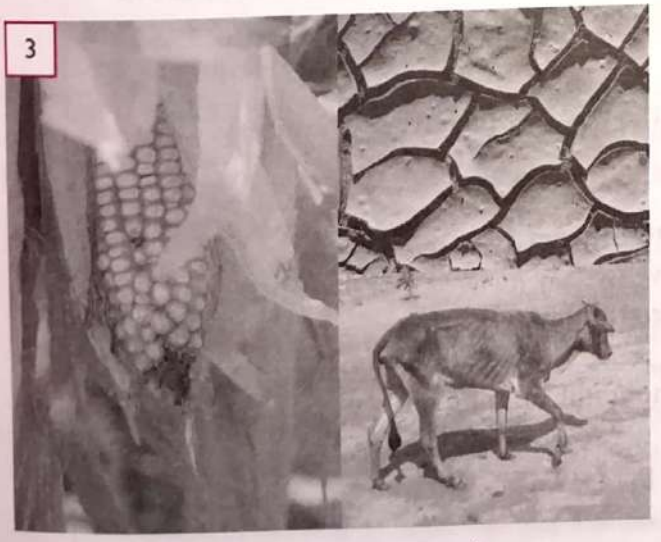
A satellite photo of a cyclone

2



Damage caused by a hurricane

3



The effects of severe drought

4



In 2000, large parts of Mozambique were devastated by floods

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Lesson 1
Natural disasters in Mozambique

Listen Speak

Work in pairs.

1. Read all the dates and numbers in the table below aloud to your partner. Listen to your partner carefully.
2. Talk about the table of information below.

   Examples:

   There were 20 **floods** in Mozambique between 1956 and 2008.

   Between 1956 and 2008, about 16,444,000 Mozambicans were affected by **droughts**.

   More people were affected by floods than by cyclones.

Natural disasters in Mozambique 1956–2008			
Type of disaster	**Number**	**People killed**	**People affected**
Droughts	10	100,200	16,444,000
Floods	20	1,921	9,039,251
Tropical cyclones	13	697	2,997,300
Epidemics	18	2,446	314,056
Windstorms	20	20	5,100
Earthquakes	1	1	1,440

Source: IRINnews – Mozambique Acceptance Template (adapted from http://www.irinnews.org/pdf/Synthesis_Report_Final_Draft_March09.pdf)

Learn

Dates and numbers

Study the examples below, which show the way in which we say numbers and dates in English.

1956 (year): nineteen fifty-six
2010 (year): two thousand and ten OR twenty ten
625: six hundred and twenty-five (we say *hundred*, not *hundreds*)
1 794: one thousand seven hundred and ninety-four (note where we use *and*)
430 015: four hundred and thirty thousand, and fifteen
54%: fifty-four per cent
67.54%: sixty-seven point five four per cent

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Read

3. First read the heading of this news report about natural disasters and look at the report quickly. Then read the report in detail and answer these questions.
   a) Is the article about Mozambique, or about disasters in general?
   b) Are there more natural disasters lately than there were before?
   c) Who is quoted in this article?

Upward trend in natural disasters 'very worrying'

MAPUTO, 20 October 2008



In a country like Mozambique, extreme climatic events can push entire communities to the brink of disaster. Unable to recover from the multiple impacts of floods, cyclones and drought, communities are often sent into a downward spiral of poverty.

In the past three decades alone, Mozambique has suffered the impact of 35 weather-related disasters. Nearly 16 million people have been affected by *these*[1] disasters. According to Alexandre Tique, a meteorologist at Mozambique's National Meteorological Institute (INAM), statistics show an **upward trend** in natural disasters, due to **climate change**, which is very worrying.

'In the past few years, the number of extreme climatic events has increased. We have gathered information, which shows that extreme events are becoming more frequent. For example, we now see many more **tropical cyclones** in Mozambique. These bring flooding, material destruction and loss of human lives.

'Mozambique's geographical location makes *it*[2] particularly **vulnerable**. It is next to the Indian Ocean, and downstream from many of Africa's largest rivers.

'*We*[3] have always had tropical cyclones, floods and – in some parts of the country – drought. But we are now facing the issue of a changing climate and see *them*[4] happen more frequently. A simple analysis of the data gathered in our provincial capitals, shows a clear increase in temperature.

'The combination of floods and drought makes many communities particularly vulnerable. In times of drought, people move closer to the rivers to farm because the land is more fertile. *They*[5] settle there to be close to their land and crops.

'But when the floods come, they don't have enough time to head for higher ground. The constant change between a situation of drought and one of flooding means that these people are highly exposed.

'Mozambique is a very poor country, with limited resources, so we are not so much worried about who caused the problem of climate change, but more about how we are going to deal with the effects.'

Source: IRINnews, 'The issue of natural disasters is very worrying' (adapted from http://www.irinnews.org/Report/81004/MOZAMBIQUE-The-issue-of-natural-disasters-is-very-worrying)

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Speak

4. Complete these idiomatic expressions from the text on page 159. Then discuss and choose the correct meaning for each expression.

a) to the … of disaster
   i) to the end of disaster
   ii) very close to disaster
   iii) to where we can stop disasters from happening

b) a downward …
   i) something that gets worse and worse all the time
   ii) something that moves in a circle
   iii) something that moves down the road

c) to show an … trend
   i) to move upwards or higher from the ground
   ii) to become trendy or fashionable
   iii) to happen more and more frequently

d) to head … another place
   i) to move or go to another place
   ii) to nod your head towards another place
   iii) to move your head to another position

Look at the *context* of each expression. In other words, read the sentence in which the expression is used, and then read the sentences before and after as well.



Write

5. Write your answers to these questions.
   a) Give an example of a 'weather-related disaster'.
   b) Who is Alexandre Tique?
   c) Why is there an increase in natural disasters, according to Mr Tique?
   d) Why is Mozambique vulnerable to so many disasters?
   e) What do rural communities do when there is a drought?
   f) Explain in your own words how a combination of droughts and floods can push some communities to the brink of disaster.

6. What do these words in the news report refer to?
   a) these[1]
   b) it[2]
   c) we[3]
   d) them[4]
   e) they[5]

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Lesson 2
More about droughts and floods

Read Speak

1. Read these passages about floods and droughts with a partner or by yourself.
2. Write down the key words in each passage. Then tell your partner what each passage is about.

Droughts

Drought is a weather-related natural disaster. Droughts happen when there has not been enough rain over an **extended** period of time, usually for a season or more. Sometimes **seasonal** rains are very late or they do not come soon enough. Sometimes high temperatures, strong winds and low levels of humidity also contribute towards drought conditions.

Although droughts are natural events, human activities also play a big role. Many people waste water, especially in towns and cities. In rural areas, too, many trees are chopped down and land is **overgrazed** until it becomes a desert.

Floods

A flood is a very large amount of water that **overflows** onto dry land, so that it **submerges** the land. When there is too much water in rivers, dams or lakes, the water overflows and pours onto the surrounding land. Villages, cities and farmland may be harmed as a result.

Floods can be caused by snow melting too suddenly, or as a result of heavy rain or strong winds. Very heavy thunderstorms can also **cause** floods. Storms at sea, **earthquakes** and tsunamis can result in flooding along coastal areas.

Write

3. Choose the correct words to complete these sentences based on the text above.
   a) The (weather / weather relations) can cause natural disasters, like droughts.
   b) Droughts occur when there is (not enough / too much) rain.
   c) If snow melts (too / too much) suddenly, it can cause a flood.
   d) Flooding along areas near the coast can (be caused by / result in) tsunamis and storms.
4. Find words in the box that match the definitions below.

contribute	extended	harmed	submerge

   a) to cover something under water or another liquid
   b) lasting longer or becoming larger
   c) to be a factor that helps to make something happen
   d) damaged or hurt

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Learn

Using *very, too* and *enough*

Study these examples.

Parts of the country did not get *enough* rain last year. (adjective)
The rains didn't come soon *enough*. (adverb)

The rains were *very* late this year. (emphasizes an adverb)
Very heavy thunderstorms can also cause floods. (emphasizes an adjective)

The snow melted *too* suddenly. (emphasizes an adverb)
There is *too* much water in the river. (emphasizes an adjective)

Write

5. Make sentences by using these keywords.
   a) Mozambique / to get / much rain / too / in 2000
   b) People / to waste / water / much / too
   c) The government / to worry / very / the drought / about
   d) It / to rain / hard / very / a whole week
   e) She / too / short / the top of the cupboard / to reach
   f) I / to have / time / not enough / to visit / the show

Read | Write

6. Read this short report about the economic damage caused by droughts in different countries. Then use this information to compile a table or a graph to show the information. Give your table or graph a heading.

The worst drought in recent years occurred in 1994, in the People's Republic of China. The International Disaster Database in Belgium estimates that this drought caused damage of more than US $13.75 bn (13.75 billion United States dollars, or $13,750,000,000). In 2006, China experienced another drought, this time suffering **damage** estimated at $2.9 bn.

More than a decade earlier, in 1981, a drought in Australia caused about $6 bn damage, while, in the same year, a drought in Zimbabwe cost an estimated $2.5 bn. Australia experienced another severe drought in 2002, which caused less damage, estimated at $2 bn.

Spain experienced severe droughts in 1990 and 1999, and suffered damages of around $4.5 bn and $3.2 bn respectively. A drought in 2002 cost the United States about $3.3 bn, and a drought in Iran three years earlier (1999) cost a similar amount of money.

Source: EM-DAT, The OFDA/CRED International Disaster Database – www.emdat.be – Université Catholique de Louvain – Brussels – Belgium (adapted from http://www.emdat.be/result-disaster-profiles?disgroup=natural&dis_type=Drought&period=1900$2012)

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Lesson 3
The consequences of droughts and floods

Speak

1. What effects do droughts and floods have? Work in groups and make lists or mind maps of all the consequences of droughts and floods. Think about:
   - the immediate, physical effects on people and the land
   - what happens a little later, as a result of the floods or drought
   - the long-term effects on the land, people and economy of a country.

Read Speak

2. Now read these articles about the consequences of drought and floods. You may not understand every word in the passage, but try to find the main ideas. Use a dictionary if you are not sure of some of the vocabulary.
3. Go back to your mind maps and see what you can add after you have read these articles.

The consequences of floods

The initial impact of floods

- ***Casualties***: people, livestock and wildlife drown
- ***Epidemics*** *and disease*: floods cause waterborne diseases and epidemics, leading to more casualties
- *Physical damage*: there is costly damage to bridges, cars, buildings, sewer systems, roadways, canals and other types of structures.

Secondary effects

- *Water supplies*: water becomes **contaminated**, making clean drinking water scarce
- *Unhygienic conditions*: unsanitary conditions are created by the spread of waterborne diseases and lack of sanitation
- *Crops and food supplies*: losses of entire harvest create shortage of food crops – however, lowlands near rivers depend upon river silt deposited by floods to add nutrients to the soil
- *Natural vegetation*: non-tolerant species die from suffocation.

Long-term consequences of floods

- *Economic hardship*: this is caused by loss of life, workforce or a means to earn a living; a decline in tourism; rebuilding costs; food short ages leading to price increases; relocation of villagers; healthcare expenses etc.

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The consequences of drought

As with floods, periods of drought can also have a significant impact on a country. Drought has environmental, agricultural, health, economic and social consequences. The effect of drought varies according to **vulnerability**. For example, **subsistence farmers** are more likely to be forced to migrate during drought because they do not have alternative food sources.

Common consequences of drought include:

- diminished crop growth or yield production
- reduced carrying capacity for livestock
- loss of food sources
- malnutrition, dehydration and related diseases
- habitat damage of terrestrial and aquatic wildlife
- mass migrations, resulting in internal displacement and international refugees.

Learn

Giving reasons and describing contrasts

Giving reasons, using *since, because, because of, as*

Many animals died *because of* the floods.

(There is no verb or clause after 'because of', just a noun or noun phrase)

Many people got cholera *because* the water was contaminated.

Since there was not enough water, people moved closer to the rivers.

As there was no water, the plants did not grow.

(*As* and *since* mean *because* in these types of sentences.)

Describing contrasts, using *but, although*

It started to rain last week *but* it was too late to save the crops.

Although there is a drought, farmers have still managed to grow some crops.

Write

4. Write sentences about floods and droughts, using words from both columns.

Floods and droughts can lead to war	... since water becomes contaminated.
Floods can cause an increase in diseases like cholera	... because of the drought in a neighbouring country.
Drought is not the only cause of famine	... many people are homeless.
Floods can result in increases in the price of food	... there are things that we can do to help prevent some droughts.
Since the ground is drier in times of drought,	... because there is not enough food and water for everyone.
Although droughts are natural disasters,	... bushfires are common as well.
There are many refugees in this country	... but it can make a famine worse.
As the floods destroyed many buildings,	... because crops were destroyed.

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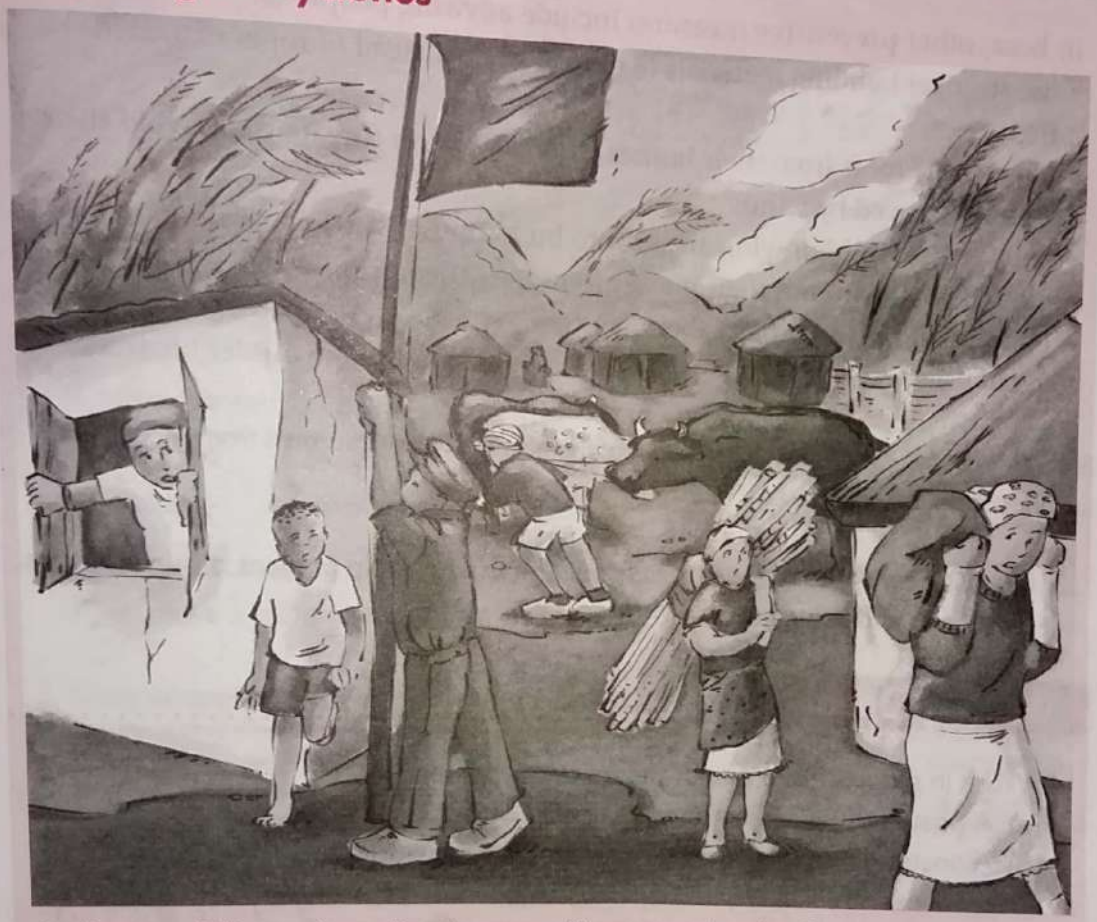
Lesson 4
Being prepared

Speak **Read**

What can we do when natural disasters hit our communities?

1. Discuss your ideas.
2. Read about how communities in Boca and Munamícua prepare for cyclones.

Preparing for cyclones



In Boca and Munamícua, disaster committees now involve local members in forums for disaster **prevention**. They have been working with traditional leaders to integrate scientific **early-warning systems** into their planning, and both villages now have new cyclone early-warning equipment.

Traditional authorities also have flags in different colours, which can be used to warn residents that a cyclone is on the way:

- *blue* means that within 24 to 48 hours the area might be affected by a cyclone
- *yellow* means that a cyclone might be affecting the region within 24 hours
- *red* means that the area might be affected almost immediately.

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These signs are displayed in public places, especially where the community **assembles** to discuss public matters. When one of these signs is displayed, people warn one another to take preventive measures.

An old man from Munamícua explained the preparations adopted by his family in case of a cyclone early warning. 'When we receive information that the wind or rain is coming, we store enough food (maize meal and dry fish) inside the house to last until the end of the event, which normally takes two to three days. We try to protect only our lives, and not our houses. We know they are very fragile because they are built with **insecure** material. We want to improve them to avoid such situations in the future, but we lack corrugated iron and nails to protect the roof against winds.'

In Boca, other **preventive** measures include advising people to:

- use stronger building materials (e.g. steel wire, instead of ropes extracted from trees)
- remove the roofs from their houses when a cyclone threatens, to avoid their being destroyed by winds
- build houses in high-lying areas, or to build houses with upper floors
- plant bamboo around their houses to protect them from winds
- build small huts to protect their livestock
- avoid using canoes to cross the river, and to avoid walking under big trees.

Source: Food and Agriculture Organization of the United Nations (adapted from report: www.fao.org/docrep/007/ae079e/ae079e09.htm)

3. Discuss how some of these ideas could be used to help prevent other disasters, like floods and droughts.

Write Speak

4. Work in groups. Make one of the following posters:
   a) A poster about preparing for a flood
   b) A poster about how to deal with drought conditions.

   Your poster needs to have the following:
   - a heading or title
   - at least one picture
   - at least four sentences that give advice.

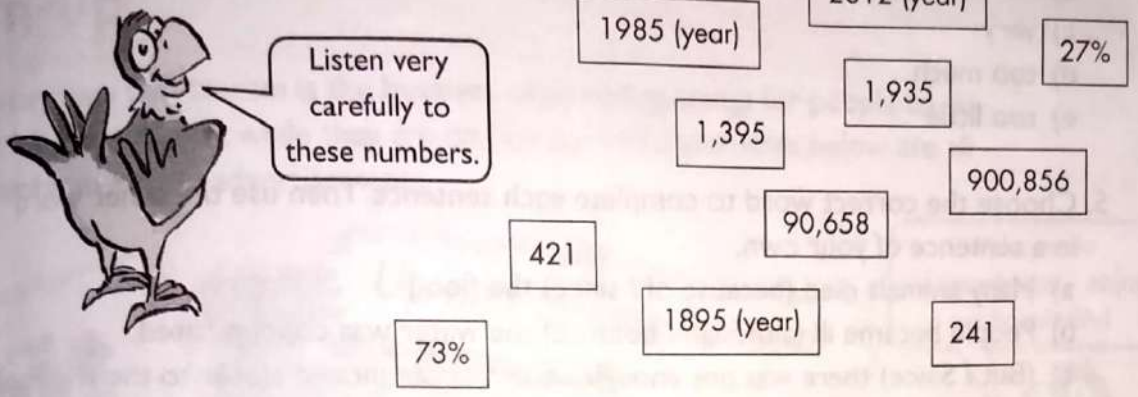
5. Make a presentation to the class, using your poster to give advice.



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Lesson 5
Review

1. Work with a partner. Say any number aloud. Your partner writes down the number that you said. Take turns and continue until you have used all the numbers.



2. Put the words in the box into the following categories:
   - *types* of natural disaster
   - *causes* of natural disasters
   - *consequences* of natural disasters.

drought	flood	heavy rain	melting snow	cyclones
poverty	death	disease	strong winds	malnutrition
shortages	war	wasting water	high temperatures	tsunamis

Then make a table to show your answers.

3. Choose appropriate words from the box to complete the following paragraphs.

famine	consequences	agricultural	cause	contaminated
extended	submerged	contribute	diseases	damage

Droughts and floods have environmental, _____, health, economic and social consequences. If farmland is _____ in water or if there has not been rain for an _____ period, farmers will not be able to harvest their crops or raise animals. This may result in _____. Drought and flooding are, however, not the sole _____ of famine; socio-political factors also _____ towards this.

Both droughts and famine can result in water becoming _____. This can cause waterborne _____, like cholera. Other _____ of drought and famine include _____ to the environment and social unrest, or even war.

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4. Make your own sentences with these words. Your sentences should describe droughts or floods.
   a) enough
   b) not enough
   c) very
   d) too much
   e) too little

5. Choose the correct word to complete each sentence. Then use the other word in a sentence of your own.
   a) Many animals died (because of / since) the floods.
   b) People became ill (although / because) the water was contaminated.
   c) (But / Since) there was not enough water, people moved closer to the rivers.
   d) (As / Although) the rains were late, the crops did not grow well.
   e) It stopped raining yesterday (but / as) many homes and farmlands have already been flooded.
   f) 'We stored food,' said the woman, '(because / but) we knew that a cyclone was coming.'

6. Write a short article, based on what you see in one of these pictures. Remember that writing is a process. Follow these steps when you write:
   - brainstorm
   - draft
   - edit
   - finalize!

7. Write what this old man said in indirect speech.

'When we receive information that the wind or rain is coming, we store enough food inside the house to last until the end of the event, which normally takes two to three days. We try to protect only our lives, and not our houses. We know the houses are very fragile because they are built with insecure material.'

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Unit 13

Bed and breakfast

Warm-up

The dictionary says that *tourism* is the business of providing things for people to do, and places for them to stay, while they are on holiday. The statements below are all from Mozambican tourist advertisements.



1. Talk about how the government and the tourist industry in Mozambique are trying to get people to visit Mozambique.
2. Can you add anything to the statements above?

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Lesson 1
Tourism in Mozambique

Speak

1. Which regions of Mozambique attract the most tourists? What kinds of **tourist attractions** can you find in these regions?

Read

2. Read about these two tourist destinations in Mozambique.

Inhambane

Inhambane is considered to be one of the best tourist regions in Mozambique. This province is located south of the provinces of Manica and Sofala, and to the east of Gaza. The Indian Ocean runs along its southern and eastern borders.

Inhambane province has excellent beaches, stretching all along the coast, and boasts a famous tourist destination, the archipelago of Bazaruto. In addition, there are natural parks where various species of wildlife can be seen.

In the city of Inhambane, the capital of the province, tourists can visit the local museum, monuments, religious buildings and places of **historical interest**.

How to get there?

You can get to Inhambane by taking the EN1 national road from Maputo or Inchope, or the EN6 from Zimbabwe. Inhambane also has two airfields, Vilankulos and Inhambane, which have regular flights from Maputo, Beira and South Africa.

Accommodation

There are various hotels, **lodges**, camps and **tourist complexes** that you can choose from.





Net fishing in the Inhambane province

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Niassa



Rowing in traditional canoes on Lake Niassa

Niassa, the largest province in Mozambique, offers **extraordinary** experiences for the tourist. Not only are there natural forests and parks, but one can also visit Lake Niassa. This clear, warm lake teems with different species of fish. The lake borders on Mozambique, Tanzania and Malawi. (In Malawi, Lake Niassa is called lake Malawi.)

The main urban centre is Lichinga, which is situated on a plain of the same name.

How to get there?

There are regular flights from Maputo to Niassa. One can also travel there by road from Cabo Delgado – or from Malawi, through the Chipo/Mandimba border. If you wish to go there by road, it is advisable to use a 4x4 vehicle.

The railway that links Nacala port with Malawi runs through Cuamba, the second biggest urban centre in Niassa. A branch line runs from Cuamba to Lichinga.

Accommodation

There are hotels, boarding houses and comfortable lodges.

Source: www.mocambiqueturismo.co.mz

Write

3. Read each sentence and then answer these questions about the texts you have just read.

a) *Inhambane is considered to be one of the best tourist regions in Mozambique. This province is located south of the provinces of Manica and Sofala, and to the east of Gaza. The Indian Ocean runs along its southern and eastern borders.*

i) Which province is west of Inhambane?
ii) What does *this* refer to?
iii) What does *its* refer to?

b) *Inhambane province has excellent beaches, stretching all along the coast, and boasts a famous tourist destination, the archipelago of Bazaruto. In addition, there are natural parks where various species of wildlife can be seen.*

i) Name three tourist attractions, which are mentioned in this paragraph.
ii) What place does *where* refer to?
iii) Which word tells us that Inhambane borders on the sea?

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c) *There are regular flights from Maputo to Niassa. One can also travel there by road from Cabo Delgado – or from Malawi, through the Chipo/Mandimba border.*
   i) What does *one* mean in this sentence?
   ii) To which place does *there* refer?
   iii) Name two ways of getting from Maputo to Niassa.

Speak

4. Can you give one or more facts about each of the provinces above, particularly about tourist activities that have not been mentioned in the descriptions?
5. Name some interesting facts about other provinces that you could put in advertisements to attract tourists to Mozambique.

Learn

Joining sentences with relative pronouns

Remember:
Who is a relative pronoun used for people.
That can be used for both people and things. It is less formal than *who* or *which*.
Which is used for things that we can identify.
Where is used to describe places.

Do not repeat the subject when you join sentences.
Maputo is the capital of Mozambique. It has many lively cafes and restaurants.
→ Maputo, which is the capital of Mozambique, has many lively cafes and restaurants.
NOT: Maputo, which is the capital of Mozambique, ~~it~~ ✗ has many lively cafes and restaurants.

Speak Write

6. Work with a partner. Discuss the best way of joining these sentences. Try them out, and then write the answer that you think is correct.
   a) Inhambane has beautiful beaches. Inhambane is the capital city of Inhambane province.
   b) The people visit the Inhambane beaches. The people say the beaches are very nice.
   c) The Bazaruto archipelago has natural parks. The archipelago is made up of four islands.
   d) Cuamba is the second largest city centre in Niassa province. Cuamba has some extraordinary hotels and resorts.
   e) I would like to speak to the person. He runs this guesthouse.
   f) We want to visit a game park. We can see a variety of wildlife.

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Lesson 2
The hospitality industry

Speak

1. The **hospitality** industry is the part of the tourism industry that deals with accommodating and entertaining visitors or tourists. Look at this list of the types of accommodation that are available in Mozambique. Then discuss which type of visitors or tourists would choose each of these types of accommodation.

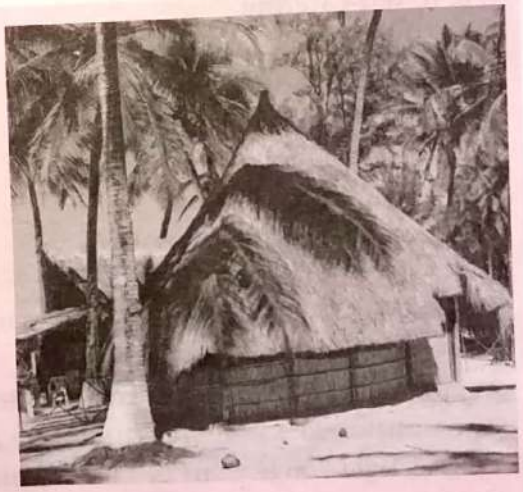
guesthouse	bed and breakfast (**B & B**)	hotel
tented camp	camping and caravanning sites	lodge



Read

2. Read these advertisements.

Benguerra Island Lodge



Benguerra Island Lodge in Mozambique offers you exquisite accommodation, a wide range of activities and **unforgettable** cuisine – all in a **breathtaking** island location.

Benguerra Lodge is situated on Ilha de Benguerra, which forms part of the Bazaruto National Park in Mozambique. This Mozambican lodge is set in an acacia forest, surrounded by **pristine** beaches, offering **guests** a romantic and tranquil setting. Two bungalows offer privacy and excellent accommodation.

Benguerra Lodge recently launched the concept of *Khani Kwedo – Our Home* to get all parties more involved in protecting the entire marine and island environment. It is one of Benguerra Island Lodge's objectives – and that of the Bazaruto National Park – that this diverse environment should be maintained.

Whether you wish to participate in the wide range of water sports and other activities, or simply to relax and enjoy the tranquillity – the choice is yours at this Mozambican lodge.

Source: Siyabona Africa Travel (Pty) Ltd (adapted from http://www.mozambique.co.za/Mozambique_Beach_Lodging_Options-travel/mozambique-lodge-benguerra-lodge.html)

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Write

3. Copy and complete this table of information about the tourist resorts in Mozambique that you have just read about.

Name	Benguerra Island Lodge	Far Away Safari Lodge	Ugezi Tiger Lodge
Location			
Type of accommodation			
What is special about the place?			
Activities for tourists			

4. Find eight adjectives that are used in these adverts to make the **accommodation** sound very attractive. Write down each adjective and the noun that it describes.

Speak

5. What do you think you need to do to run a successful business in the hospitality industry? Brainstorm this in groups, and then share your ideas.



Write

6. Make sensible sentences by joining parts of sentences from each column.

If you want to have a successful business,	... provides a variety of accommodation types.
For a restaurant to be successful,	... you need well-trained, friendly staff.
A successful tourist industry	... you must have an excellent chef.
To run a successful hotel or lodge,	... you need to have good **management skills**.

7. Imagine that you are the owner of one of the types of accommodation mentioned at the start of this lesson. Make up a name for your accommodation, and then write a paragraph to advertise the accommodation on the Internet.
   - Describe the accommodation that you offer.
   - Describe the activities that are available.
   - Use adjectives to make the accommodation sound attractive.

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Lesson 3
Setting up a B & B

Read

1. Before you read, write down four things that you think you need to consider if you want to open a successful B & B (bed & breakfast) business.
2. Now read this text to see whether you were correct or not.

There are some important things to consider when you set up a B & B (bed and breakfast) business.

First of all, you need to think about the location of the B & B. Tourists need to be able to find it easily, and it needs to be near to places that the tourists will want to visit. It should also be close to shopping facilities because tourists will need to buy food and refreshments, and they may want to shop for arts and crafts as well.

Communication is also very important. Tourists need to be provided with information about their booking, the facilities at the B & B and directions to get there before they arrive. E-mail, telephone, fax and cell phone communication is therefore essential.

Another thing that is important is parking. Tourists need a safe place to park their vehicles.

Security is also important. Tourists will need to feel safe and comfortable in the B & B.

And finally, tourists are more likely to come back again – and to recommend the B & B to others – if the staff at the B & B treat them in a friendly and helpful manner.

Write

3. Discuss these questions about the text above and then write your own answers.
   a) Why is location so important if you want to run a successful B & B?
   b) Which shops do you think would be important for people staying in B & Bs?
   c) Why is security important?
   d) How can the staff at a B & B help to make the B & B successful?
   e) The cost of staying in a B & B is not mentioned in this text. How important do you think this is? Give a reason for your answer.

Speak

4. Work in pairs or small groups. Role-play these scenes. Make up your own dialogue.

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a) You are a tourist in Mozambique, who goes into a tourist agency to ask for information. Your partner works in the agency. Explain that you are travelling with your family, and that you are looking for accommodation that is near the beach and shops, is safe and not too expensive. Ask what accommodation is available, and then make a reservation.

b) You and a friend want to set up a B & B. Discuss what you need to do, and the things that you need to think about before you go ahead with your plans.



Learn

Quantifiers with countable and uncountable nouns

Study these examples:

There are *many* tourists in Cabo Delgado and Tete in summer.
There are only a *few* hotels in Nampula.
There are *lots of* pristine beaches along the southern coast.
(These quantifiers are all used with countable nouns.)

There is too *much* traffic on the roads.
Is there *a lot of* crime in Maputo?
There is *little* pollution along the coast.
(These quantifiers are all used with uncountable nouns.)

He says that there are *plenty of* things to do in Maputo.
Those tourists have *plenty of* money.
(*Plenty of* can be used with both countable and uncountable nouns.)

Write

5. Complete these sentences with appropriate quantifiers.
   a) Are there _____ tourists in Pemba at this time of the year?
   b) Do you need _____ of money to visit Mozambique?
   c) There are _____ of good hotels in this area.
   d) I don't have _____ time. Which places should I visit?
   e) Why are there only a _____ tourists here this week?
   f) The snorkellers saw _____ beautiful fish in the sea.
6. Complete the phrasal verbs in these sentences.
   a) We would like to set (up / down) a B & B in Pemba.
   b) If your B & B is good, tourists will come (back / down) again.
   c) Many people are talking (on / about) a new restaurant that has just opened.
   d) Look (on / at) this exquisite beach!
   e) Be careful if you go out on the boat. Don't fall (inside / in) the water!
   f) Some backpackers turned (over / up) at the lodge this morning.



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Lesson 4
Review

1. The words below are names of activities that tourists can enjoy in Mozambique. Can you work out what each word is?

kesnorlling	srifasa	lifedliw	ingdiv	ilsaing

2. Add appropriate adjectives from the box below to complete these sentences.

perfect	picturesque	romantic	exquisite	unforgettable
excellent	breathtaking	pristine	extraordinary	

a) Inhambane has an _____ climate and _____ beaches.
b) Bazaruto archipelago is the _____ place to spend a holiday.
c) The view from the deck of this lodge is _____.
d) This is a _____ place where couples can spend their honeymoon.
e) Want an _____ holiday? Visit Mozambique!
f) The food at this restaurant is _____.

3. Join these sentences.
a) Have you met the person? She owns this B & B.
b) The people visit the game parks. The people say that it is a wonderful experience.
c) We stayed at the Vila das Acácias. It is in Belo Horizonte.
d) This is a good restaurant. You can eat seafood here.
e) There are many tourists in December. December is the month in which many people are on holiday.

4. Read this dialogue and find suitable words to complete it.

ADÈLE: I am planning to spend my holidays in Quelimane but I am not sure which beach to go to.
BEATRIZ: Oh? What kind of beach are you really looking for?
ADÈLE: A beach with blue waters, which is quiet and far from crowds.
BEATRIZ: I think _____ might be the right beach for you.
ADÈLE: _____ ? In which district of Zambézia is it located?
BEATRIZ: In _____ district. That is a beautiful place with excellent beaches. I spent my _____ holidays there. It is really fantastic.

5. Use the words below to write one or two paragraphs that describe tourist activities in the city, town, village or district where you live. Read your paragraphs to the rest of the class.

tourist attractions		guesthouses / hotels / lodges	
transport	shopping	weather	activities

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Unit 14

Dressing codes

Warm-up

What do these clothes tell us about the people?

- Who are they?
- What do they do?
- Where are they going?















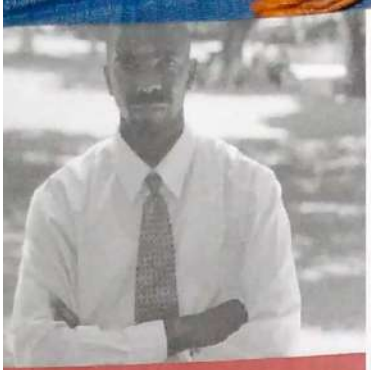


Did you know?

- In Tonga, it is illegal for men to appear in public without a shirt.
- Some restaurants won't let you in, unless you wear shoes and a tie.
- In some parts of India, it is fine for women to expose their stomachs but their legs must be covered.



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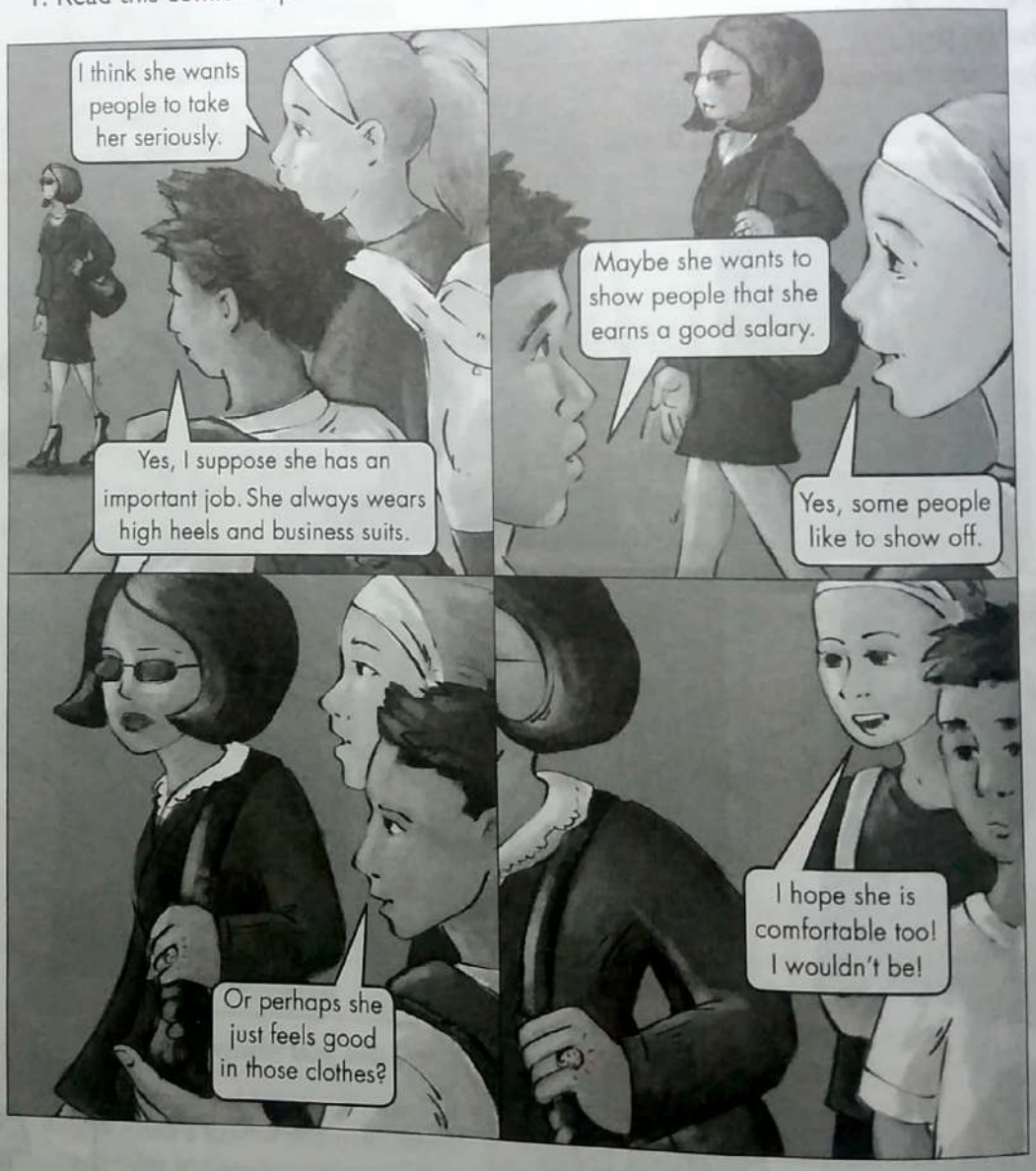


Lesson 1
What's the dress code?

Read Speak

Clothes send people a message about who you are.

1. Read this comic strip.



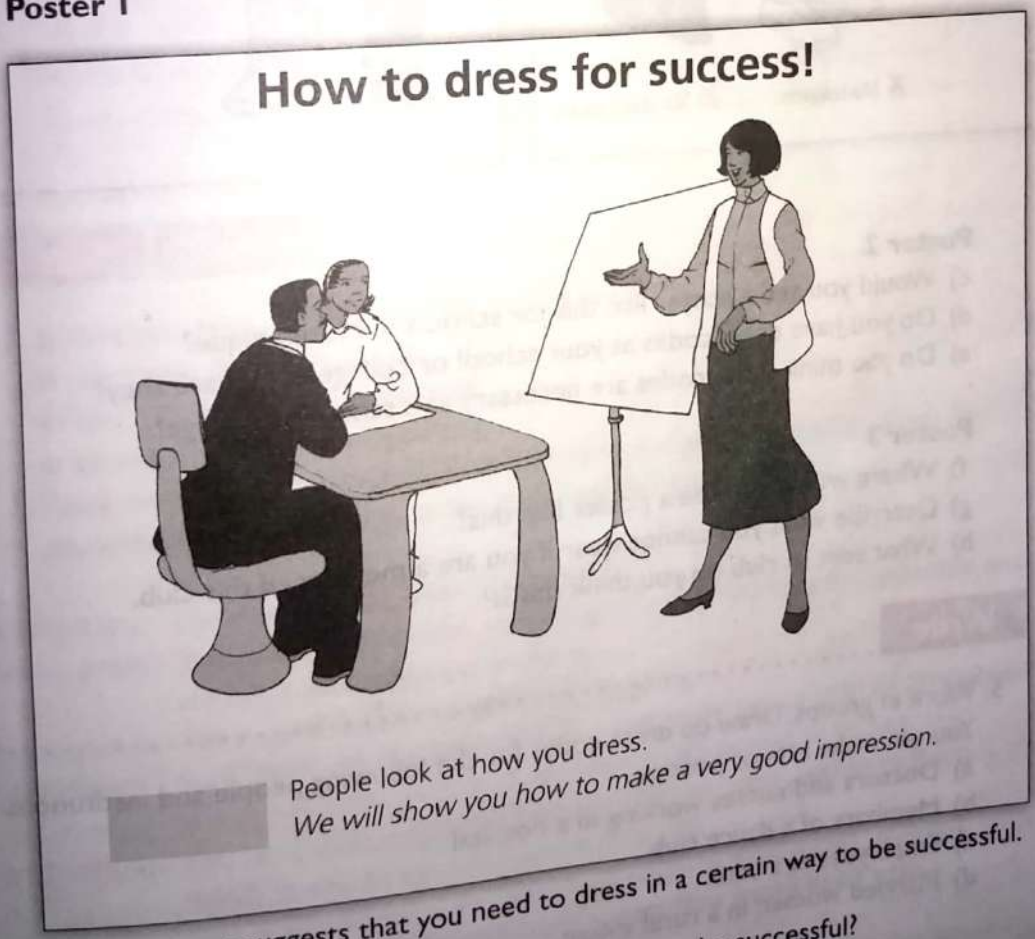
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2. Then read the list about different messages that our way of dressing can give about us. Say how clothes can convey each message.
Clothes tell other people about:
- your attitude to life
- the institution to which you belong
- your **gender**
- your social status
- your occupation
- your ethnic origin
- your political beliefs
- your religious **affiliation**
- your marital status.

Read Speak Write

3. Study the following three posters about dress codes, and discuss the questions relating to each poster.
4. Then write your own answers to these questions.

Poster 1



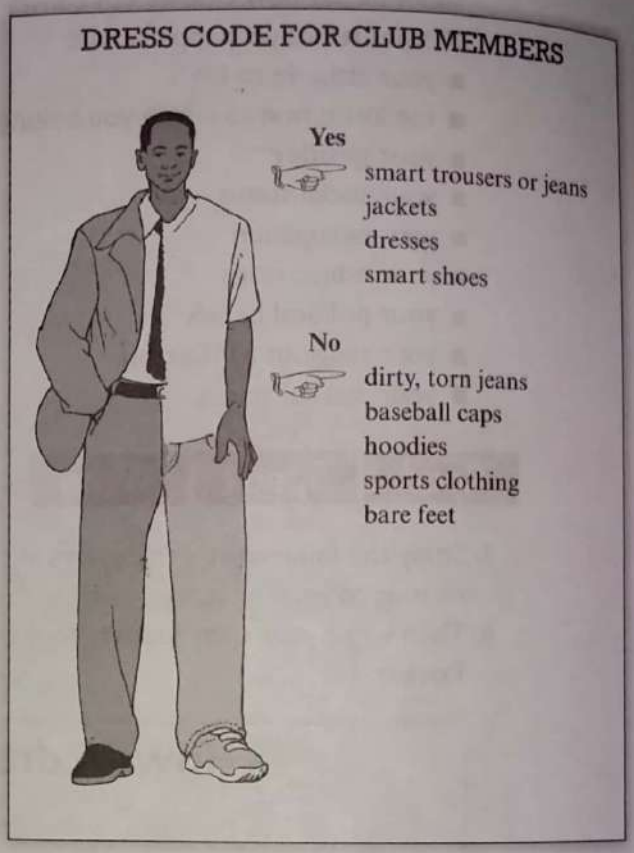
a) This poster suggests that you need to dress in a certain way to be successful. Describe this way of dressing.
b) Do you agree that you need to dress like this to be successful?

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Poster 2



Poster 3



Poster 2

c) Would you see a poster like this for schools in Mozambique?
d) Do you have dress codes at your school or college? What are they?
e) Do you think dress codes are necessary at a school or college?

Poster 3

f) Where would you see a poster like this?
g) Describe what you cannot wear if you are a member of this club.
h) What sort of club do you think this is?

Write

5. Work in groups. Draw up dress codes for the following people and institutions. You can make lists or posters.
   a) Doctors and nurses working in a hospital
   b) Members of a dance club
   c) Employees at a bank
   d) Married women in a rural village.

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Lesson 2
Shopping for clothes

Speak

1. What clothes and shoes do you wear? Work in pairs.
   a) Copy and complete this table about your partner. First guess the answer.
   b) Then ask your partner to make sure.
   c) Present your partner's dress style to the class.



Questions	Your guess	Partner's answer
What size shoes does he/she wear?		
Closed shoes, or sandals?		
Does he/she like wearing jeans?		
What is his/her favourite colour?		
Which fabrics does he/she like?		
Trendy clothes, or classic styles?		

Read Listen

2. Before you read, look at this text quickly and say:
   - what you think it is about
   - who takes part in the dialogue
   - where the dialogue takes place.
3. Read the dialogue by yourself first, then read it aloud in groups of three. Pay attention to the intonation in the questions and answers.

ASSISTANT: Good afternoon. May I help you?
MRS ABREU: Yes, please. We will be attending a family wedding in Zimbabwe and we need outfits for the wedding.
MR ABREU: They say it will be an informal wedding.
ASSISTANT: I see. Well, do you know if it is going to be hot or cold in Zimbabwe?
MR ABREU: It will be in the middle of summer, so it's bound to be hot.
MRS ABREU: Yes, we'll definitely need summer clothes – cool cotton or linen, I think. It will be too hot for velvet or silk.
ASSISTANT: Let's start with you, sir. You could perhaps wear a cotton jacket, with matching trousers, and a cotton shirt. You won't need a tie.
MRS ABREU: Yes, that sounds fine.
ASSISTANT: We have beautiful jackets in blue, cream, white and brown. What size are you, sir?
MR ABREU: I'm afraid I don't know. Size 42, I think.
ASSISTANT: Here you are, sir. You may try these on while I help your wife.

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MRS ABREU: Thank you. Do you have anything in light blue? I think I would like to wear a dress with a light jacket. I wear a South African size 38.

ASSISTANT: We have this linen dress and jacket but I think the jacket might be a bit tight. Or we have this floral dress with a short jacket, too.

MRS ABREU: That looks just right. Is it made of cotton?

ASSISTANT: Yes, ma'am, it is. Would you like to try it on?

(A short while later.)

ASSISTANT: Did the jacket and trousers fit well, sir?

MR ABREU: Yes, they fitted perfectly. Thank you. I think I'll take them.

MRS ABREU: And I love the dress and jacket. The dress is a little loose but I think the tailor can alter it for me.

ASSISTANT: Yes, I am sure that can be done. Will that be all?

MR ABREU: Yes, thank you.

Write

4. Write a short description of the clothes that Mr and Mrs Abreu bought for the wedding.
5. Complete the expressions in these sentences. Then make sure that you understand what they mean.
   a) I would like to try _____ that blue shirt, please.
   b) What is this jacket made _____?
   c) It's bound _____ _____ hot in December.
   d) Will that be _____, ma'am?
   e) This looks _____ right for me. I think I'll take it.
   f) Let me start _____ you, sir. What would you like?

Learn

Prefixes: *il-, im-, in-, ir-*

We use these prefixes to make words that have the opposite meaning.

formal	–	*in*formal
patient	–	*im*patient
relevant	–	*ir*relevant
legible	–	*il*legible

Speak

6. Make antonyms for these words by using the prefixes *il-*, *im-*, *in-*, or *ir-*. Then check in a dictionary to make sure that the words are correct.

logical	correct	experienced	edible	perfect
proper	possible	replaceable	literate	responsible

7. Make oral sentences with each of the antonyms that you have made.

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Lesson 3
Dressing appropriately

Speak

1. What is the appropriate dress code for each of these occasions or places? Discuss this in groups and then make your suggestions to the rest of the class.
   a) for a funeral
   b) for a job interview
   c) when travelling in Muslim countries
   d) for a cultural celebration
   e) for a traditional wedding
   f) for a party
   g) for the beach.



Listen Write

2. Listen to this article about dress codes for Muslims.

Muslim dress codes

Many Muslims follow a strict dress code according to Islamic requirements. For example, their clothing must cover the entire body. Men wear a loose robe that covers them from the neck to the ankle. Women can only show their hands and faces and often wear headscarves.

See-through clothing is also not allowed. Clothing should be thick enough to cover up the colour of the skin and the outline of the body. Another requirement is that clothes must be loose-fitting and not cling to the body or show the body's outline or curves.

In some Muslim countries, the dress code is extremely strict. For example, in Saudi Arabia, women are required by law to wear a niqab (face-veil) and abaya (long black garment) in public. In Indonesia, home to 200 million Muslims, authorities in the Aceh province want to ban women from wearing tight pants or jeans and men from wearing shorts. This is against the wish of most Indonesians, yet patrolling Islamic police will enforce the regulation. In North Korea, if women wear tight pants, they are sent to labour camps. In Sudan, these women would get lashes and pay heavy fines.

However, in non-Muslim countries, the Muslim dress code has caused controversy. For example, in Britain, wearing headscarves violates the dress code of some of their schools. And in France, the burqa has been banned since 2011 and women wearing a burqa are arrested and fined.

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3. Read these questions and then listen to the text again. Write your answers to these questions as quickly as you can.
   a) Are Islamic women allowed to wear see-through clothing?
   b) How many Muslims are there in Indonesia?
   c) How do the regulations affect men's clothing?
   d) Who will make sure that the dress **regulations** will be **enforced**?
   e) What happens to women in Sudan when they wear tight pants?
   f) In which countries has the Muslim dress code caused controversy?

Speak

4. Debate these questions.
   a) Should the national or local government of a country make laws about the way that people dress?
   b) What should you do if you visit a country that has laws about the appropriate way to dress?

Learn

To be forbidden and *not to be allowed*



Study these structures:

Wearing shorts in church *is forbidden*.

It is forbidden to wear shorts in church.

You are not allowed to wear a headscarf to school in some countries.

Wearing headscarves to school *is not allowed* in some countries.

Speak Write

5. Work in pairs. Make up sentences about wearing appropriate clothes. Then write your sentences.

   Example:

   You are not allowed to wear shorts and T-shirts to school.

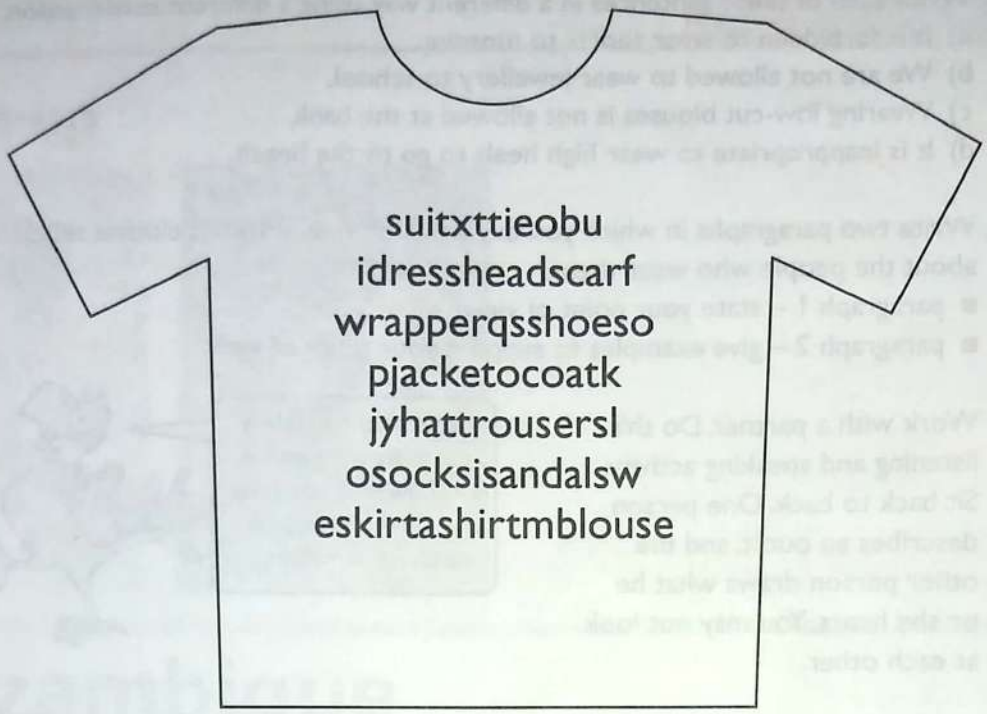
   Wearing a suit and tie to the beach is not appropriate.

   It is forbidden to wear tight clothes in some parts of Indonesia.

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Lesson 4
Review

1. How many names of items of clothing can you find on this T-shirt?



2. Make words with the opposite meaning and use them to fill the gaps in the dialogues below.

patient	correct	experienced	legible	formal	possible	logical

a) 'It is _____ to find trendy clothes in this town!' muttered Beatriz.
'You are so _____,' replied her friend Anna. We haven't been to all the shops yet.
'There are some that sell trendy, _____ clothes too.'
'I hope so, and I hope the staff are not so _____. They don't know anything about clothes.'

b) 'Could you check this draft report for me please, Paolo?'
'Sure. Mmmm. Your spelling is _____, and this sentence is _____,' replied Paolo.
'Are you sure?'
'Well, maybe I just can't read your handwriting. It's _____,' said Paolo, laughing.

3. Choose the correct words.

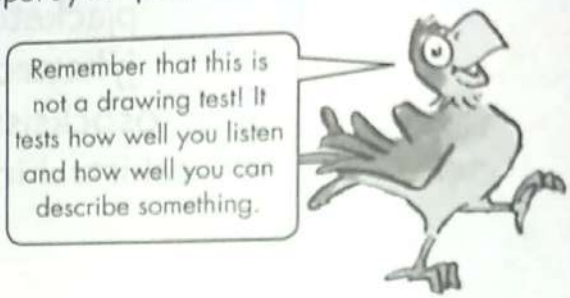
a) Let me start (on / with) you, Anna. What would you like?
b) I would like to try (on / with) that red dress, please.
c) What are these shoes made (with / of)?
d) It's bound (for / to) rain in January.
e) In some countries, men are banned (to / from) wearing shorts in public.
f) Please put (on / with) your sports clothes. It's time to go.

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4. Write each of these sentences in a different way, using a different construction.
   a) It is forbidden to wear shorts to mosque.
   b) We are not allowed to wear jewellery to school.
   c) Wearing low-cut blouses is not allowed at the bank.
   d) It is inappropriate to wear high heels to go to the beach.

5. Write two paragraphs in which you explain your view on what clothes tell us about the people who wear them.
   - paragraph 1 – state your point of view
   - paragraph 2 – give examples to support your point of view.

6. Work with a partner. Do this listening and speaking activity. Sit back to back. One person describes an outfit, and the other person draws what he or she hears. You may not look at each other.



7. Mrs. Lopez is going to an important function. She has many clothes but she can't decide what to wear.





Make sentences like these from the following key words.
   a) Blue dress / zip broken
   b) White silk blouse / got a hole in it
   c) New black skirt / not really smart enough for the function
   d) Black shoes / too loose
   e) Green trousers / too big for me

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Unit 15

Wedding ceremonies

Warm-up

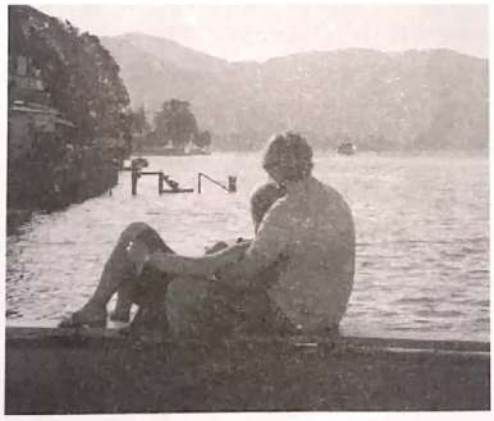




Mozambique

... the perfect place for your wedding and honeymoon

Choose one of the many islands like Quilalea, Matemo, Medjumbe, Ibo and Vamizi in the Quirimbas archipelago, Bazaruto island, the Benguerra island in the Bazaruto archipelago, historic Ilha de Moçambique in the Nampula province, or the Inhaca Island in Maputo province.



There are also other tranquil small places hidden away along the coast, where you can enjoy your honeymoon.

These include Pomene, Chidenguele, Bilene and Nacala. Other options include Flamingo Bay, Pemba in the far north, Tofo in Inhambane and Barra.

We arrange wedding ceremonies, photographers, wedding breakfasts, guest accommodation and, of course, the honeymoon.

Mozambique
ideal for YOUR wedding!

Source: Mozambique Travel Service (adapted from http://www.mozambiquetravelservice.com/honeymoon/honeymoons.htm)

Talk about these questions.

1. Do you think that Mozambique is a suitable place for a wedding and a **honeymoon**?
2. What does Mozambique offer to the **bridal** couple and their guests?
3. If you were to choose a place for your honeymoon, which place in Mozambique would you choose, and why?

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Lesson 1
Wedding ceremonies around the world

Speak

1. Match these words with their definitions. Use a dictionary and discuss the definitions as necessary.

couple	a formal relationship between two people
bride	a man who is getting married
groom	to swap or give something to each other
wedding	the other way around (compared to what was done before)
marriage	a bunch of flowers that a bride holds during a wedding ceremony
exchange	to cut out (letters or a design) on a hard surface
vice versa	a ceremony of marriage
engrave	two people
bouquet	a woman who is getting married

Listen Read

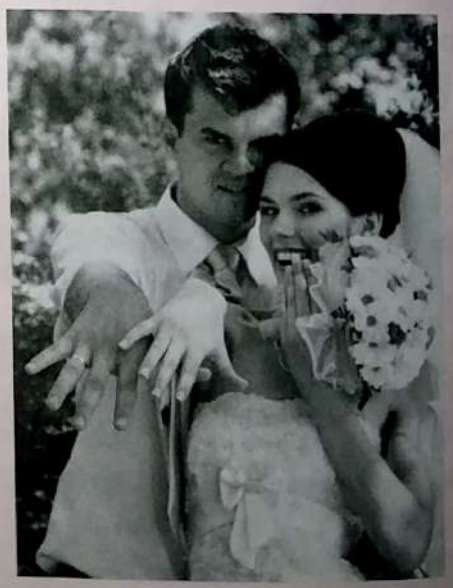
2. Listen to these passages. As you listen, take notes under these headings:

Brazil China Mexico Saudi Arabia

3. Then read the passages silently by yourself. Add any main ideas that you did not include in the notes that you made before when you listened to the text.

Modern Brazilian weddings

Brazil has several traditional wedding customs for a wedding ceremony. For example, the bridegroom is not allowed to see his bride wearing her wedding dress before the ceremony. As with many wedding ceremonies all over the world, in Brazil the bride has to wear something old, something new, something borrowed and something blue. The rings that the couple give to each other are engraved with each other's name.



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Traditional Chinese wedding ceremonies

In China, at a traditional wedding ceremony, the guests have to play jokes on the wedding couple. For example, they hang an apple on a thread in front of the bridal couple. The bride and groom must bite the apple at the same time to show that *they*[1] love each other. Then, the moment their lips touch the apple, one of their friends must suddenly *pull it*[2] away – and the couple's lips meet. So they have to kiss each other, instead of biting the apple! *This*[3] always makes everyone at the ceremony laugh and joke.



Mexican Catholic wedding ceremony

At a Catholic wedding ceremony in Mexico, the bride must offer her bouquet to the Virgin Mary. Therefore she leaves her bridal bouquet at the foot of a statue of the Virgin Mary. The bride does this to thank Mary and to ask *her*[4] for a good life and for her blessings. Once she has given her bouquet to Mary, she joins *her*[5] groom and, together, the couple receives the priest's blessing.



Traditional weddings in Saudi Arabia

When people get married in Saudi Arabia, men and women buy new clothes because, they say, it is a new life and the couple must wear new clothes. On the wedding night, the woman dresses in white. The man also dresses in white clothes, with a long tunic called a *bisht*. To help the couple start their new life in a relaxed way, at the end of the wedding, the woman drinks coffee with her mother and relatives. The man drinks coffee with his father and relatives. The morning after the wedding, the man gives a gift to his wife.

Speak **Write**

4. Discuss these questions and then write your own answers.
   a) Which customs are observed by brides in Brazil?
   b) Why is an apple hung in front of a Chinese couple at traditional weddings?
   c) Where do Mexican brides put their bouquets, and why do they do this?
   d) Why do couples in Saudi Arabia buy new clothes when they get married?
5. Copy these sentences and then say what the function of each italicized word is. Is it a noun, a pronoun, a verb, an adverb, an adjective or a conjunction?
   a) In China, at a *traditional* wedding ceremony, the guests have to *play* jokes on the wedding couple.
   b) *Therefore* she leaves her bridal bouquet at the foot of a *statue* of the Virgin Mary.
   c) *When* people get married in *Saudi Arabia*, men and women buy new clothes.

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6. Which nouns do these words in the passages refer to?
   a) they[1]
   b) it[2]
   c) this[3]
   d) her[4]
   e) her[5]

Speak Listen

7. Read the passages about weddings in other parts of the world again. Then discuss these questions.
   a) Are there any similarities between weddings in Brazil, China, Mexico and Saudi Arabia and weddings in Mozambique? For example: What is said to happen in Mozambique if the groom sees the bride in her white dress before the wedding?
   b) Are there similarities between Muslim, Christian and traditional weddings? What is similar, and what is different?
8. Work in pairs and explain to each other how traditional and modern weddings are viewed in your community/town/village.
9. Have a class discussion about weddings. Give your opinions about what you think is a good way to hold a wedding.

Learn

Using *however* to link ideas

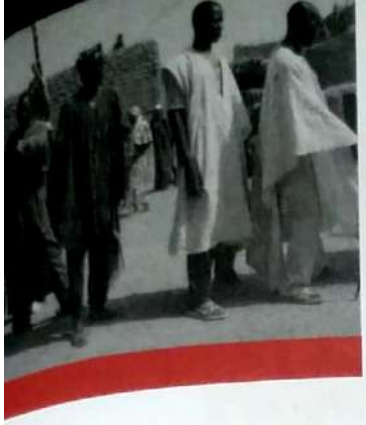
However can be used to mean 'no matter what', for example:
I can't seem to do this puzzle, *however* hard I try!
(This can be written the other way around as well, starting with *however*.)

However can also be used to introduce contrasting statements, for example:
Muslim and Christian weddings follow different customs. *However*, there are a few similarities as well.
(This could also be written as one sentence.)

Write

10. Link these sentences with *however* to make contrasting statements.
    a) We are getting married only next year. We have already started our preparations.
    b) The bride wore something borrowed and something new. She forgot to wear something old!
    c) In Chinese weddings, the bridal couple has to bite at an apple. The apple is pulled away as they try to do this.
    d) I am going to be very busy today. I think I can get home in time for lunch.
11. Complete these sentences in an appropriate way.
    a) However hard I try, I can't seem to _____!
    b) However much she eats, she never _____!
    c) Brides can't seem to arrive at weddings on time, however _____!
    d) I can't find someone to marry, however _____!

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Lesson 2
Traditional marriages in southern Mozambique

Speak **Read**

1. Before you read, discuss what these words mean:
   - **goodwill**
   - *lobolo*
   - **polygamy**.
2. Read the passage a few times, until you understand the main ideas.



During a wedding celebration, the bridal couple dance, sing and celebrate their new life with family and friends. But this is just the **culmination** of a long path that has to be followed before the celebrations.

It all starts when a man, who is interested in marrying a woman, sends his friends or members of his family to the woman's house. He doesn't go himself. The messengers inform the woman's parents of the groom's **intentions** and, as a sign of goodwill, leave gifts for the family. They might, for example, leave a dress or jewellery for the woman, an alcoholic beverage for the woman's father, and some craftwork item or a *capulana* for her mother.

The messengers leave the woman's house once they have a promise that representatives of the bride will visit the groom. This visit will determine the outcome of the union; in other words, whether the man will marry the woman or not.

About a month later, the bride's representatives visit the groom with a list of demands. These demands have to be met before the couple may marry. It is normally a long list, which includes a full **outfit** for the bride's father, as well as outfits for the bride's mother and grandparents. Anybody else who has contributed to the woman's upbringing also has a right to be recognized at this time.

The list, particularly in rural areas, can also include cattle and a few thousand meticais. In Maputo and other urban areas, this tradition has become more symbolic – but in areas like Macia, strict ancestral traditions are still followed.

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Once the groom has met all the demands on the list, it is time for another visit to the bride's house. Once again, representatives are sent to carry out the *lobolo* negotiations.

To *lobolo* the bride, is to give her away to her new life. Once all the conditions have been met, nothing **hinders** the union. The groom has proven his intentions. The family is satisfied by his **devotion** and gifts, and the daughter then leaves her parents' home. There is no signing of papers, no church ceremony, just the **blessing** of the ancestors.

Poligamy is a common **practice** in Mozambique. Depending on the man's wealth, he can simply repeat the ritual three or four times during his lifetime.

Younger people do not necessarily want to repeat the same rituals as their parents and others have done before them. Modern values and views are taking over, as in other areas of life in Mozambique. But the vast majority of couples that are to be married agree on one thing – they must receive the blessing of their ancestors.

Source: Blog Khanimambo / Luciana Martinelli (adapted from http://khanimambo-africa2007.blogspot.com/2007/07/lobolo-o-casamento-tradicional.html)

Write

3. Choose the best answer to each question about the text you have just read.
   a) In traditional marriages, who makes the first approach to a woman?
      i) the man who wants to marry her
      ii) the woman's family
      iii) friends and family of the man
   b) What does the man have to do first, to ensure the woman's family of his good intentions?
      i) pay *lobolo*
      ii) send gifts to her family
      iii) buy a wedding ring
   c) What is important about the list of demands that the woman's family sends to the man?
      i) The man has to meet the demands if he wants to marry the woman.
      ii) The women's family needs to know that the man is rich.
      iii) It is just a list that the man can ignore.
   d) What happens once the *lobolo* has been paid?
      i) The man and woman need to get permission to get married.
      ii) The family can change their minds about the marriage.
      iii) The man and woman are considered married and the woman leaves her parents' house.
   e) Which old tradition is still respected, even by modern urban couples who get married in modern ceremonies?
      i) The couple must make a list of demands.
      ii) The couple must receive the blessing of the ancestors.
      iii) The couple must wear white clothes.

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Learn

Using *whether ... or not* and *whether ... or*

Study these examples.

It will determine *whether* the man will marry the woman *or not*.

(*Whether* means 'if' in the sentence above.)

Whether we marry in a traditional *or* a modern ceremony, we are still getting married.

(*Whether ... or* means 'it doesn't matter' in this sentence.)

Write

4. Make up sentences using words from each column.

The girl's family will decide ...	or not	... he is a good husband.
Whether we give the girl's family presents ...		... they will still celebrate the marriage with us.
The young people have to choose ...	whether or not	... to accept the marriage offer.
Whether you like him ...		... to have a traditional wedding.

5. Complete these sentences, so that they make sense and are grammatically correct.
   a) We are getting married, whether _____.
   b) Whether it rains or is sunny, they _____.
   c) Whether we go to _____, we are going to Mozambique.
   d) _____, whether you believe it or not.
6. Make a summary of what takes place before a couple can be considered married in the traditional way in southern Mozambique.

Tips

- Make sure that you write the events in the correct order.
- Use sequence words.
- Don't state your opinion. Give the facts only.

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Lesson 3
What is the right age for marriage?

Speak

1. Discuss these questions. Give examples from your own community or town.
   - What do you think is the right age for boys and girls to get married?
   - Should boys be older than the girls that they marry?
   - At what age should you start panicking if you've not yet found the right partner?
   - If you say age doesn't matter, what are the things that *do* matter?

Read

2. Read the dialogue silently until you understand it.

LÍDIA: Personally, I think the most important thing to achieve before marriage is economic independence. You also need a clear **sense** of where you're going in life. If you have that by 20, go ahead! And if you're a woman and you're close to 30, you should start **panicking**! Maybe you've been too **fussy**?

ROMÃO: I would say that the right age for marriage is around the age of 18 for the man, and around 16 for a woman. Men and women are mature enough for marriage at these ages.

BEATRIZ: Sorry to interrupt, but that is crazy! I don't agree!

ROMÃO: Well, maybe we have different cultural values if you think that. Of course, a man has to be able to take care of a wife and family, so he should have completed his secondary education before marriage.

PAUL: Well, at my university, there are some Iranian students who are married. They seem to be happy, and they study hard too. Most of these Iranian students are only 19 or 20 and, frankly, I am happy for them. So if one has is the money, why not get married early?

KASEY: Yes, I agree with you, Paul. I would like to back up your point by saying that there is no such thing as 'marriageable age'. As long as one is mature (and this varies from person to person) and you have the financial means to get married, then by all means, settle down.

LÍDIA: Yes, but one needs to take into consideration the issue of **raising** kids.

KASEY: Yes, that's a vital issue. In my opinion, a woman who is younger than 20 might not necessarily be the best mum to her kids because she is still a kid herself. Although ... there are women who are well over 30, who are still not the best mums, of course!

BEATRIZ: Going back to the issue of financial independence ... I think it's wrong to expect a guy to earn and save so much before he gets married. Couples who genuinely love each other can pool their earnings and resources to get married.

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3. Now work in groups of five and read the dialogue aloud.

Write

4. Read the following sentences carefully. Then match each sentence to one of the people who spoke in the dialogue that you have read.
   a) This person is of the opinion that marriage can take place as soon as a man has completed his schooling.
   b) This person believes that different people are ready for marriage at different ages.
   c) This person believes that, if you are mature enough to be a good parent to children, then you are ready for marriage.
   d) This person believes that it is not necessary for a man to be able to support a woman financially, because men and women share expenses these days.
   e) This person is of the opinion that financial independence is vital before thinking about marriage.

5. Replace the italicized words in each of these sentences with words from the box.

if	difficult to please	put their money together
enough money	think about	a good idea

   a) You also need *a clear sense* of where you're going in life.
   b) Maybe you've been too *fussy*?
   c) *As long as* one is mature, one is ready for marriage.
   d) If you have *the financial means* to get married, go ahead!
   e) But one needs to *take into consideration* the issue of raising kids.
   f) Couples can *pool their earnings* and get married.

Read Speak

6. Read the dialogue on page 196 again and say what you think.
   - With whom do you agree?
   - With whom do you disagree?

   Give reasons when you state your opinions.

7. Now complete this dialogue in any way that makes sense.

STUDENT A: I think that people should get married only when _____.
STUDENT B: No, you are wrong. I disagree! I feel that _____ because _____.
STUDENT C: Yes, you have a point. But what about _____?
STUDENT D: Yes, we need to think about that. But, going back to an earlier point, I think one needs to be _____ and _____ to be ready for marriage.

8. Now that you understand the text well, go back and read it aloud again in groups. This time, pay attention to the intonation that you use. This should reflect what you are saying. Your teacher will help you with this. Use gestures as well, and act what you are saying.

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Lesson 4
Review

1. Find ten words about weddings and marriages in this word puzzle. The words can be found going down or across.

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



2. Work in pairs. One person reads ONE sentence of each question. The other person has to identify which one of the two sentences he or she has heard.
   a) They are getting married next week. They were married last week.
   b) He is only 18 years old. He is only 80 years old!
   c) Where are they going for their honeymoon? When are they going on honeymoon?
   d) Women today do not need to depend on their husbands. Women today are still dependant on their husbands.

3. Use *however* to link these sentences.
   a) Young people can get married early. They should be mature and responsible.
   b) I can't seem to pass my driving test. I try hard!
   c) She got married only when she was 30. She is still not ready to be a mother.
   d) He doesn't lose weight. He trains hard.
   e) We would like to get married this year. We need to save some money first.

4. Use *whether … or* and make up sentences with these key words. You will need to add words of your own and use the correct verb tenses.
   a) Financial matters / to determine / we / to get married / this year
   b) Our parents / to decide / traditional marriage / to have
   c) You / can / to choose / get married / a church
   d) The woman / to decide / to want / to marry / man
   e) You / to decide / to have / the wedding / at Bazaruto?

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5. Replace the italicized words in this dialogue with pronouns.

PAOLA: Well, maybe *Anna and Paola* have different values. Of course, a man has to be able to take care of a wife and family, so *a man* should have completed *a man's* secondary education before marriage.

ANNA: Well, at *Anna's* college, there are some students who are married. *The students* seem to be happy and *the students* study hard too. Most of *the students* are only 19 or 20. *Anna* is happy for *the students*. So if *a person* has the money, why not get married early?

6. Write this direct speech in indirect speech.

ROMÃO: I say that the right age for marriage is around the age of 18 for a man, and around 16 for a woman. Men and women are mature enough for marriage that these ages.

BEATRIZ: I'm sorry to interrupt, but that is crazy! I don't agree!

7. Rewrite this conversation with the correct capitalization and punctuation.

where are they going to get married asked fatima i am not sure replied romao I think they are looking for a quiet place somewhere up the coast maybe they should try pomene or bilene suggested fatima

8. Write a letter or an e-mail to a friend. In your letter or e-mail, describe a wedding that you attended. Say where it was and who was married, and then describe the wedding ceremony or ritual.

9. Write a paragraph to explain what is happening in this picture.



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A

accentuate *verb* – acentuar
acceptance *noun* – aceitação (f)
accommodation *noun* – alojamento (m)
adulthood *noun* – maioridade (f)
advertisement *noun* – anúncio (m), publicidade (f)
affiliation *noun* – associado (m), filiado (m)
air-conditioned *adjective* – climatizado
ancestor *noun* – antepassado (m)
ancestry *noun* – descendência (f)
appearance *noun* – aparência (f)
application *noun* – candidatura (f)
apply *verb* – candidatar
assemble *verb* – reunir(-se), juntar(-se), acumular, convocar, congregar(-se), montar, construir
ATM (automatic teller machine) *noun* – caixa multibanco (f)
awkwardly *adverb* – desajeitado, inábil, deselegante, desairoso

B

B & B (bed and breakfast) *noun* – dormida e pequeno-almoço (f)
background *noun* – antecedentes (m, pl)
backward *adjective* – tímido, atrasado
ballot *noun* – votação (f), sorteio (m)
ban *verb* – proibir, excluir
baste *verb* – regar a carne com molho
bearing *noun* – atitude (f)
bedraggled *adjective* – sujo
behaviour *noun* – comportamento (m)
biblical *adjective* – bíblico
blessing *noun* – bênção (f)
boil *verb* – ferver, cozinhar
breathtaking *adjective* – excitante, empolgante
bridal *adjective* – nupcial
bride *noun* – noiva (f)
broad-shouldered *adjective* – de ombros largos
bullying *noun* – agressão (f)
bushy *adjective* – cerrado, espesso

C

cabinet *noun* – gabinete (m)
campaign *noun* – campanha (f)
campaign *verb* – tomar parte em campanha, dirigir uma campanha eleitoral, fazer campanha
candidate *noun* – candidato (m)
casualty *noun* – vítima (f)
catered accommodation *noun* – aquele que fornece alojamento
cause *noun* – causa (f)
cause *verb* – causar
circumcise *verb* – circuncidar, purificar (Bíbl.)
citizen *noun* – cidadão (m)
citizenship *noun* – cidadania (f)
climate change *noun* – mudança climática (f)
coir *noun* – fibra (f) de coco
collateral *noun* – garantia adicional (f)
complex *noun* – complexo (m)
conflict *noun* – conflito (m)
conservative *adjective* – conservador, moderado (m)
consume *verb* – consumir
consumer *noun* – consumidor (m)
contaminate *verb* – contaminar
convert *verb* – converter
copra *noun* – copra (f)
counterfeit *adjective* – falsificado, falso
credit *noun* – crédito (m)
culmination *noun* – culminar (m)
cultivate *verb* – cultivar
cultural heritage *adjective* – herança cultural
cut (circumcise) *verb* – circuncidar, purificar (Bíbl.)

D

damage *noun* – dano (m)
debit *noun* – débito (m)
decolonization *noun* – descolonização (f)
defence *noun* – defesa (f)
demand *noun* – procura (f), exigência (f)
democracy *noun* – democracia (f)
deny *verb* – negar
deposit *noun* – depósito (m)
descendant *noun* – descendente (m)
devastate *verb* – devastar
devotion *noun* – devoção (f)
dictatorship *noun* – ditadura (f)
disapproval *noun* – desaprovação (f)
download *verb* – download, descarregar
dress code *noun* – traje
drought *noun* – falta de água, seca, aridez (f)
duty *noun* – dever (m)

E

early warning systems *adjective* – sistema de alarme antecipado
earthquake *noun* – terramoto (m)
economic standing *adjective* – nível económico
edible *adjective* – comestível
elect *verb* – eleger
election *noun* – eleição (f)
electoral *adjective* – eleitoral
emission *noun* – emissão (f)
energy-smart *adjective* – energia limpa
enforce *verb* – impor
engraved *adjective* – gravado, esculpido, estampado
epidemic *noun* – epidemia (f)
equality *noun* – igualdade (f)
equally *adverb* – igualmente
equip *verb* – equipar
ethnic *adjective* – étnico
ethnic group *noun* – grupo étnico (m)
exchange *verb* – trocar
executive *noun* – executivo (m)
exercise *verb* – exercer
experienced *adjective* – experiente

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extended *adjective* – prolongado
extended family *noun* – família alargada (f)
extension (hair) *noun* – extensão (f)

F

fabric *noun* – tecido (m), estrutura (f)
fair *adjective* – justo
fake *adjective* – falso
family tree *noun* – árvore genealógica (f)
family-owned *adjective* – negócio de família
famine *noun* – fome (f)
fashionable *adjective* – da moda
fertilizer *noun* – fertilizante (m)
fishing *noun* – pesca (f)
flight (aeroplane) *noun* – voo (m)
flood *noun* – inundação (f)
flustered *adjective* – aturdido
foreign currency *noun* – moeda estrangeira (f)
franchise *noun* – franquia (f)
freedom *noun* – liberdade (f)
friendship *noun* – amizade (f)
fuel consumption *noun* – consumo de combustível (m)
fussy *adjective* – complicado, exagerado

G

garlic *noun* – alho (m)
gender *noun* – género (m)
goodwill *noun* – boa vontade (f)
governance *noun* – governo (m), autoridade (f)
graduate *noun* – diplomado (m)
grate *verb* – ralar
green movement *noun* – movimento dos verdes (m)
grill *verb* – grelhar
grind *verb* – moer, triturar
groom (bridegroom) *noun* – noivo (m)
guest *noun* – convidado, hóspede (m)
guesthouse *noun* – casa de hóspedes (f)
guinea fowl *noun* – pintada, galinha-da-índia, galinha-da-guiné (f)

H

habit *noun* – hábito (m), costume (m), roupa (f) de frade ou freira
hairless *adjective* – sem pêlo, sem cabelos
half-caste *noun* – mestiço (m)
harvest *verb* – colher, ceifar
heat *verb* – aquecer
heterosexuality *noun* – heterossexualidade (f)
hinder *verb* – impedir
historical interest *noun* – interesse histórico (m)
hobby *noun* – passatempo (m)
homosexual *noun* – homossexual (m, f)
homosexuality *noun* – homossexualidade (f)
honeymoon *noun* – lua-de-mel (f)
hospitable *adjective* – hospitaleiro
hospitality *noun* – hospitalidade (f)
humiliate *verb* – humilhar
husk *noun* – casca (f)
hybrid *noun* – híbrido (m)
hybrid *adjective* – híbrido

I

identity *noun* – identidade (f)
indigenous *adjective* – indígena
initiation *noun* – iniciação (f)
inquisitive *adjective* – inquisitivo
insurance *noun* – seguro (m)
intention *noun* – intenção (f)
interest *noun* – interesse (m)
interview *verb* – entrevistar

J

jeer *verb* – zombar
judiciary *noun* – judiciário (m), magistratura (f) (Jur.)

L

legible *adjective* – legível
legislative *adjective* – legislativo
legislature *noun* – legislatura (f)
lesbian *noun* – lésbica (f)
lethal yellowing disease *noun* – doença do amarelecimento letal do coqueiro (f)
livelihood *noun* – meio (m) de vida, sustento (m)
loan *noun* – empréstimo (m)
located at *verb* – localizado em
lodge *noun* – casa (f) pequena, guarita (f), casa (f) de campo, hotel (m)
low-yielding *adjective* – que produz pouco

M

magnesium *noun* – magnésio (m)
majority *noun* – maioria (f)
management *noun* – gestão (f)
manufacture *verb* – fabricar
marinate *verb* – marinar
marriage *noun* – casamento (m)
master *verb* – dominar
meaning *noun* – significado (m)
media (news media) *noun* – meios de comunicação (m, pl)
menstruation *noun* – menstruação (f)
militant *adjective* – militante
mineral *noun* – mineral (m)
mock *verb* – ridicularizar, zombar
monarch *noun* – monarca (m, f)
mosquito net *noun* – mosquiteiro (m)
motivate *verb* – motivar

N

national assembly *noun* – assembleia nacional (f)
natural disaster *noun* – catástrofe natural (f)
neglect *verb* – negligenciar
nonsense *interjection* – absurdo (m)
nuclear family *noun* – família nuclear (f)
nut *noun* – noz (f)
nutritious *adjective* – nutritivo

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O

old-fashioned *adjective* – antiquado, obsoleto
organic *adjective* – orgânico
outcast *noun* – pária (m), proscrito (m), vagabundo (m)
outfit *noun* – equipamento (m), apetrechos (m), pessoal (m)
overflow *verb* – inundar, transbordar, alagar
overgrazed *adjective* – destruição de vastas áreas de pasto

P

panic *verb* – entrar em pânico
parliament *noun* – parlamento (m)
party *noun* – partido (m)
peer *verb* – perscrutar
persecution *noun* – persecução (f)
phosphorus *noun* – fósforo (m)
picturesque *adjective* – pitoresco
PIN (personal identification number) *noun* – PIN (número de identificação pessoal) (m)
piracy *noun* – pirataria (f)
plain (appearance) *adjective* – sem qualquer beleza
plume *noun* – pena, pluma (f)
politics *noun* – política (f)
polygamy *noun* – poligamia (f)
ponytail *noun* – rabo-de-cavalo (m)
post *noun* – posto (m)
potassium *noun* – potássio (m)
practice *noun* – prática (f)
predominate *verb* – predominar, prevalecer
prevent *verb* – evitar, prevenir
prevention *noun* – prevenção (f)
preventive *adjective* – preventivo
pristine *adjective* – prístino, antigo, primitivo
productivity *noun* – produtividade (f)
pronounce *verb* – pronunciar
public relations *noun* – relações públicas (f)
pulp *noun* – polpa (f)

R

raise (children) *verb* – criar, educar
raw materials *noun* – material básico (m)
recycled *adjective* – reciclado
regulation *noun* – regulamento (m), norma (f), preceito (m)
relationship *noun* – relação (f), parentesco (m), ligação (f)
relative *noun* – parente (m)
representative *noun* – representante (m)
resistance *noun* – resistência (f)
resolve *verb* – resolver
résumé *noun* – currículo (m)
rights *noun* – direitos (m, pl)
rite *noun* – ritual (m)
roast *verb* – assar, tostar

S

sacred *adjective* – sagrado
salinity *noun* – salinidade (f)
sand dunes *noun* – dunas de areia (f, pl)
savings *noun* – poupanças (f, pl)
scam *noun* – fraude (f)
scholarship *noun* – bolsa de estudos (f)
seasonal *adjective* – sazonal
self-catering *adjective* – com cozinha
sense *noun* – sentido (m)
serve *verb* – servir, prestar serviço
shave *verb* – barbear
sight *noun* – vista (f)
simmer *verb* – cozinhar em fogo brando, ferver
skill *noun* – habilidade (f), arte (f) manual
skimming device *noun* – instrumento para fraude (m)
slave *noun* – escravo (m)
smallholder *noun* – pequeno proprietário (m)
solar *adjective* – solar
spice *noun* – especiaria (f), condimento (m), tempero (m)
squeeze *verb* – espremer
stocky *adjective* – atarracado
style *noun* – estilo (m)
submerge *verb* – submergir
subsistence farming *noun* – agricultura de subsistência (f)
suited to *verb* – convir, servir
symbolize *verb* – simbolizar

T

take a fancy *noun* – desejar, gostar
tenacious *adjective* – tenaz
tender *adjective* – macio, suave, brando
tented (camp) *adjective* – com tendas (campo) (m)
terrain *noun* – terreno (m)
thrive *verb* – florescer, prosperar, crescer
timeless *adjective* – intemporal
totem *noun* – totem (m)
tourist attractions *noun* – atracções turísticas (f, pl)
tourist complex *noun* – complexo turístico (m)
trade union *noun* – sindicato (m)
treat *verb* – tratar
trendy *adjective* – na moda, moderno, actual
tropical cyclone *noun* – ciclone tropical (m)

U

unfaithful *adjective* – infiel
unforgettable *adjective* – inesquecível
upward trend *noun* – tendência altista (f)

V

vigilance *noun* – vigilância (f)
vote *verb* – votar
vulnerability *noun* – vulnerabilidade (f)
vulnerable *adjective* – vulnerável

W

withdraw *verb* – retirar, levantar

Z

zinc *noun* – zinco (m)

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NATIONAL SYMBOLS OF THE REPUBLIC OF MOZAMBIQUE

Flag



Coat of Arms



National Anthem

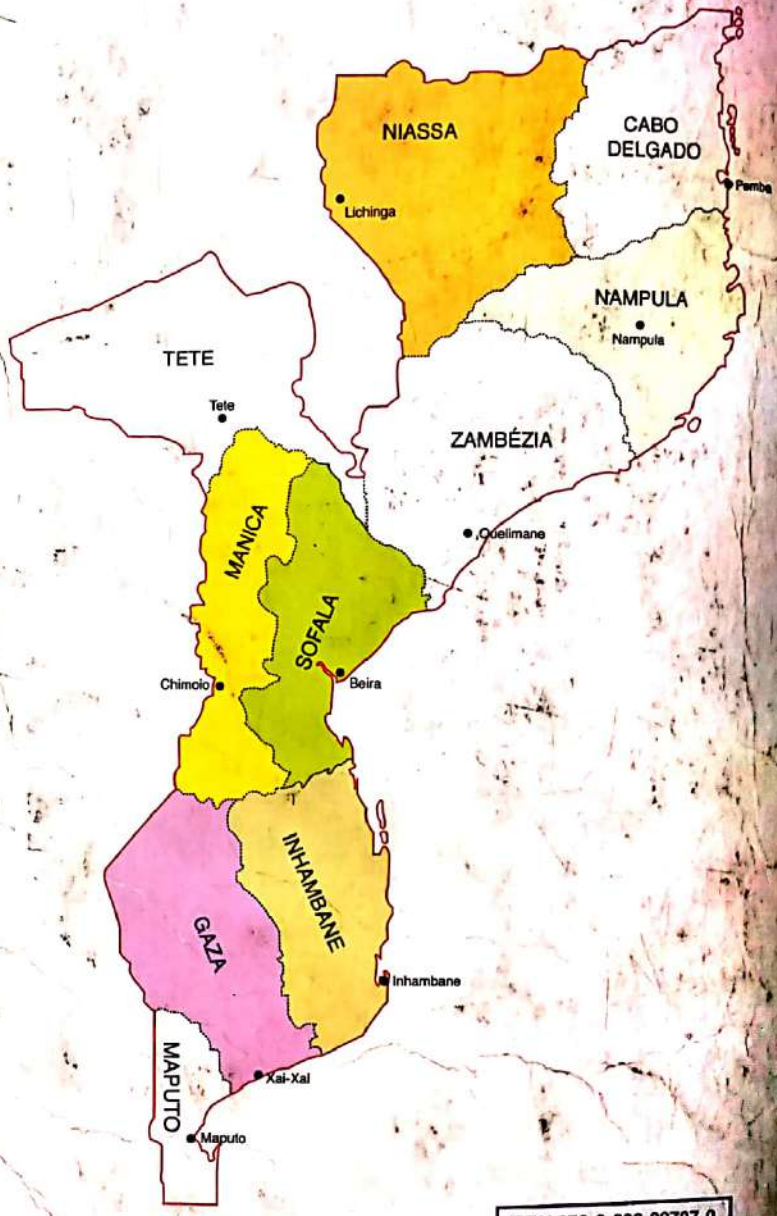
Pátria Amada

Na memória de.África e do mundo
Pátria bela dos que ousaram lutar
Moçambique o teu nome é liberdade
O sol de Junho para sempre brilhará.

Coro
Moçambique nossa terra gloriosa
Pedra a pedra construindo o novo dia
de braços, uma só força
[illegible] unida vamos vencer.

[illegible] do Rovuma ao Maputo
[illegible] frutos do combate pela paz
[illegible] sonho ondulado na Bandeira
[illegible] vai lavrando na certeza do amanhã.

Flores brotando no chão do teu suor
Pelos montes, pelos rios pelo mar
Nós juramos por ti, ó Moçambique.
Nenhum tirano nos irá escravizar.



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