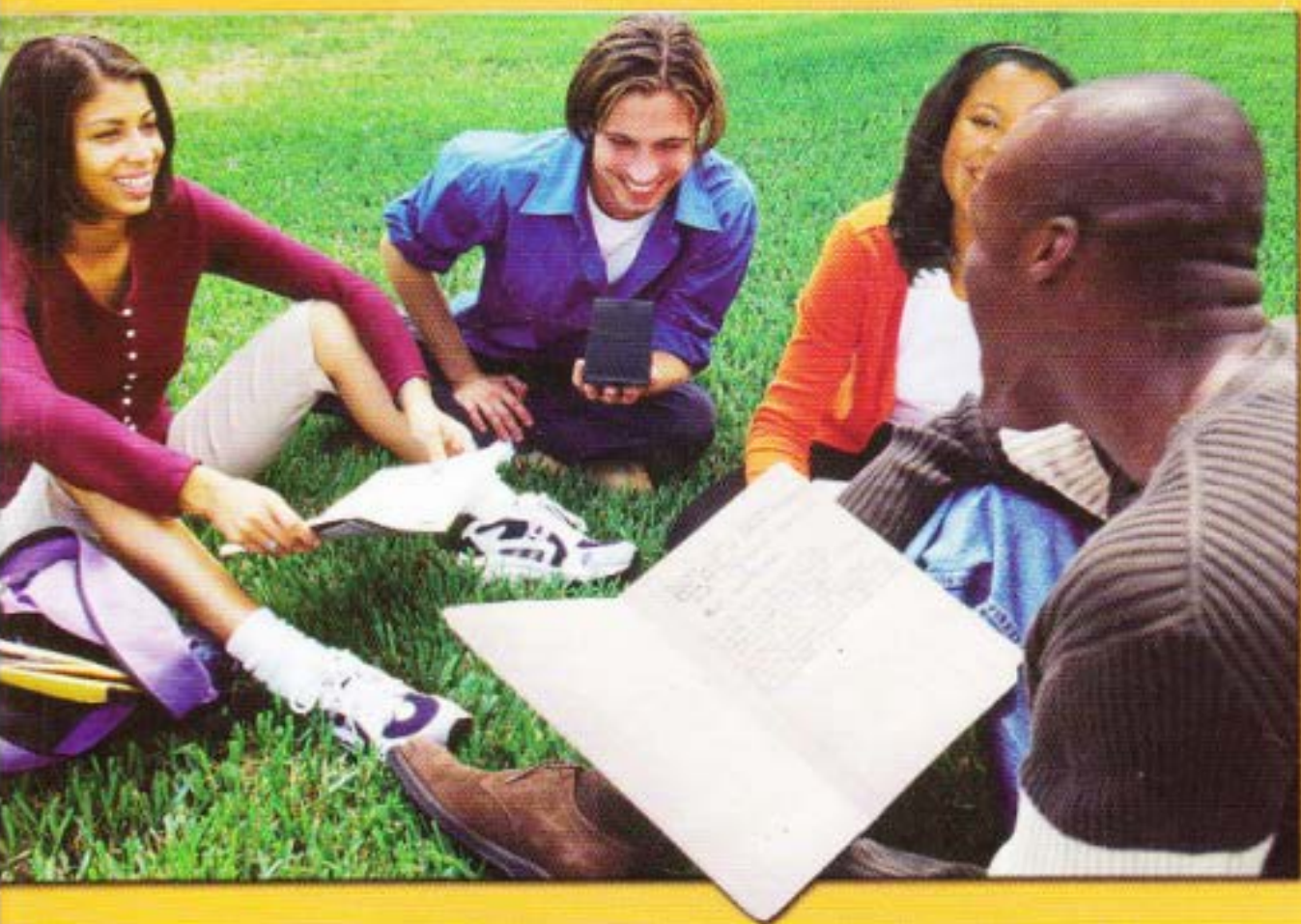


Romão Beatus Paulo

# I<sub>12</sub>

Inglês 12.<sup>a</sup> Classe



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Romão Beatus Paulo

# I 12

Inglês 12.<sup>a</sup> Classe



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# Index

|   |    |  |    |
|---|----|--|----|
| INTRODUCTION .....  | 4  | 4. Picture interpretation/Speaking .....                                   | 35 |
| UNIT 1 – Children's Rights .....  | 5  | 5. Reading .....   | 35 |
| 1. Brainstorming .....  | 6  | 6. Scanning for specific information .....                                 | 38 |
| 2. Reading .....  | 6  | 7. Language focus: Referring, using pronouns .....                         | 38 |
| 3. Picture interpretation .....   | 7  | 8. Consolidation task: Reflexive pronouns .....                            | 39 |
| 4. Reading and speaking .....   | 8  | 9. Language focus .....  | 39 |
| 5. Skimming .....   | 8  | 10. Consolidation task: Reflexive pronouns .....                           | 40 |
| 6. Language focus: Expressing obligation<br>and unnecessary action .....            | 8  | 11. Consolidation task:<br>Nouns and pronouns, singular and plural .....   | 41 |
| 7. Language focus: Expressing contrast .....  | 10 | UNIT 3 – Customs and Traditions .....                                      | 43 |
| 8. Writing .....  | 10 | 1. Brainstorming .....   | 44 |
| 9. Reading and scanning .....   | 11 | 2. Picture interpretation/Reading<br>and matching information .....        | 44 |
| 10. Project work .....  | 12 | 3. Reading and comparing information .....                                 | 46 |
| 11. Consolidation task .....  | 13 | 4. Language focus: Synonyms .....  | 46 |
| 12. Consolidation task: Modal/Phrasal verbs .....                                   | 14 | 5. Writing .....   | 47 |
| 13. Consolidation task: Polite questions with<br>would you mind / may / could ..... | 15 | 6. Language focus: Expressing frequency,<br>degree, manner and place ..... | 47 |
| UNIT 2 – Private Property .....   | 17 | 7. Consolidation task: Adverbs .....                                       | 48 |
| 1. Brainstorming .....  | 18 | 8. Vocabulary: Customs and traditions .....                                | 50 |
| 2. Language focus: Word classification .....  | 19 | 9. Reading .....   | 50 |
| 3. Discussion .....   | 20 | 10. Writing .....  | 50 |
| 4. Reading for detail .....   | 20 | UNIT 5 – Satellites .....  | 51 |
| 5. Writing .....  | 21 | 1. Brainstorming .....   | 52 |
| 6. Reading .....  | 21 | 2. Reading/Dialogue .....  | 52 |
| 7. Writing .....  | 23 | 3. Reading comprehension .....   | 53 |
| 8. Reading and summarizing .....  | 23 | 4. Language focus: Adverbs .....   | 53 |
| 9. Writing and speaking .....   | 24 | 5. Language focus: <i>If</i> clauses .....                                 | 53 |
| 10. Reading .....   | 24 | 6. Vocabulary: Satellites and telecommunications .....                     | 54 |
| 11. Matching information .....  | 25 | 7. Consolidation tasks: <i>If</i> clauses .....                            | 54 |
| 12. Writing .....   | 26 | 8. Language focus: Basic rules of capitalization .....                     | 55 |
| 13. Reading for detail .....  | 26 | 9. Reading .....   | 56 |
| 14. Language focus: Agreeing and disagreeing .....                                  | 28 | 10. Reading comprehension .....  | 57 |
| 15. Speaking .....  | 29 | 11. Scanning for specific information .....                                | 58 |
| 16. Language focus: The Present Simple Passive .....                                | 29 | UNIT 6 – Getting a Job .....   | 61 |
| 17. Language focus: Compound adjectives .....                                       | 30 | 1. Brainstorming .....   | 62 |
| 18. Consolidation task:<br>Present Simple and Simple Past .....                     | 30 | 2. Picture interpretation .....  | 62 |
| 19. Consolidation task: Modals .....  | 31 | 3. Reading .....   | 63 |
| UNIT 3 – Success .....  | 33 | 4. Reading comprehension .....   | 64 |
| 1. Brainstorming .....  | 34 | 5. Picture interpretation/Speaking .....                                   | 65 |
| 2. Language focus:<br>Words that go with <i>make</i> and <i>do</i> .....            | 34 | 6. Reading .....   | 65 |
| 3. Language focus: <i>Do</i> and <i>make</i> .....                                  | 34 | 7. Vocabulary/Guessing from the context .....                              | 66 |
|   |    | 8. Language Focus: <i>have to/ought to/must</i> .....                      | 66 |



|  |    |   |     |
|--|----|---|-----|
| 9. Reading for main ideas                          | 67 | 7. Language focus:                                |     |
| 10. Writing  | 68 | Countable and uncountable nouns                   | 96  |
| 11. Consolidation task                             | 69 | 8. Consolidation task:                            |     |
| 12. Speaking/Discussion                            | 69 | Countable and uncountable nouns                   | 97  |
| 13. Vocabulary: Getting a job                      | 70 | 9. Language focus: Tag questions                  | 98  |
| <b>UNIT 7 – Malaria</b>                            | 71 | 10. Consolidation task: Tag questions             | 99  |
| 1. Brainstorming                                   | 72 | 11. Reading/Writing                               | 99  |
| 2. Picture interpretation                          | 72 | 12. Reading                                       | 101 |
| 3. Reading: Scanning for specific information      | 72 | 13. Reading comprehension                         | 101 |
| 4. Scanning for specific information               | 73 | <b>UNIT 11 – Agriculture</b>                      |     |
| 5. Vocabulary: Public health                       | 73 | and Ideas for the Future                          | 103 |
| 6. Consolidation task                              | 74 | 1. Brainstorming                                  | 104 |
| 7. Language focus:                                 |    | 2. Reading: Scanning for specific information     | 105 |
| Intonation for requests and commands               | 74 | 3. Vocabulary: Fields and farming                 | 107 |
| 8. Vocabulary: Be clear!                           | 74 | 4. Language focus: Idiomatic expressions          | 110 |
| 9. Speaking  | 75 | 5. Reading  | 110 |
| 10. Consolidation task: Language use               | 76 | 6. Writing: A formal letter                       | 111 |
| 11. Language focus:                                |    | 7. Consolidation task: Use of <i>get</i>          | 111 |
| Making requests and asking permission              | 76 | 8. Consolidation task:                            |     |
| <b>UNIT 8 – Media</b>                              | 77 | Comparing things idiomatically                    | 112 |
| 1. Brainstorming                                   | 78 | 9. Consolidation task:                            |     |
| 2. Reading / Discussion                            | 78 | Agriculture vocabulary                            | 112 |
| 3. Reading comprehension                           | 79 | <b>UNIT 12 – Fashion</b>                          | 113 |
| 4. Vocabulary: Mass Media                          | 80 | 1. Brainstorming                                  | 114 |
| 5. Vocabulary: Be clear!                           | 81 | 2. Reading/Discussion                             | 114 |
| 6. Language focus:                                 |    | 3. Reading comprehension                          | 115 |
| Expressing preference ( <i>would rather</i> )      | 81 | 4. Language focus: Polite expressions             | 115 |
| 7. Consolidation task:                             |    | 5. Reading  | 115 |
| <i>would rather</i> to express preference          | 81 | 6. Language focus: Reported Speech                | 116 |
| <b>UNIT 9 – Politics and Elections</b>             | 83 | 7. Language focus: Speech intonation              | 116 |
| 1. Brainstorming                                   | 84 | 8. Writing  | 116 |
| 2. Reading   | 84 | <b>UNIT 13 – Higher Education</b>                 | 117 |
| 3. Scanning for specific information               | 84 | 1. Brainstorming                                  | 118 |
| 4. Reading   | 85 | 2. Reading  | 118 |
| 5. Reading Comprehension                           | 85 | 3. Discussion                                     | 119 |
| 6. Vocabulary: Politics                            | 86 | 4. Vocabulary: Science and technology             | 120 |
| 7. Language focus: Expressing past time            | 87 | 5. Consolidation task: Reported speech            | 121 |
| 8. Language focus: Present Perfect Progressive     | 87 | 6. Consolidation task:                            |     |
| 9. Language focus: Phrasal Verbs with <i>stand</i> | 88 | Questions and auxiliary verbs                     | 121 |
| 10. Writing  | 88 | 7. Consolidation task: <i>-ing</i> and Infinitive | 122 |
| 11. Consolidation task: Politics and elections     | 89 | <b>UNIT 14 – Information &amp; Technology</b>     | 125 |
| 12. Consolidation task: Expressing past time       | 89 | 1. Brainstorming                                  | 126 |
| <b>UNIT 10 – Art, Craft</b>                        | 91 | 2. Writing  | 126 |
| 1. Brainstorming                                   | 92 | 3. Reading and scanning for specific information  | 126 |
| 2. Picture interpretation                          | 92 | 4. Scanning for specific information              | 127 |
| 3. Reading   | 92 | 5. Language focus: Relative clauses               | 128 |
| 4. Reading Comprehension                           | 93 | 6. Vocabulary: Information and technology         | 128 |
| 5. Scanning for specific information               | 95 | 7. Language focus: Describing and explaining      | 129 |
| 6. Consolidation task: The arts vocabulary         | 95 | <b>ANSWERS AND TEXTS</b>                          | 131 |

# Introduction

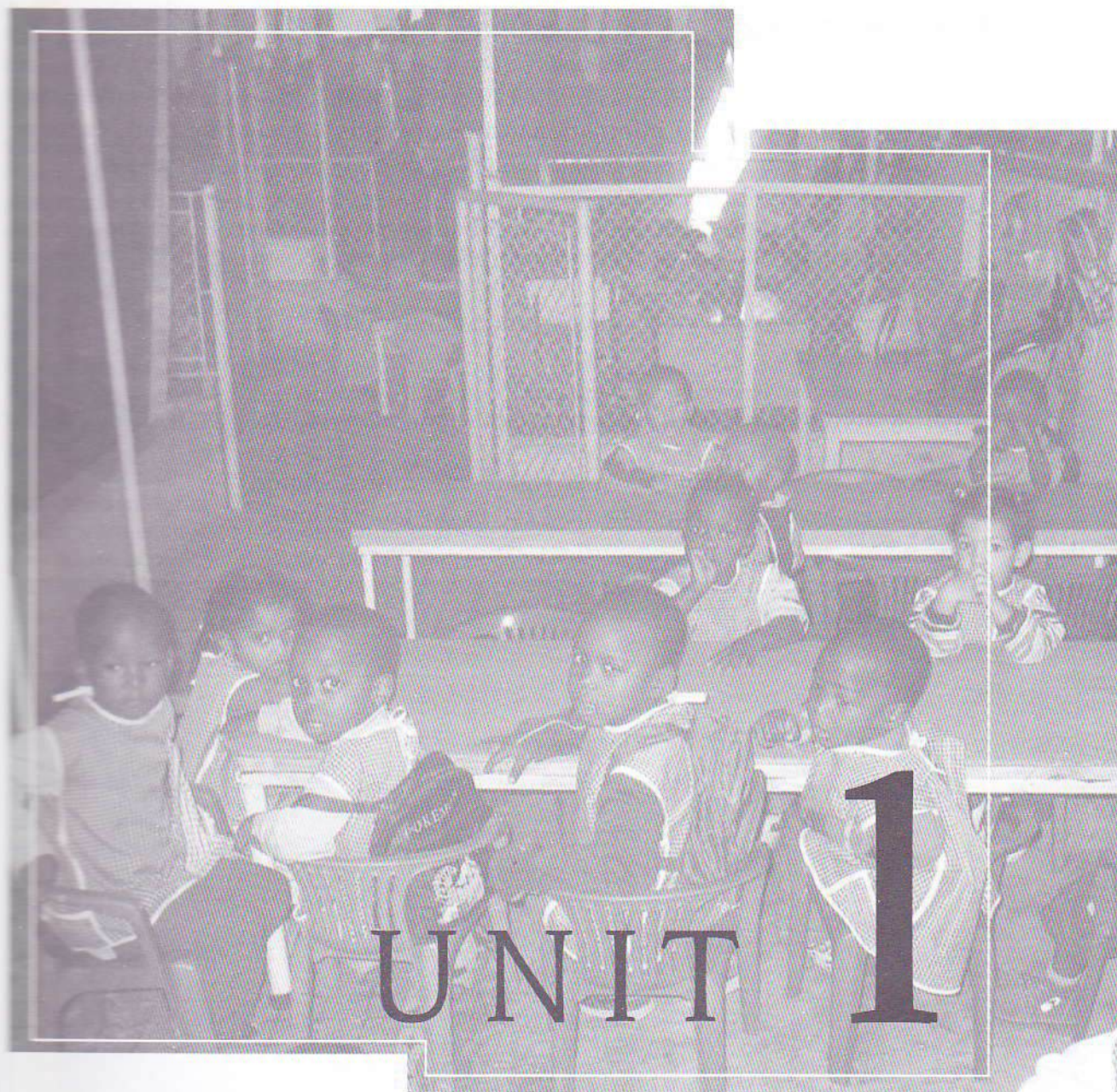
Inglês 12 textbook is the last series of textbooks for students completing Secondary Education in Mozambique. In it, we included a variety of exercises and tasks with the main focus on communication skills. It contains a number of tasks and language that you might encounter in everyday interaction within and outside the school.

The textbook contains 14 units organized into themes and are all related to our daily lives. Themes such as:

- Children's rights and duties that you should know and be aware off.
- The use to which computer is put for and operations that it can perform.
- Success that anyone can achieve no matter the colour of your skin.
- Customs and tradition in Mozambique and around the world.
- The importance of satellites in day to day communication.
- How to write CV and references.
- Malaria and the danger that is upon human beings.
- Some people calls media as the third power in any country. We tried to show you the importance of it.
- Politics and elections deal with some concepts related to the topic and election process.
- The need to preserve art and craft as a must in any country. You will learn about famous art and craft and people who make this possible.
- Agriculture is the basis for development and it employs the majority of people. You are going to read and be aware of the needs to avoid bush-fires, the need to rotate the crops and the kind of crops that can increase the fertility of soils.
- Fashion deals with the view that some people have about it. Language use and tasks highlight the need to distinguish between fashion and elegance and the polite way to use expressions that are related to fashion.
- Higher education explains the phases that some students might go through to achieve that level education. We compared the two countries: Mozambique and the United States of America and the last part include debate about advantages and disadvantages of the two systems of higher education.
- Information and Technology (IT). It is a new trend in this modern world and will be useless to finish this book without including Information Technology (IT). The reading passages will clarify a number of aspects that IT contains and the use to which we put it. We went a bit further talking about the internal component in computer and the functions executed by such devices and the help that bring to society.

We hope the users of Inglês 12 textbook will find it a useful tool which will help them in the learning of this international and well spoken language around the world. Let's study.





## Children's Rights





## 1. Brainstorming

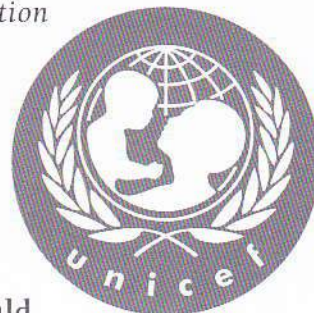
The Convention on the Rights of the Child was the first instrument to incorporate the complete range of international human rights – including civil, cultural, economic, political and social rights as well as aspects of humanitarian law.

– Have you heard about *United Nations Children Education Fund (UNICEF) Charter* that defines child's rights?

– From your point of view, what rights and duties do children have?

In small groups discuss what your rights and duties are.

From your point of view, what rights and duties should children have in your community? Fill in the table below.



| Children's rights | Children's duties |
|-------------------|-------------------|
| 1.                | 1.                |
| 2.                | 2.                |
| 3.                | 3.                |
| 4.                | 4.                |
| 5.                | 5.                |
| 6.                | 6.                |
| 7.                | 7.                |
| 8.                | 8.                |
| 9.                | 9.                |

## 2. Reading

### A charter or convention

A charter is an agreement between different countries that sign it and agree to certain things. It is composed by an introduction, guiding principles and several kind of rights.

#### Introduction

The articles of the convention may be grouped into four categories of rights and a set of guiding principles.



**Guiding principles**

The guiding principles of the convention include non-discrimination; adherence to the best interest of the child; rights to the life, survival and development; and the right to participate. They represent the underlying requirements for any and all rights to be realized.

**Survival and development rights**

These are the rights to the resources, skills and contributions needed for the survival and full development of the child. They include the right to adequate food, shelter, clean water, formal education, primary health care, leisure and recreation, cultural activities and information about their rights. These rights require not only the existence of the means to fulfill the rights but also access to them. Specific needs address the needs of the child refugees, children with disabilities and children of minority or indigenous groups.

**Protection rights**

These rights include protection from all forms of child abuse, neglect, exploitation and cruelty, including the right to special protection in times of war and protection from abuse in the criminal justice system.

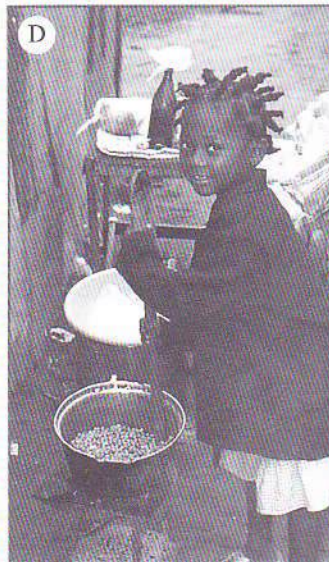
**Participation rights**

Children are entitled to the freedom to express opinions and to have a say in matters affecting their social, economic, religious, cultural and political life. Participation rights include the right to express opinions and be heard, the right to information and freedom of association. Engaging these as they mature helps children bring about the realization of all their rights and prepares them for an active role in society.

<http://www.unicef.org>

**3. Picture Interpretation**

Pictures below depict violations of children's rights. Do these pictures match to the ideas you have had in brainstorming?





#### 4. Reading and Speaking

Read this list of children's rights. Do these rights add to the ideas you already had?

1. Every child has the right to live.
2. State must make every effort to stop the abduction and selling of children.
3. Children must not take part in any military activity.
4. Countries must protect children from economic exploitation. People must not make or allow children to do work that interferes with their education or harms their health and well-being.
5. Parents must care for their children and not neglect them.
6. Countries should protect children from physical or mental harm.
7. Children should not be separated from their parents.
8. Each child should enjoy full rights without discrimination or distinctions of any kind.
9. A child has the right to the best health care available. Countries should emphasize preventing diseases and reducing infant mortality.

#### 5. Skimming

One way to find out certain information in the text is by skimming. By skimming, we mean reading a text quickly to find out what its main ideas are.

For example, if you come across the words: soldiers, guns, rocket propelled grenade – these words are connected to military activity.

Go through this two texts and find out what their main ideas are.

1. Last night report on TVM, showed a child chained at his house in the outskirts of Maputo city. The TVM crew was made aware of the fact by neighbours, who later on laid a complaint to a police station. When questioned, parents of the child allegedly said that their child was suffering from mental health problems and that the only way to keep him safe and away from trouble was only to chain him.
2. Traumatized children are small soldiers that could be found everywhere in Mozambique during the armed conflict. Many of them, as young as 9 or 10 years old, were said to be able to commit any crime. "Once, I was ambushed and then I could see what these children are capable off. They had no fear and were usually loyal to their "warlord". Heavily drugged, on barefoot with their AK – 47, they could defend and shoot anything moveable." Fortunately, I and other passengers were able to escape to nearby government barracks.

#### 6. Language Focus: Expressing obligation and unnecessary action

| Right things  | Sentences with <i>should</i> or <i>ought to</i>   |
|---|---|
| Children go to school.<br>Girls and boys live with their parents. | Children <i>ought to</i> go to school.<br>Girls and boys <i>should</i> live with their parents. |



|   |  |
|---|--|
| <b>Wrong things</b><br>Make children work all day.<br>Children fighting as soldiers.        | People shouldn't make children work all day.<br>Children ought not to fight as soldiers. |
| <b>Past wrong things</b><br>I forgot my sister's birthday.<br>I did not give her a present. | I should not have forgotten her birthday.<br>I should have given her a present.          |

The following table gives you a summary of modals and similar expressions.

| Auxiliary      | Uses   | Present/Future   | Past  |
|----------------|--|--|---|
| may            | 1. Polite request (only with I and we)<br>2. Formal permission<br>3. Less than 50% certainty | May I borrow your pen?<br>You may leave the room.<br>Where's Mario?                      |   |
|                | 50% certainly  | He might be at the resource centre.  | He may have been at the resource centre.  |
| should         | 1. Advisability<br>2. 90% certainty (expectation)  | I should finish my work tonight.<br>She should perform well in the test.                 | I should have finished last night, but I didn't.<br>She should have done well in the test.    |
| ought to       | 1. Advisability<br>2. 90% of certainty (expectation)   | I ought to study tonight.<br>She ought to do well on the test (Future only, not Present) | I ought to have studied last night, but I didn't.<br>She ought to have done well in the test. |
| had better     | 1. Advisability with threat or bad result  | You had better be on time, or we will leave without you.                                 | (past form – uncommon)  |
| might          | 1. Less than 50% certainty<br>2. Polite request (rare)                                       | Where's Anthony?<br>He might be at the shopping mall.<br>Might I borrow your pen?        | He might have been at the shopping mall.  |
| be supposed to | 1. Expectation<br>2. Unfulfilled expectation   | Class is supposed to begin at 7.00.  | Class was supposed to begin at 7.00 but it didn't begin until 10.00.                          |

## 7. Language Focus: Expressing contrast

We use *although*, *on the other hand*, *but*, *nevertheless*, *however*, *on the contrary*, *despite*, *even if*, *instead of*, *all the same* and many others to contrast our ideas.

Pay attention to the dialogue that follows and see how these words and phrases in italics are used.

A local Travel Agency is planning to open a new travel branch in Pemba. The main office in Maputo has to appoint the new caretaker of the Branch in Pemba. Manager and his assistant are discussing their views.

Manager: Mr. Manupa has got a number qualities, I want him to be our new travel agent. He does always come to work on time; ***on the other hand***, he knows very well the local culture and habits of the local people.

Assistant: ***But*** he is not good in socializing with people.

Manager: Nevermind, he will make profit than anyone else.

Assistant: He may be a good salesman, ***however***, I know we will have problems with him.

He does not like to be given orders or being told what to do.

Manager: Well, then, let's offer Limodo the job: he is sometimes very hard-working and he speaks very well English.

Assistant: ***On the contrary***, he is not sharp on managerial skills. Yet he manages to appear hard-working and very clever.

Manager: *Despite* what you say, I think he works well, ***even if*** he's not good in socializing.

Assistant: He does not work well. It's all the same, he spends too much time talking ***instead of*** working.

Manager: Let's give a try!



## 8. Writing

In pairs, write a conversation between Master Chef Cook and his Assistant in a tourism resort. Two applications have been received for the job of cook. Only one of the applicants possesses qualities and must be chosen.

Before writing the conversation, make a list of the good and bad qualities of each applicant. Use some of this vocabulary:

Enthusiastic

Untidy

Experienced

Deligent

Bad mannered

Polite



## 9. Reading and Scanning

When you scan a text, you look at or read something quickly.

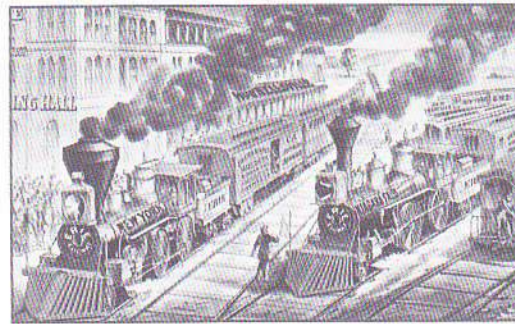
Scan the following text and then summarize the main idea in writing mini saga.

### Elijah McCoy: born 1843 – 1929."

#### An inspiration for young people.

Young Elijah McCoy loved machines. He would take things apart just to see how they worked. Then he would put them back together again. People knew Elijah was very smart. And they knew he would do something very special when he grew up. Elijah was born in Colchester, Ontario Canada. His parents had escaped from slavery in the United States. The McCoy made sure their children went to school. They wanted them to have a good education.

When Elijah was 16 years old, he went to school in Scotland to learn drafting. Drafters drew plans for new machines and buildings. Workers use the drawings to build the machines or buildings. Elijah also studied engineering. Engineers plan how to build such things as dams, water reservoir, canals bridges and oil wells.



Elijah studied hard. He finished his training and became "Master Mechanic and Engineer."

Elijah decided to live in Ypsilanti, Michigan. But he could not find a job as an engineer. Although slavery has ended in the United States, there still was prejudice against black people. He had to accept a job as a fireman and oilman for the Michigan Central railroad.

He had to shovel tons of coal into the firebox of the train. It was hard work.

At that time, trains ran on the steam. Steam was made when water was heated in boilers by burning coal. He had other work, too. He oiled moving parts of the train. Every few miles the train would stop so that he could oil the parts. If parts rubbed together, they could stick and stop the train. Oil kept the parts from sticking and this process is called lubrication.

He wanted to find a better way to lubricate the moving parts. Other people had tried to make oiling tools. But none of them worked very well. He thought about it and came up with answer. In 1872, he made his first oil cup. This invention dripped oil to the parts that needed lubricating. Later that year, the United States government gave him a patent to protect the rights to his invention. He called his new invention the "lubricating cup."

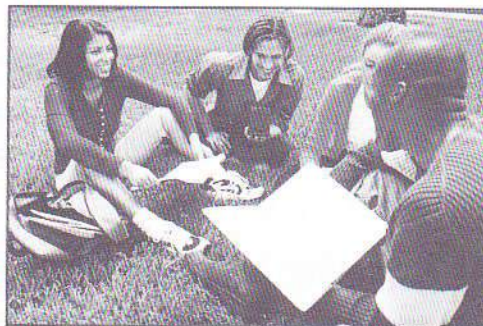
Railroad executive didn't trust Elijah's invention at first. They didn't think that a black man could be smart enough to invent such an important tool. But they were wrong.

Finally, the Michigan Central Railroad gave a new invention a try. It worked perfectly. The news of McCoy's "lubricating cup" spread quickly. Soon, all the railroad companies wanted to use Elijah's invention.

Others tried to copy Elijah's lubricating cup. None worked as well as Elijah's. And companies knew the difference.

They would always ask for "the real McCoy." Today, that expression is still used to mean "the real thing." In 1882, he began to work as full time as an inventor. He invented an ironing board and a lawn sprinkler. But most of his inventions were for oil different kinds of machines. In all, he received 57 patents for inventions. In 1920, Elijah McCoy formed his own business in Detroit, Michigan. It was called the Elijah's McCoy Manufacturing Company. He died in 1929 and 1975 he was honoured by the city of Detroit. A historic marker was placed at the site of his home. A street was also named in his honour. He is an inspiration for young people.

## 10. Project Work



Prepare a research presentation into children's problems.

These expressions will help you to prepare your presentation.

| Expressions used when arguing   |
|---|
| <b>1. To introduce discussion:</b><br>Today we are going to discuss...<br>The participants are...<br>The panel consists of...   |
| <b>2. Expressing a point of view:</b><br>I think...<br>I believe...<br>In my opinion...<br>I take ...into account<br>The problems concerns...<br>It's important to know...<br>The advantage is ....             |
| <b>3. Agreeing or disagreeing:</b><br>I also think...<br>I am also of the opinion...<br>I share this opinion...   |
| <b>4. Asking for an opinion:</b><br>What is your opinion?<br>What is your point of view?<br>What is your position?<br>What is your attitude?<br>What do you think about...?<br>Would you like to comment on...? |
| <b>5. Summing up discussion:</b><br>In order to summarize...<br>I would like to sum up<br>In order to draw conclusion from our argument...<br>I would like to give a summary                                    |



**11. Consolidation Task**

Discuss the difference in meaning, if any, in each group of sentences.

1. a) May I use your phone?  
b) Could I use your phone?  
c) Can I use your phone?
2. a) You should take an English course.  
b) You ought to take an English course.  
c) You are supposed to take an English course.  
d) You must take an English course.
3. a) You should see a doctor about that cut on your arm.  
b) You had better see a doctor about that cut on your arm.  
c) You have to see a doctor about that cut on your arm.
4. a) You must not use that door.  
b) You don't have to use that door.
5. a) I will be at your house by six o'clock.  
b) I should be at your house by six o'clock.
6. – There's a knock at the door. Who do you suppose it is?  
a) It might be Sally.  
b) It may be Sally.  
c) It could be Sally.  
d) It must be Sally.
7. – There's a knock at the door. I think it's Mike.  
a) It may not be Mike.  
b) It could be Mike.  
c) It can't be Mike.
8. – Where's Jack?  
a) He might have gone home.  
b) He must have gone home.  
c) He had to go home.
9. a) Each student should have health insurance.  
b) Each student must have health insurance.
10. a) If you're having a problem, you could talk to Mrs. Anderson.  
b) If you're having a problem, you should talk to Mrs. Anderson.
11. a) I've got to go.  
b) I have to go.  
c) I should go.  
d) I'm supposed to go.  
e) I'd better go.  
f) I'd rather go.

12. – I needed some help.  
 a) You ought to have asked Tom.  
 b) You should have asked Tom.
13. a) When I was living in Bilene, I went to the beach every weekend with my friends.  
 b) When I was living in Bilene, I used to go to the beach every weekend with my friends.

## 12. Consolidation Task: Modal/phrasal verbs

Complete the sentences with a modal or phrasal verb in parenthesis.

More than one auxiliary may be possible.

Use the one that seems most appropriate to you and explain why you chose one rather than another.

1. It looks like rain. We (shut) \_\_\_\_\_ the windows.
2. Ann, (you, hand) \_\_\_\_\_ me that dish? Thanks.
3. Spring break starts on the thirteenth. We (go, not) \_\_\_\_\_ to classes again until the twenty-second.
4. The baby is only a year old, but she (say, already) \_\_\_\_\_ a few words.
5. In the United States, elementary education is compulsory. All children (attend) \_\_\_\_\_ six years of elementary school.
6. There was a long queue in front of the theatre. We (wait) \_\_\_\_\_ almost an hour to buy our tickets.
7. A: I'd like to go to a warm, sunny place next winter. Any suggestions?  
 B: You (go) \_\_\_\_\_ to Hawaii or Mexico. Or how about Indonesia?
8. I don't feel like going to the library to study this afternoon. I (go) \_\_\_\_\_ to the shopping mall rather than library.
9. A: Mrs. Wilson was booked. She didn't stop at a stop sign again.  
 B: That's surprising. Usually she's a very cautious driver and obeys all the traffic laws.  
 She (see, not) \_\_\_\_\_ the sign.
10. Annie, you (clean) \_\_\_\_\_ this mess before your father gets home.  
 He'll be mad if he sees all this stuff all over the living room floor.
11. A: This is Steve's laptop, isn't it?  
 B: It (be, not) \_\_\_\_\_ his. He doesn't have a laptop computer, at least not that I know of. It (belong) \_\_\_\_\_, Lucia or to Linda. They sometimes bring their laptops to class.
12. In my country, a girl and a boy (go, not) \_\_\_\_\_ out on a dare unless they are accompanied.
13. Jimmy was serious when he said he wanted to be a cowboy when he gave up.  
 We (laugh, not) \_\_\_\_\_ at him. We hurt his feelings.



**13. Consolidation Tasks:****Polite request with *would you mind / could / may***

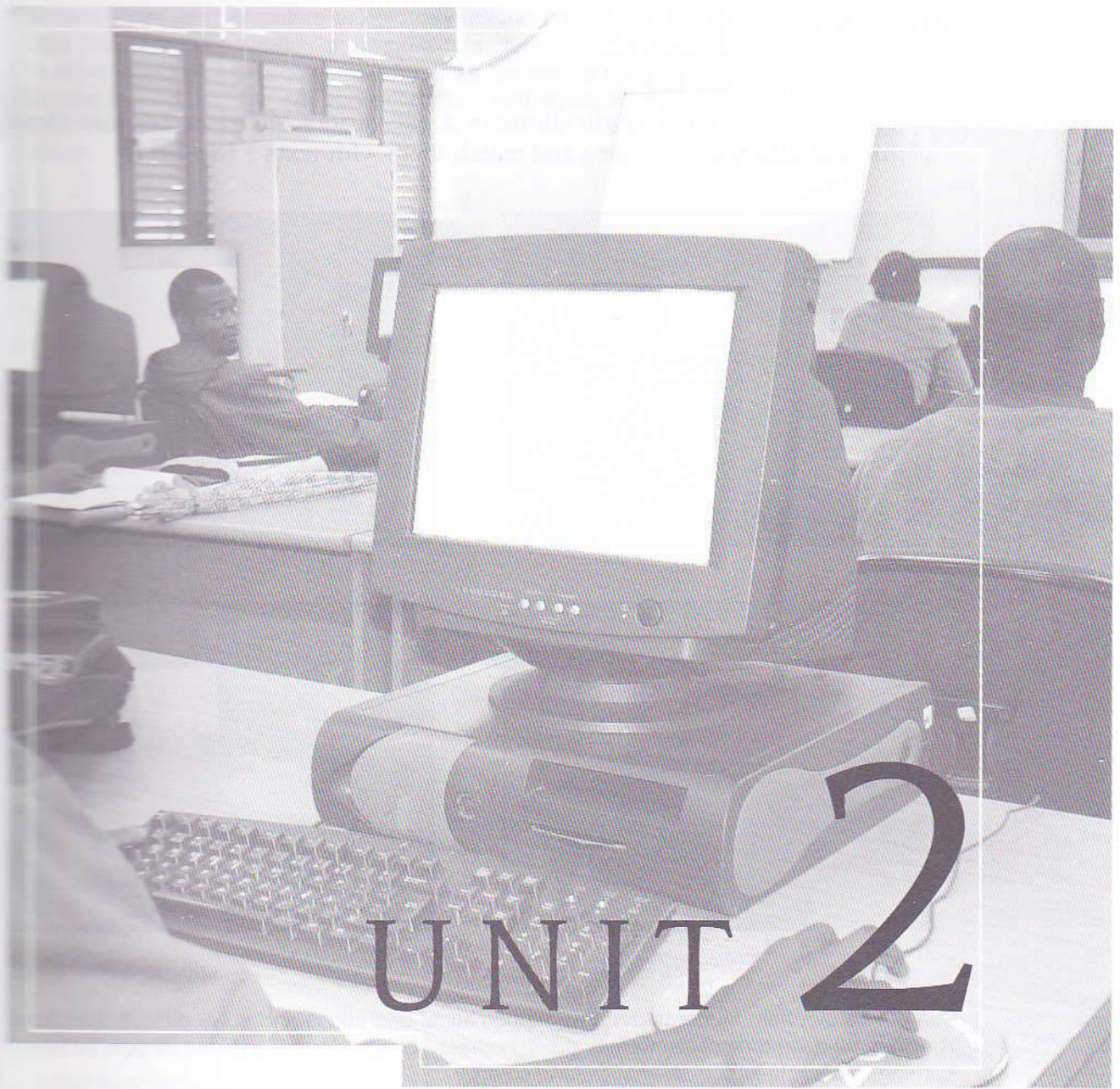
Use the verb in parentheses to fill in the blank space with if I + past participle or with the -ing form of the verb. In some of the sentences, either responses are possible but the meaning is different.

1. I'm getting tired. I'd like to go home and go to bed. Would you mind (leave) \_\_\_\_\_ early?
2. I'm sorry. I didn't understand what you said. Would you mind (repeat) \_\_\_\_\_ that?
3. A: Are you going to the Post Office?  
B: Yes.  
A: Would you mind (mail) \_\_\_\_\_ this letter for me?  
B: Not at all.
4. A: Are you coming with us?  
B: I know I promised to go with you, but I'm not feeling very well. Would you mind (stay) \_\_\_\_\_ home?
5. A: It's getting hot in here. Would you mind (open) \_\_\_\_\_ the window?  
B: No.
6. A: This is probably none of my business, but would you mind (ask) \_\_\_\_\_ you a personal question?  
B: It depends.
7. A: Would you mind (smoke) \_\_\_\_\_  
B: I'd really rather you didn't.
8. A: Excuse me. Would you mind (speak) \_\_\_\_\_ a little more slowly? I didn't catch what you said.  
B: Oh, of course. I'm sorry.
9. A: I don't like this TV program. Would you mind (change) \_\_\_\_\_ the channel?  
B: Unh-unh.
10. A: You have an Atlas, don't you? Would you mind (borrow) \_\_\_\_\_ it for a minute? I need to settle an argument. My friend says Timbuktu is in Asia, and I say it's in Australia.  
B: You're both wrong. It's in Asia. Here's the Atlas. Look it up for yourself.

Complete the polite requests with your own words. Try to imagine what the speaker might say in the given situation.

1. Jack: What's the trouble, officer?  
 Officer: You made an illegal U-turn.  
 Jack: I did?  
 Officer: Yes, may \_\_\_\_\_?  
 Jack: Certainly, it's in my wallet.  
 Officer: Would \_\_\_\_\_?
2. Waiter: Good evening. Are you ready to order?  
 Customer: No, we're not. Could \_\_\_\_\_?  
 Waiter: Certainly. And if you have any questions, I'd be happy to tell you about anything in the menu.
3. Salima: Are you driving to the meeting tonight?  
 Miguel: Uh-huh, I am.  
 Sally: Could \_\_\_\_\_?  
 Miguel: Sure. I'll pick you up at 7:00.
4. Mr. Chance: Something's come up, and I can't meet you on Tuesday. Would you mind \_\_\_\_\_?  
 Ms. Makario: Let me check my calendar.
5. Mechanic: What seems to be the trouble with your car?  
 Customer: Something's wrong with the brakes, I think. Could \_\_\_\_\_?  
 Mechanic: Sure. Just pull the car into the garage.
6. Good afternoon. \_\_\_\_\_?  
 I am going to a party. Could \_\_\_\_\_?  
 \_\_\_\_\_?
7. The person that is in front of me is too tall. I can't see nothing. Would \_\_\_\_\_?  
 \_\_\_\_\_?
8. It was lovely meeting you. I'd like to talk to you soon. May I \_\_\_\_\_?  
 \_\_\_\_\_?





# UNIT 2

## Private Property

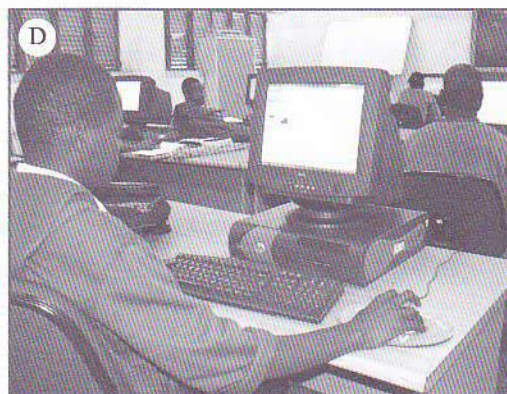
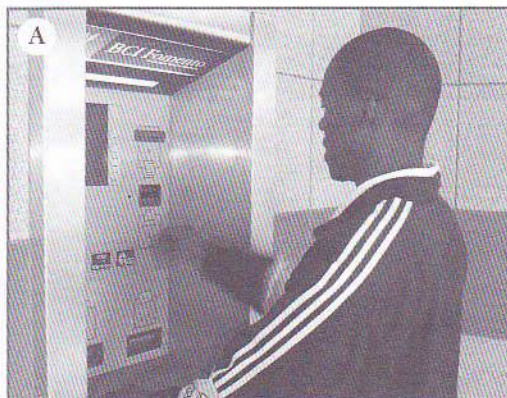




## 1. Brainstorming

Match the pictures.

Computers have many applications in great variety of fields. Look at these pictures of different situations and match them with texts 1 to 4 below.



1. Computers can help students perform mathematical operations and solve difficult questions. They can be used to access internet, teach courses such as computer-aided design, language learning, programming, mathematics, and so on.  
PCs (personal computers) are also used for administrative purposes: for example, schools use databases and word processors to keep records of students, teachers and materials.
2. Race organizers and journalists rely on computers to provide them with the current positions of riders and teams in both the particular stages of the race and in the overall position. Workstations in the race buses provide the timing system and give up-to-the minute timing information to TV stations.  
In the press room several PCs give real time information on the state of the race. Computer databases are also used in the drug-detecting tests for competitors.
3. Computers store information about the amount of money held by each client and enable staff to access large databases and try to carry out financial transactions at high speed. They also control the automatic cash dispensers which, by the use of a personal coded card, dispense money to clients.



4. Airlines pilots use computers to help them control the plane. For example, monitor displays data about fuel consumption and weather conditions. In airport control towers, computers are used to manage radar systems and regulate air traffic. On the ground, airlines are connected to travel agencies by computer. Travel agents use computers to find out about the availability of flights, prices, times, stopovers and many other details.

Match these captions with the pictures in 1. Brainstorming.

1. Using an automatic cash dispenser.
2. In education, computers can make all the difference.
3. Organizing the Tour de France demands the use of computer technology.
4. Controlling air traffic.

## 2. Language Focus: Word classification

Having read texts 1 to 4, look at these words. Are they nouns, verbs or adjectives?

- |                         |                    |
|-------------------------|--------------------|
| 1. workstation _____    | 2. data _____      |
| 3. perform _____        | 4. automatic _____ |
| 5. monitor _____        | 6. financial _____ |
| 7. store _____          | 8. connected _____ |
| 9. word processor _____ | 10. large _____    |

Now find the words in the previous texts 1 to 4, and match them with the meaning below.

- |   |   |
|---|---|
| a. information _____                                      | b. execute (do) _____                       |
| c. connected with money _____                             | d. keep (save) _____                        |
| e. massive _____  | f. linked _____                             |
| g. self-acting, mechanical _____                          | h. screen _____                             |
| i. powerful computer usually connected to a network _____ | j. program used for text manipulation _____ |

### 3. Discussion

1. Do you have computers in your school?
2. What are computers used for in your school?
3. What other areas of study would benefit from the introduction of computers?

### 4. Reading for Detail

Read how these people use computers at work and write each one's job in the table.

|         | electrical engineer | secretary                   | librarian | composer |
|---------|---------------------|-----------------------------|-----------|----------|
| Speaker | Job                 | What they use computers for |           |          |
| 1       |                     |                             |           |          |
| 2       |                     |                             |           |          |
| 3       |                     |                             |           |          |
| 4       |                     |                             |           |          |

Now write what each one uses its computer for.

1. I write music mainly for video and plays. I work on keyboard connected to a computer. I use computer in two ways really: first of all, to record what I play on keyboard, in other words to store what I play on the keyboard. Secondly, the computer controls the sounds I can make with the different synthetizers I have here. I can use it to get different kinds of sounds from the synthetizers. The computer is the link between the keyboard which I play and the synthetizers which produce the sounds.
2. I use my computer to do the usual office things like write memos, letters, faxes and so on, but the thing which I find really useful is electronic mail. We're an international company and we have offices all over the world. We're linked up to all of them by e-mail. With e-mail I can communicate with the offices around the world very efficiently. It's really changed my life.
3. Well, I use computer for almost every aspect of my job. I use them to design electrical installations and lighting systems: for example, the program will tell you how much lighting you need, and it will show where the cable should go. I also use the computer to make the drawings and to keep records. We have to test our installations every five years and the information is stored on computer.
4. I use computer to find information for people. Readers come in with a lot of queries and I use either our own database or the national database that we're connected to find what they want. They might want to know the names and address of a particular society, or last year's account of a company and we can find out for them. Or they might want to find a particular newspaper article but they don't know exactly date it was published so we can find it for them by checking on our online database for anything they can remember: a name or the general topic. And we use computer to catalogue the books in the library and to record the books that readers borrow.

Cambridge University Press, 2002



## 5. Writing

Write a list of as many uses of the computer or computer applications as you can think of. For example:

- |                   |          |          |
|-------------------|----------|----------|
| 1. Download music | 2. _____ | 3. _____ |
| 4. _____          | 5. _____ | 6. _____ |
| 7. _____          | 8. _____ | 9. _____ |

## 6. Reading

### Jan Ernst Matzeliger (born 1852, died 1889) "He made shoes to last".

There once was a time when most people could not buy shoes. Shoes were expensive because it took a long time to make each pair.

Jan Ernst Matzeliger changed that. He invented a machine that made shoes quickly and cheap. Jan was born September 15, 1852, in South America. His father was white and his mother was black. When he was a boy, Jan would watch workers who were making ornaments, metal tools and containers.

Jan learned how to use the lathe machine that cut and shaped the metal.

During his free time, he went down to the river and watched ships. He dreamed about sailing out to sea. At the age of 19, Jan became a seaman.

He sailed on a ship to the Far East. Two years later, in 1873, the ship he was traveling in landed in the United States in the city of Philadelphia.

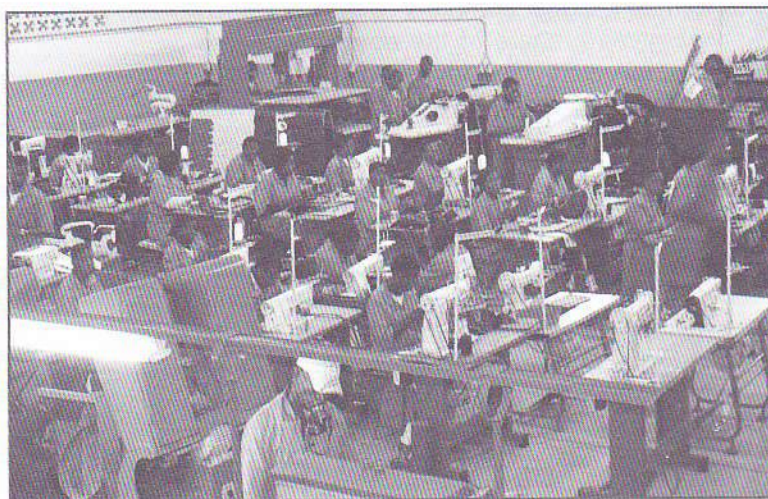
There Jan tried to find a job as machine operator, but every machine shop that he went turned him away. Slavery has ended ten years before Jan arrived in the States, but many whites still did not respect blacks. They didn't want to hire blacks for factory jobs. Jan was sad but he kept looking. Finally, he was hired by a shoemaker.

He learned to operate the McKay machine. It sewed leather together to make the soles of shoes. Jan was good at operating this machine. He wanted to learn more about shoe-making.

In 1877, Jan moved to Lynn, Massachusetts. The city was called the "shoe industry capital of the world." Most of the people there worked for shoe companies.

After days looking for a job, Jan was hired at the Harney Brothers factory.

Jan liked all the different machines. Some cut and sewed the upper parts of the shoes. Some attached the upper parts of the shoes to the soles. Others made buttonholes.





The hardest part of shoe-making was connecting the upper part to the innersole.

This step is called lasting. It had to be done by hand. The leather had to be stretched over a wooden model of a foot called last. The then finished shape had to be tacked into place onto the sole. There was no machine to do this important work.

Jan decided he was going to invent such a machine. People laughed when they heard that Jan was trying to make a machine that could last shoes. Other workers had tried and failed. No one can make that kind of machine, they thought. They made awful jokes about Jan.

By the fall of 1880, Jan had made a model oh his machine from cigar boxes.

He was sure that once his model was made into real machine, it would work.

Another inventor who was working on the same idea offered Jan \$ 50, 00 for it.

Fifty dollars was a lot of money in those days and Jan was very poor.

But he said no. Jan needed to use a forge and a lathe machine to make his invention from metal.

A forge is a furnace where metal is heated. Then the metal is hammered and bent into shape on the lathe machine. The *Harney Brothers* didn't have either machine. So, Jan went to work for the *Bell Company*. This company let him use their forge and lathe.

By 1882, Jan had made a model out of scrap metal. It lasted shoes perfectly.

Jan had done what others had said was impossible. Jan knew, however, that this machine made from scrap metal could not work for long before falling apart.

He would have to make a machine with new metal parts. Once again, another inventor offered to buy Jan's invention. This time Jan was offered \$ 1,500,00.

Again he said no.

Two businessmen gave Jan the money he needed to make his new machine. In return, they would receive two-thirds of any money that Jan might make. The Three men formed the *Union Lasting Machine Company*.

On March 20, 1883, Jan was given a patent from the United States Government for his new lasting machine. The patent is a special certificate. It gives the inventor the right to be the only one to make and seal an important invention. Jan's invention could last from 300 to 700 pairs of shoes in a ten-hour workday. One person doing the same work by hand could only finish 50 pairs of shoes in that time. Soon, many shoe companies wanted his invention. Jan and his business partners didn't have enough money to satisfy the demand of orders for the lasting machine. New business partners took over Jan's company.

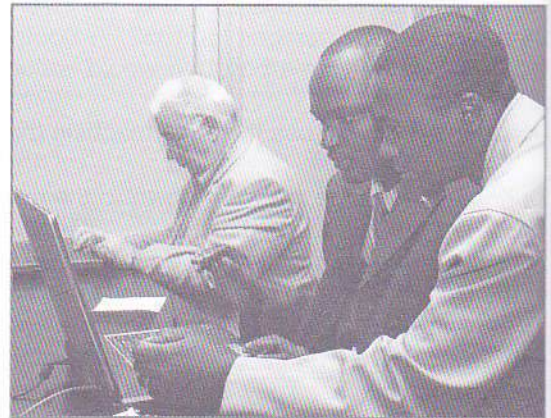
They formed a bigger company called the *Consolidated Lasting Company*.

Jan was given a share of the company. In the

years that followed, Jan's invention made many other people very rich. But he was almost forgotten.

Jan had gone without food in order to save money to build his machine.

He had worked long hours. His health was not good. On August 24, 1889, Jan died. He was only 36 years old. His great invention had changed the shoe industry and made shoes available to all people. In 1992, the United States government printed a special stamp to honour this great inventor.





## I. Writing

From the text, select the sentence(s) that show that:

- Shoes used to be very expensive.
- There was no machine that tacked into place the shape onto the sole.
- People didn't believe that Jan could invent a machine that could last shoes.
- Jan was very poor.
- Jan was given a share of the *Consolidated Lasting Company*.
- Jan was honored by the United States government.

## II. Reading and Summarizing

To write a summary on this text follow the procedures printed below.

1. Did you find some of the passages in the text difficult?

No.



Go ahead.

Yes.



List them:

---



---



---

2. Do you think they prevent you from identifying the main points in the text?

No.



List the main ideas using your own words.

Yes.



Consult a dictionary.

3. Now that you have reorganized the information in the text, do you feel you can expand your notes into full sentences?

No.



Maybe you need a grammar or a dictionary. Ask the help of your teacher.  
Then start your writing.

Yes.



Go ahead.

4. Read your summary.

## I Writing

From the text, select the sentence(s) that show that:

- a. Shoes used to be very expensive.
- b. There was no machine that tacked into place the shape onto to the sole.
- c. People didn't believe that Jan could invent a machine that could last shoes.
- d. Jan was very poor.
- e. Jan was given a share of the *Consolidated Lasting Company*.
- f. Jan was honored by the United States government.

## II Reading and Summarizing

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Then start your writing.

Yes.



Go ahead.

4. Read your summary.



## 9. Writing and Speaking

Role-play in pairs and then act out this dialogue, talking about how things used to be.

Two people discussing improvements in their village.

Villager 1: There used to be no electricity.

Villager 2: We used to walk kilometers every day to get kerosene.

Two elderly villagers discussing old village customs that have stopped.

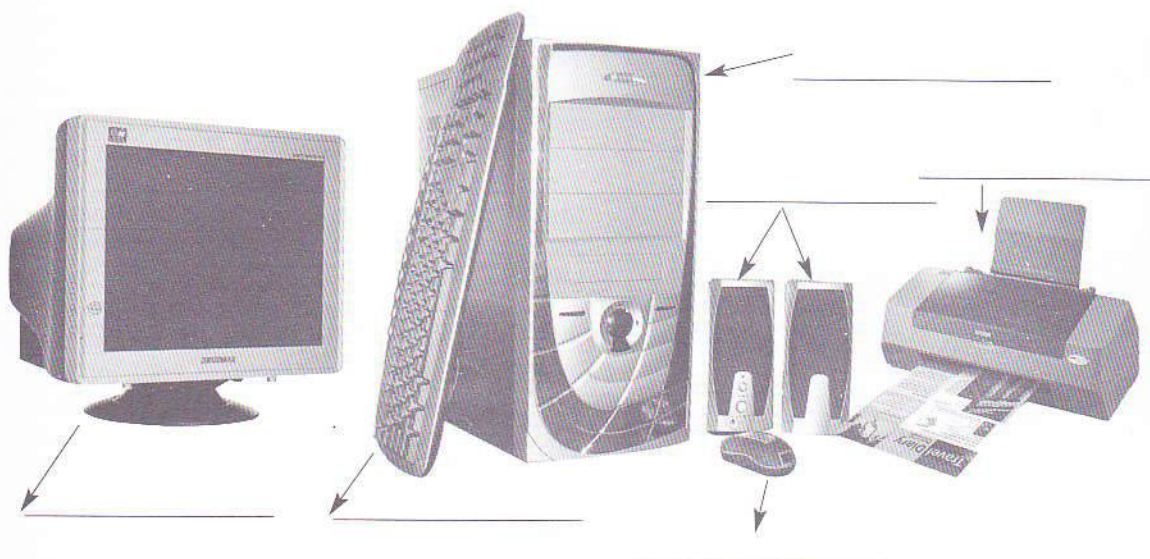
Elderly 1: "In the old days we used to dance Makwaela".

Elderly 2: "In the old days we used to send letters".

### Computer essentials

#### Warm-up

A. In pairs, label the elements of this computer system. Then read the text and check your answers.



## 10. Reading

### What is a computer?

Computers are electronic machines which can accept data in a certain form, process the data and give the results of the data processing in a specified format as information.

Three basic steps are involved in the process. First, data is fed into computer's memory. Then, when the program is run, the computer performs a set of instructions and processes the data. Finally, we can see the results (the output) on the screen or in printed form.

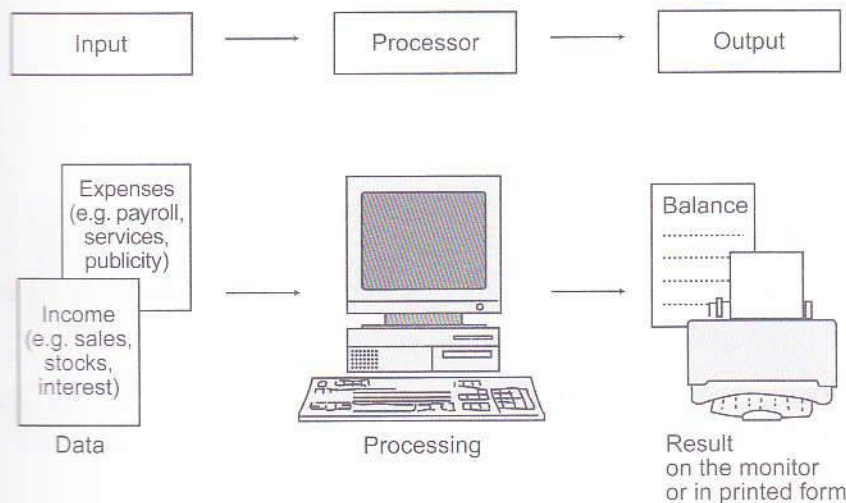
Information in the form of data and programs is known as software, and the electronic and mechanical part that makes up a computer system is called hardware. A standard computer system consists of three main sections: the Central Processing Unit (CPU), the main memory and the peripherals.

Perhaps the most influential component is the Central Processing Unit. Its function is to execute program instructions and coordinate the activities of all the other units. In a way, it is the "brain" of the computer. The main memory holds the instructions and data which are currently being processed by the CPU. The peripherals are the physical units attached to the computers. They include storage devices and input/output devices.

Storage devices (floppy, hard or optical disks) provide a permanent storage of both data and programs. Disk drives are used to handle one or more floppy disks. Input devices enable data to go into the computer's memory. The most common input devices are the mouse and the keyboard. Output devices enable us to extract the finished product from the system. For example, the computer shows the output on the monitor or prints the results onto papers by means of a printer.

On the rear panel of the computer there are several ports into which we can plug a wide range of peripherals – modems, fax machines, optical drives and scanners.

These are the main physical units of a computer system, generally known as the configuration.



### III. Matching Information

Use the information in the text and diagram to help you match the terms in the box with the appropriate explanation or definition.

1. The brain of the computer.
2. Physical parts that makes up a computer system.
3. Programs which can be used on a particular computer system.
4. The information which is presented to the computer.
5. Results produced by a computer.
6. Hardware equipment attached to the CPU.
7. Visual display unit.
8. Small device used to store information. Same as "diskette."
9. Any socket or channel in a computer system into which an input/output device may be connected.

- a. software
- b. peripheral device
- c. monitor
- d. floppy disk
- e. hardware
- f. input
- g. port
- h. output
- i. central processing unit



Read these slogans or quotations and say what computer element they refer to.

1. – Point and click here for power.  
– Obeys every impulse as if it were an extension of your hand.
2. – Displays your idea with perfect brilliance.  
– See the difference – sharp images and a fantastic range of colours.
3. – I love this drive. It's quiet and fast.  
– With this it's easy to back up your data before it's too late.
4. – Power and speed on the inside.  
– Let your computer's brain do the work.
5. – ... a big impact on the production of text and graphics.  
– Your choice: a laser powerhouse.

## 12. Writing

Answer these questions.

1. Have you got a computer at home, school or work? What kind is it?
2. How often do you use it? What do you use it for?
3. What are the main components and features (the configuration) of your computer system?

## 13. Reading for Detail

Read to a short lecture given by John Griffiths, an expert on computer systems. Label the pictures on page 27 with the words in the box.

|        |            |           |           |               |
|--------|------------|-----------|-----------|---------------|
| laptop | desktop PC | hand-held | mainframe | mini-computer |
|--------|------------|-----------|-----------|---------------|

### Script

Digital computers can be divided into five main types, depending on their size and power, they are mainframes, mini-computers, desktop PCs, laptops and handheld computers.

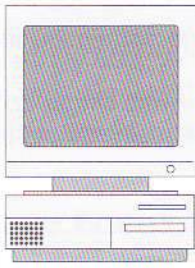
"Mainframes" are the largest and most powerful computers. The basic configuration of a mainframe consists of a central system which processes immense amounts of data very quickly. This central system provides data information and computing facilities for hundreds of terminals connected together in a network. Mainframes are used by large companies, factories and universities.

"Mini-computers" are smaller and less powerful than mainframes. They can handle multi-tasking, that is, they can perform more than one task at the same time. Mini-computers are mainly used as file servers for terminals. Typical applications include academic computing, software engineering and other sophisticated applications in which many users share resources.

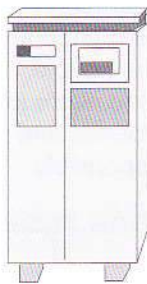
PCs carry out their processing on a single microchip. They are used as personal computers in the home or as workstations for a group. Typical examples are the IBM PC, or the Apple Macintosh. Broadly speaking, there are two classes of personal computer: (a) desktop PCs, which are designed to be placed on your desk, and (b) portable PCs, which can be used as a tiny notebook. This is why they are called "notebooks" and "laptops." The latest model can run as fast as similar desktop computers and have similar configurations. They are ideal for business executive who travels a lot.

The smallest computers can be held in one hand. They're called handheld computers or palmtops. They are used as PC companions for storing notes, reminders and addresses.

Cambridge University Press, 2002



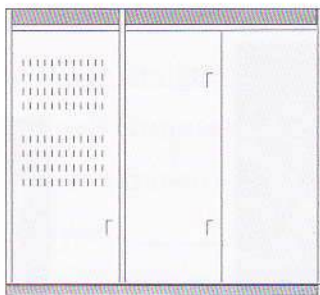
a) \_\_\_\_\_



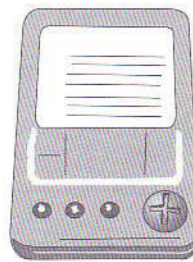
b) \_\_\_\_\_



c) \_\_\_\_\_



d) \_\_\_\_\_



e) \_\_\_\_\_



## 14. Language Focus: Agreeing and disagreeing

Read this conversation. Notice how these two people often agree or disagree with each other.

NKUNDA: Luambo Luazo Makiadi or "Franco", the biggest star in the history of "ex-Zaire" or RDC.

MAGDA: I entirely agree. He was fully of life, such as pleasant person.

You can compare him with Dr. Nico, the best guitarist from ex-Zaire.

NKUNDA: I agree with you about his personality, but I don't go along with the idea that you can compare him with Dr. Nico.

He was popular because he was the first musician from ex-Zaire who made Kwassa Kwassa to be known around the world.

MAGDA: Exactly, he knew how to play and where to play and to be in touch with people and to express their feeling. He was so popular because he was good guitarist and his band T.P. OK JAZZ made him famous.

NKUNDA: That's what I think, too. He was something phenomenal and special.

MAGDA: Absolutely. But he didn't do enough for the young people. He was only interested in his Band.

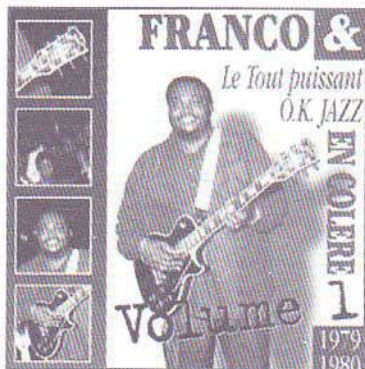
NKUNDA: I am afraid, I can't agree with you on that, he gave people hope.

When they were suffering, he told them to stood up and fought for their rights. That was positive thing to do.

MAGDA: I took a different view. He should encourage them to do something that would keep them off the street and out of the trouble.

NKUNDA: In my pint of view, that's someone else's job. After all, he was singer and composer.

MAGDA: I disagree. He had so much influence and popularity. He really should use his position to teach young people to be responsible.



| Further expressions |  |  |
|---------------------|--|--|
| Style               | Agreeing   | Disagreeing  |
| Informal            | I couldn't agree more.<br>Well, that's it, isn't it?   | No way!<br>Come off it!<br>You don't mean that, do you?                                      |
| Neutral             | That's right.<br>True enough.  | Do you really think...?<br>That's not the way I see it.<br>That's not right, surely.         |
| Formal              | I wouldn't disagree with that.<br>I think that's quite correct.<br>That's my view/opinion exactly. | I can't accept...<br>I can't say that I share your view.<br>I see things rather differently. |

Based on the conversation you have just read make two lists: one for phrases/expressions showing agreement, the other for ways of disagreeing.

### 15. Speaking

Discuss one of these topics in small groups. You can disagree or agree with the other speakers on some point.

- Who is our country leading singer?
- Lobolo. Is it a good thing?
- All family should not be allowed to have more than four children.

### 16. Language Focus: The Present simple passive

- You form the present simple passive with am/is/are + past participle, for example:  
This program is written in a special computer program.  
Program and data are usually stored on disks.
- Remember that the word 'data' takes a singular verb (3<sup>rd</sup> person singular) when it refers to the information operated on in computer program. For example: The data is ready for processing.

Fill in the blanks with the correct form of the verbs in brackets.

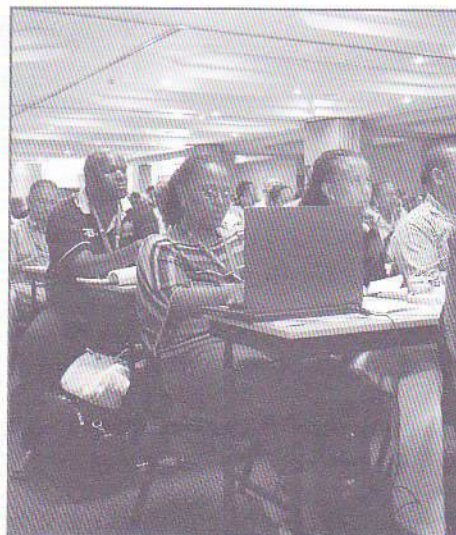
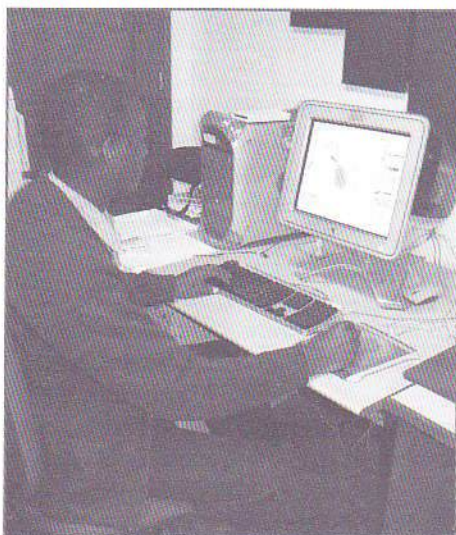
Example:

Houses (design) are designed with the help of computers.

1. Various terminals (connect) \_\_\_\_\_ to this work station.
2. Microcomputers (known) \_\_\_\_\_ as "PCs".
3. Magazines (typset) \_\_\_\_\_ by computers.
4. When a particular program is run, the data (process) \_\_\_\_\_ by the computer very rapidly.
5. The web (use) \_\_\_\_\_ to search for information and buy products on line.



6. The drug detecting test in Tour de France (support) \_\_\_\_\_ by computers.
7. All the activities of the computer system (coordinate) \_\_\_\_\_ by the computer processing unit.
8. In some modern systems, information (hold) \_\_\_\_\_ in optical disks.



### 17. Language Focus: Compound adjectives

A compound adjective is made of two parts and usually describes appearance. The second part is frequently a past participle.

For example:

Blue-eyed girl – A girl who has got blue eyes.

Sugar-free product – A product that uses no sugar.

1. Battery-powered system – \_\_\_\_\_
2. Hands free operation – \_\_\_\_\_
3. Waist mounted computer – \_\_\_\_\_
4. Head-mounted display – \_\_\_\_\_
5. Voice-activated device – \_\_\_\_\_

### 18. Consolidation Task: Present simple and simple past

Complete the questions and sentences.

1. \_\_\_\_\_ this week? "No, she's on holiday."
  - a) Is Suzana working
  - b) Does Suzana work
  - c) Does work Suzana



2. I don't understand this sentence. What \_\_\_\_\_?

- a) does mean this word
- b) does this word mean
- c) means this word

3. João \_\_\_\_\_ tennis once or twice a week?

- a) is playing usually
- b) is usually playing
- c) usually plays
- d) plays usually

4. How \_\_\_\_\_ now? Better than before?

- a) you are feeling
- b) do you feel
- c) are you feeling

5. It was a boring weekend. \_\_\_\_\_ anything.

- a) I didn't
- b) I don't do
- c) I didn't do

6. Elias \_\_\_\_\_ his hand while he was cooking the dinner.

- a) burnt
- b) was burning
- c) has burnt

### 19. Consolidation Task: Modals

Decide which modal can best fill in the gap. Only one alternative is correct.

1. The fire spread through the building quickly but everybody \_\_\_\_\_.

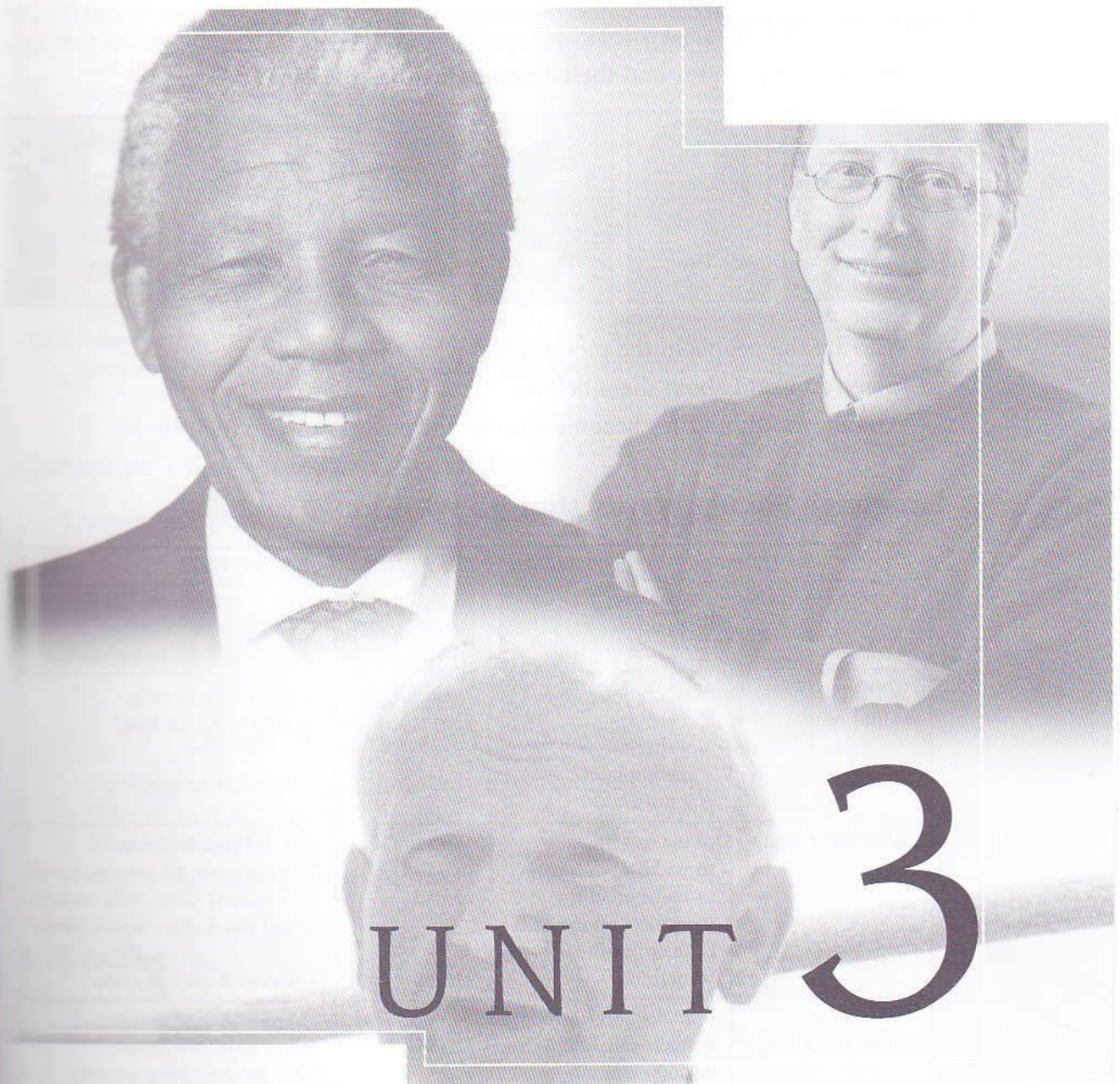
- a) was able to escape
- b) managed to escape
- c) could escape

2. The phone is ringing. It \_\_\_\_\_ be Tione.

- a) might
- b) can
- c) could



3. Why did you stay at a hotel when you went to Beira? You \_\_\_\_\_ with Barbara.  
a) can stay  
b) could stay  
c) could have stayed
4. I've lost one of my gloves. I \_\_\_\_\_ it somewhere.  
a) must drop  
b) must have dropped  
c) must be dropping  
d) must have been dropping
5. Take an umbrella with you when you go out. It \_\_\_\_\_ rain later.  
a) may  
b) might  
c) can  
d) could
6. What was wrong with you? Why \_\_\_\_\_ go to the hospital?  
a) had you to  
b) did you have to  
c) must you
7. There's plenty of time. You \_\_\_\_\_ hurry.  
a) don't have to  
b) mustn't  
c) needn't
8. It was a great party last night. You \_\_\_\_\_ come. Why didn't you?  
a) must have  
b) should have  
c) ought to have  
d) had to
9. Janet \_\_\_\_\_ a car.  
a) suggested that I buy  
b) suggested that I should buy  
c) suggested me to buy
10. I think all drivers \_\_\_\_\_ seat belts.  
a) should wear  
b) had better wear  
c) had better to wear

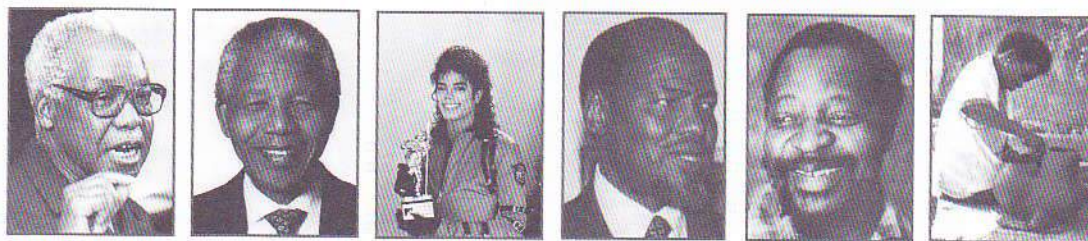


Success



### 1. Brainstorming

Look at these pictures and then discuss the questions that follow:



- Who are the people in the pictures and what they do?
- Have you heard about them before?
- Why do you think they become famous and successfully in their lives?

### 2. Language Focus: Words that go with *make* and *do*

| Make                        |   | Do                           |   |
|-----------------------------|---|------------------------------|---|
| Meaning to create           | I'm making a basket.<br>She's made a cake.  | With words meaning work      | Have you done the task?<br>We've done the home work.  |
| With speech and sound nouns | a suggestion...<br>...a remark<br>...a speech<br>...a complaint<br>...a noise   | With nouns ending in -ing    | I do all the cleaning.<br>Who did the cooking?  |
| With some nouns             | to make a mistake<br>to make a difference<br>to make an effort<br>to make a phone call<br>to make a note of something | With the idea of good or bad | She did well in the test.<br>The medicine did me some good.<br>You haven't done well enough.<br>Could you do me a favour, please? |
| With some other words       | to make sure/certain<br>to make something clear<br>to make oneself understood   | Meaning cook                 | I haven't done any xima.  |
|                             |   | With other actions           | What have you done?<br>Let's do something exciting.   |

### 3. Language Focus: *Do* and *make*

Choose one or two of these words for each gap:

*Do, doing, done, make, made.*

JAIME: We've (1) \_\_\_\_\_ very well. It's only 8.00 a.m. and we've (2) \_\_\_\_\_ all the packing. I'm afraid we lent our smart new suitcases to someone, so I had to (3) \_\_\_\_\_ with some old ones. I think we're ready to start our journey.  
Have we (4) \_\_\_\_\_ everything?

JOSE: I'll just (5) \_\_\_\_\_ sure that I've locked all the doors.

JANE: It doesn't (6) \_\_\_\_\_ such a difference. If a burglar is determined to break in, he will. I wish the police would (7) \_\_\_\_\_ a great effort to stop a theft. They (8) \_\_\_\_\_ no good at all. One day, I'm going to (9) \_\_\_\_\_ a complaint.

JOSE: There's no need to (10) \_\_\_\_\_ a speech. I can't get into the house. What have you (11) \_\_\_\_\_ with the key?

JANE: I put it in the car after I had (12) \_\_\_\_\_ everything in the house.

JOSE: But the car is locked. Let me have the car key, please.

JANE: I haven't got it. Look! It's in the car. I'm afraid I've (13) \_\_\_\_\_ something very foolish. I've locked the key inside the car. That's a mistake I've never (14) \_\_\_\_\_ before. What shall we (15) \_\_\_\_\_ now?

JOSE: May I (16) \_\_\_\_\_ a suggestion? Ask this policeman. He knows our problem. He's been standing here listening to everything you've said.

#### 4. Picture Interpretation/Speaking

Look at the pictures and answer the questions that follow.



- Do you know anything about these personalities?
- Why were they famous?
- What nationality were they?
- Which one do you know most/least about?

#### 5. Reading

Text A

##### Pelé: The facts



At the age of 10, Edson Arantes do Nascimento left school for a job as a shoemaker's apprentice earning \$ 2 per month, and the chance to practice his first love: soccer.

At the age of 15, tried to become Brazil's youngest ever professional soccer player but was rejected by most clubs. The only club to show interest in the youngster – after he **pledged** for a tryout – was Santos, who took a large **gamble** on the junior but soon hit the jackpot.

Although a waif of a player at 5' 7" and 145 lbs, it became quickly evident that Edson was something special.

As a 17 year old he scored 65 league goals for Santos and was called up to the Brazilian National team. When he scored the winning goal against Argentina in his first international game, a new star was born.



As Brazil prepared for the 1958 World Cup final against Sweden, Edson found himself to be the smallest, youngest and least experienced player on the team. But Edson Arantes Nascimento would soon prove that he was no ordinary teenager. He was Pelé. Pelé scored two sensational goals in the final, taking his tally to six for the tournament, second only to France's Justine Fontaine.

Pelé and Brazil followed their 1958 World Cup triumph by winning the next World Cup, the 1962 Championship in Chile.

By this time Pelé was clearly the **king of soccer**, the people's champion and the most famous athlete the world has ever known.

Against Benfica, before 75,000 Benfica fans, Pelé scored three times and led Santos to the World Club Championship. In 1964 he scored an amazing eight goals against Botafogo.

In 1965 the Brazilian government declared Pelé a **national treasure** and as such he could not be traded to a foreign team.

In 1966 Pelé and Santos played in New York City to the then largest crowd to see a soccer game in the United States.

In 1969, Pelé scored his 1000<sup>th</sup> goal – no other player has ever scored 600.

In 1970 Pelé had a mission: to lead Brazil back to the World Cup.

Taken and adapted from: *Soccer International*, April Volume 5, no. 5, page 18 S & I Publishing Pty Ltd.

## Text B

### The writer



Agatha Mary Clarissa Christie is possibly the world's most famous detective story writer. She wrote 79 novels and several plays. Her sales **outnumber** those of William Shakespeare. However behind 4,680,000 words was **painfully** shy woman whose life was often **lonely** and **unhappy**.

She was born in 1890 in Devon, the third child of Clarissa and Fredrick Miller, and grew into a beautiful and sensitive girl with waist-length golden hair. She didn't go to school but was educated at home by her mother. Her father died when she was 11 and both she and her mother were **grief-stricken**.

During World War I, while she was working in a hospital dispensary she learned about chemicals and poisons, which proved very useful to her in her later career. She wrote her first detective novel, *The Mysterious Affairs at Styles*, in 1920. In it, she introduced Hercule Poirot, the Belgian detective who appeared in many subsequent novels. Her other main detective was an elderly spinster called Miss Marple.

In 1914, at the beginning of the war, she had married Archibald Christie but the marriage was unhappy. It didn't last and they divorced in 1926. That year there was a double tragedy in her life because her much-loved mother died.

Agatha suffered a **nervous breakdown**, and one night she **abandoned** her car and mysteriously disappeared. She went missing for 11 days and was eventually found in a hotel in Harrogate, the north of England. It is interesting to note that it was while she was suffering so much that she wrote one of the masterpieces, *The Murder of Roger Ackroyd*.

Agatha desperately wanted solitude and developed very **bitter feelings** towards the media because the newspapers had given her a hard time over her breakdown and disappearance. She was determined never to let them enter her private life again and she buried herself in her work. On 25 November 1952 her play *The Mousetrap* opened in London. Today, over 40 years later, it is still running. It is the longest running show in the whole world.



She enjoyed a very happy second marriage to Max Mallowan, an archaeologist. Her detective skills were a help to him in his excavations in Syria and Iraq. By successfully staying out of limelight she ultimately found happiness with her beloved husband. She died peacefully in 1976.

Soars, J. and Liz New Headway, *Intermediate Student's Book*, Oxford: OUP, page 30 (Adapted)

**Mother Williams proud of her daughters' feat describes Saturday's final tussle in U.S. Open as "historical".**

Text C

### New York (Reuters)



Oracene Williams, the mother of Venus and Serena Williams, had one word to describe watching her children compete in the U.S Open final on Saturday night – "historical".

"That's my one word answer – historical," said Williams, relaxing in the players lounge with her own younger sister, Ruth, after Venus beat Serena 6-4 6-2 in the 69 minute final.

"What they have **achieved** after a lifetime of work since they were four is great. It was their dream of playing each other in a Grand Slam final and now they've done it."

Oracene Williams shares the coaching responsibilities for her daughters with estranged husband, Richard, was not overly surprised by Venus coming out on top for the fifth time in six matches the sisters had played.

"Venus just played beautifully and I've said before, she's the night person so the night is better suited," Oracene Williams said. "The match wasn't as **intense** for me as when they play other players. I guess that's because I know how they hit against each other."

The mother revealed that Serena spent part of their day waiting to play the first scheduled night time Grand Slam final shopping New York's famed Fifth Avenue and Bergdorf Goodman's along the way.

When asked who did more **damage** on the shopping spree, Oracene said, "Serena, like always. Did you hear what Venus said that the big sister takes care of her, she meant she spends Venus's money shopping, too."

Oracene was sure that her daughters did not fully comprehend the importance of them being the first sisters in over a century to compete for a Grand Slam trophy.

"I don't think I **grasp** it so I don't think they do either," she said. "I think may be in the future but when you're doing it, you don't see it."

Oracene, who was keeping her fingers crossed the final would go into a third set, is already predicting that Serena will win Australian Open in January.

Oracene admit to being **flabbergasted** at the attention the final match received from a wide range of celebrities.

A cross-section of entertainers including singers Diana Ross, Brandy and Sean "P Diddy" Combs, actors Mary Tyler Moore, Helen Hunt, Matthew Broderick, Sarah Jessica Parker, and Billy Crystal, director Spike Lee and sports personalities Joe Namath, Joe Torre and Carl Lewis travelled to the National Tennis Centre to watch the historical final.



"it's *unbelievable*," Oracene said of the *celebrities* presence." "I was thinking to myself, why do you want to come out?"  
 May be I don't get the *significance* of how dramatic it really is. I will say it is very complimentary to us as a family."

Gulf News, Monday, September 10, 2001, page 38.

## 6. Scanning for Specific Information

After reading the extracts, try to guess the words italicised from the context. Then with the help of your teacher find the correct meaning or use the dictionary to check the words.

Answer the questions about the persons.

1. Where was/were he or she or they born?
2. What do you learn about her/his/their childhood?
3. Which people played a grand role in her/his/their career?
4. What do you think were the most important events in her/his/their work?

## 7. Language Focus: Referring, using pronouns

| Personal and reflexive pronouns |         |          |            |
|---------------------------------|---------|----------|------------|
|                                 | Subject | Object   | Reflexive  |
| Singular                        | I       | me       | myself     |
|                                 | you     | you      | yourself   |
|                                 | he      | him      | himself    |
|                                 | she     | her      | herself    |
|                                 | it      | it       | itself     |
|                                 | one     | one      | oneself    |
|                                 |         | (formal) |            |
| Plural                          | we      | us       | ourselves  |
|                                 | you     | you      | yourselves |
|                                 | they    | them     | themselves |

Copy and complete these sentences using the pronouns below:  
 her, herself, him, himself, it, itself, me, ourselves, us, yourselves.

1. While waiting for Macuacua to bring \_\_\_\_\_ a banana, I saw \_\_\_\_\_ helping \_\_\_\_\_.
2. The chapa brings me in a lot of money. \_\_\_\_\_ paid for \_\_\_\_\_ in its first year. Now \_\_\_\_\_ is earning big profit for \_\_\_\_\_.
3. After working for years without a break, she allowed \_\_\_\_\_ a three-month holiday. This is a picture of \_\_\_\_\_ on the beach.
4. As we set off, our mother waved goodbye to \_\_\_\_\_ and said "Take care of \_\_\_\_\_."
5. What shall we do with \_\_\_\_\_? We have nothing to do and no one will give \_\_\_\_\_ any work.

### 8. Consolidation Task: Reflexive pronouns

Complete the following sentences by using the adequate reflexive pronouns.

1. Tomé told a lie. He was ashamed of \_\_\_\_\_.
2. Manuela cut \_\_\_\_\_ while he was chopping vegetables.
3. People surround \_\_\_\_\_ with friends and family during holidays.
4. Rita is careful about her weight, but she allows \_\_\_\_\_ one piece of cake a day.
5. Malunga, you need to eat better and get more exercise. You should take better care of \_\_\_\_\_, your father takes care of \_\_\_\_\_ and I take care of \_\_\_\_\_. Your father and I are healthy because we take good care of \_\_\_\_\_. People who take care of \_\_\_\_\_ have a better chance of staying healthy than those who don't.
6. Omar thinks Oscar is telling the truth. So does Ricardo. I \_\_\_\_\_ don't believe Oscar's story for a minute!
7. A: Did Mr. Langa's secretary answer the phone?  
B: No. Mr. Langa \_\_\_\_\_ answered the phone.  
I was very surprised.
8. A: Should I marry Estevão?  
B: No one can make that decision for you, Ana. Only you \_\_\_\_\_ can make such an important decision about your own life.
9. Now that children are grown, Mr. And Mrs. Kuna live by \_\_\_\_\_.
10. Nadia didn't join the rest of us. She sat in the back of the room by \_\_\_\_\_.

### 9. Language Focus

Do these words and phrases come after *play*, *do*, *make*, *go* or *have*? Put them in the correct columns.

|              |            |               |              |
|--------------|------------|---------------|--------------|
| a meeting    | the piano  | by car        | on holiday   |
| a mistake    | a decision | golf          | for a walk   |
| a phone cell | a day off  | home          | the shopping |
| sightseeing  |            | football      |              |
| a shower     |            | your homework |              |

| Play      | Do | Make         | Go | Have     |
|-----------|----|--------------|----|----------|
| the piano |    | a phone call |    | a shower |
|           |    |              |    |          |
|           |    |              |    |          |
|           |    |              |    |          |



Put the verb in brackets into either present simple or present simple passive.

1. Mercedes Benz cars \_\_\_\_\_ (make) in Germany.
2. Whisky \_\_\_\_\_ (produce) in Scotland.
3. Your heart \_\_\_\_\_ (beat) 4.800 times.
4. The world's population \_\_\_\_\_ (grow) by 9.300.

Look at the following pairs of sentences.  
Which one is correct? Why?

1. a) Helena speaks five languages.  
b) Helena's speaking five languages.
2. a) Do you understand E-Makhua?  
b) Are you understanding E-Makhua?
3. a) Portuguese is spoken all over Mozambique.  
b) Portuguese speaks all over Mozambique.
4. a) We are thinking Marrabenta is boring.  
b) We think Marrabenta is boring.

### 10. Consolidation Task: Reflexive pronouns

Complete the sentences with a word or expression from the list and an appropriate reflexive pronoun.

|                   |            |           |
|-------------------|------------|-----------|
| angry at          | introduced | promised  |
| enjoy             | killed     | proud of  |
| entertained       | laugh at   | taking to |
| feeling sorry for | pat        | taught    |

1. Catarina Miguel never took lessons. She \_\_\_\_\_ how to play the piano.
2. Did Reinaldo have a good time at the party? Did he \_\_\_\_\_?
3. At all you did a good job. You should be \_\_\_\_\_?
4. You did a good job, Manuela. You should \_\_\_\_\_ on the back.
5. A man down the street committed suicide. We were all shocked by the news that he had \_\_\_\_\_.



6. The children played very well without adult supervision. They \_\_\_\_\_ by playing school.
7. I had always wanted to meet Mr. Mandela. When I saw him at a party last night, I walked over and \_\_\_\_\_ to him.
8. Nothing good ever comes from self-pity. You should stop \_\_\_\_\_, Jorge, and start doing something to solve your problems.
9. People might think you are little crazy, but \_\_\_\_\_ is one way to practise using English.
10. Humour can ease the trials and tribulations of life. Sometimes we have to be able to \_\_\_\_\_.
11. Carolina made several careless mistakes at work last week, and her boss is getting impatient with her. Carolina has \_\_\_\_\_ to do better work in the future.
12. Yesterday Alice's car ran out of gas. She had to walk a long way to a gas station. She is still \_\_\_\_\_ for forgetting to fill the tank.

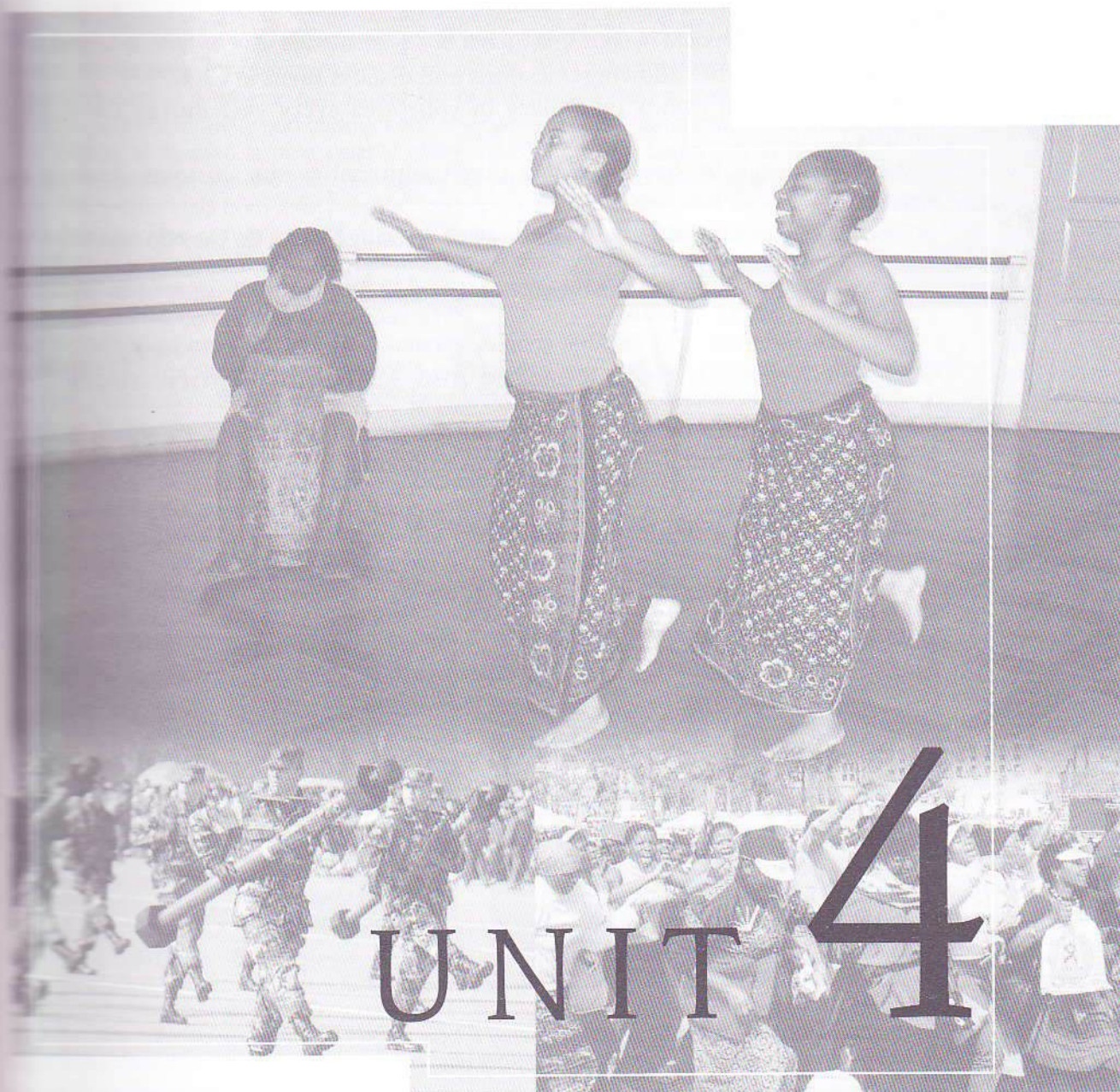
## 11. Consolidation Task: Nouns and pronouns, singular and plural

Choose the correct words in *italics* to build correct sentences.

1. Penguins are interesting *creature/creatures*. They are *bird/birds*, but *it/they* cannot fly.
2. Millions of *year/years* ago, they had *wing/wings*. *This/These* wings changed as the birds adapted to *its/their* environment.
3. Penguins' principal food *was/were* *fish/fishes*. Penguins needed to be able to swim to find their food, so eventually their *wing/wings* evolved into *flipper/flippers* that enable *it/them* to swim through water with speed and ease.
4. Penguins *spends/spend* most of their lives in *water/waters*. However, they lay *their egg/eggs* on *land/lands*.
5. Emperor penguins have interesting egg-laying *habit/habits*.
6. The female *lays/lay* one *egg/eggs* on the *ice/ices* in Arctic regions, and then immediately *returns/return* to the ocean.
7. After the female lays the egg, the male *takes/take* over. *He/They* *covers/cover* the egg with *his/their* body until *she/he/it/they/hatches/hatch*.
8. *This/These* process *takes/take* seven to eight *week/weeks*. During *this/these* time, the male *doesn't/don't* eat.
9. After the egg *hatches/hatch*, the female returns to take care of the chick, and the male *goes/go* to the ocean to find food for *himself/herself*, his mates, and their offspring.







# UNIT 4

## Customs and Traditions





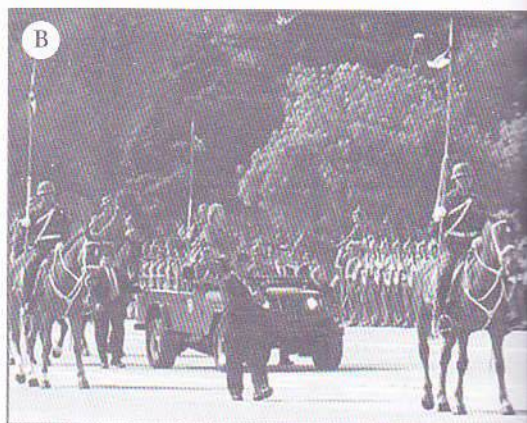
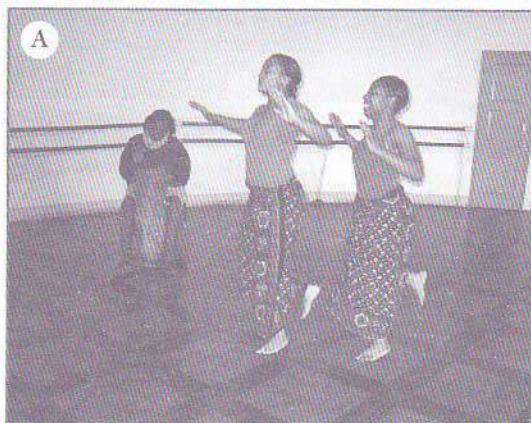
## 1. Brainstorming

- In pairs, answer the following questions and discuss them in class?
- What traditional events take place in your area every year during the school holiday?
- What character do they have? Are they traditional events, customs, festivals or rituals?
- Who takes part? Is there any special way of dressing? What do they do and why?

## 2. Picture Interpretation/Reading and Matching Information

Some of the pictures below depict one of the traditional events, customs, festival or rituals held in a number of places in Mozambique.

Can you describe what do they represent? Match the pictures with the texts A and B.







## Text A

The festival of Mapiko was approaching and the military zone in Maputo was in a festival mood. It was an occasion for giving thanks to ancestors, the protectors and the source of all fertility. Ancestors played a greater part in the life of the people than any other God. They were the ultimate judge of morality and conduct and they were in close communion with the deceased.

The festival of Mapiko is held usually every year before the beginning of the school year, to honour the children and the ancestral spirits for protecting the children in one or two months that have been separated from their parents. During this time, the boys will be taken to the bush and kept there for one or two months and the same thing will happen to girls but they will be kept indoor and separated from their parents where they will be taught a number traditions and costumes and rituals. After a month of being isolated from their loved ones, it's a time to bring them back to the normal live of the community.

The festival could not start until all children have gone through a number of rituals leading to the main ceremony on Sunday afternoon, that will reunite them with their parents and then on will not be considered as children but as adult people who are able to decide by themselves and have freedom of speech.

On the last day before festival, the girls will be taken somewhere to the bush and given the final advice by the "nalombos", who are responsible for passing the information; It is quite difficult to explain exactly the events itself but it appears that only female who have gone through the same ceremony years before are allowed to take part in the event. It is said to be funny and you can tell by a number of female that will often go sacrificing themselves for all that afternoon.

The next day before the festival, the boys will be taken early morning to perform a number of tasks to purify themselves before they join their loved ones. The good thing about Mapiko festival is that the day, parents are obliged to buy always everything new for their children as a signal of love and that day it is all about VIP treatment that children get. Parents will dress in a strange way imitating various figures known around them and sometimes they can dress as a woman to make the festival funny. The cultural group with their drums, called "viganga, magoma, ntoje and neya," and their masked man will be read to perform a number of styles to show their skills. The festival ends with traditional dance that Makonde community will perform all Sunday afternoon, with a plenty of calabashes and much food cooked, no matter heavily the family ate or how many friends or relatives they invited from neighbouring town, there was always food left over at the end of the day.

## Text B

In England, Trooping Colour is a military parade which is held every year on the Queen's birthday. Hundred of soldiers take part wearing their finest traditional uniform and carrying out elaborate drill movement very accurately on the word of command of their officers.

Each regiment in the British Army has a special flag of its own, its colour, which symbolises the battles were very confused events and it was easy for soldiers to become separated from each other. In order to regroup, soldiers would look for the colour of their regiment, held high by one of their comrades, and go towards it.

So it was essential for every soldier to be able to recognise his regimental colour. Trooping the Colour means taking the colour slowly along the lines of soldiers so that they can all have a good look at it and will be able to recognise it in future.

At this ceremony, the Queen, riding side-saddle, wears the uniform of one of her regiments. This consists of red tunic decorated with gold braid and epaulettes, with white gloves and a white plume in her hat. Her horse is also magnificently decorated with red and gold reins and bridle.

Several military bands take part, some of them riding horses. A particularly strong and disciplined horse carries two enormous drums, one on each side. And now the massed bands perform their spectacular drill movement called the spin wheel in which over 300 scarlet-tuniced musicians and drummers in an enormous square pivot on the centre. Those in the middle mark time or even take a step or two backwards while those at the outside edge march very fast, all the time carrying and playing instruments of various sizes and weights.

As they march through the ranks of guardsmen the Colour moves.

[www.troopingcolours](http://www.troopingcolours)



### 3. Reading and Comparing Information

It is often necessary to compare two texts or to write an essay that compares two things. When you do these tasks, it is helpful to take one aspect at a time and look at the similarities and differences. For example, we can start to compare text A and B as follows:

Aspects: who is involved in the ceremonies?

Similarities: Both are costumes.

Differences: In Makonde celebrations all community takes a part and ends with get together. In Trooping colour only officials and soldiers take part.

Based on this table write the adequate sentences/expressions or phrases in each gap:

Includes singers and dancers, highly decorated, drums, music, battles, past ancestors are evoked, military activities are dramatised, dress to imitate any traditional figure, dresses in military attire, it is a military parade held on the Queen's birthday, horses are magnificently decorated, held every year before the beginning of school year, held to honour children and the ancestral spirits, children go through a number of rituals.

| Text A and Text B comparison |                  |
|------------------------------|------------------|
| Mapiko:                      | Trooping Colour: |
|                              |                  |

### 4. Language Focus: Synonyms

Based on text A and B, find the meaning of the following words and expressions:

parade, finest, regiment, ancestors, rituals, skills, perform, source, morality  
freedom of speech, ranks



## 5. Writing

Here is a newspaper account of a road accident which you saw.

Write a letter to a friend who has not read it, for main ideas and describing the accident.

It was reported by the police that a large oil-tanker had over-turned on the Estrada Nacional Número 1, close to Muxungue. The tanker was a full of petrol going down to the depot at Muxungue, when its brake failed on the Sitatonga hill. The driver, Magwana Xicudo of Alto Molocue district, bravely stayed at the wheel of the tanker trying to avoid other traffic and at the bottom of the hill he managed to turn the tanker into a ditch, where it over-turned. The driver was luckily thrown clear of the lorry, which soon burst into flames. Fire-engines often from Beira attended the blazes. Magwana Xicudo is reported from hospital to be feeling well. He has received a letter of congratulation from the city authorities.

## 6. Language Focus: Expressing frequency, degree, manner and place

Choose an adverb of frequency from the list to fill each gap in the table.

frequently, never, normally, seldom, sometimes, usually

| Adverb       | Meaning                     |
|--------------|-----------------------------|
| always       | on every occasion           |
| generally    | on most occasions           |
| often        | on many occasions           |
| occasionally | on some occasion            |
| rarely       | on few (not many) occasions |
|              | on no occasion              |

| Positions of adverbs of frequency |           |           |             |                |               |
|-----------------------------------|-----------|-----------|-------------|----------------|---------------|
| Subject                           | Auxiliary | Adverb    | Main verb   | Complement     | Adverb        |
| I                                 |           | usually   | visit       | my uncle       | on Saturdays. |
| Chambone                          | has       | never     | been        | here           | before.       |
| My mother                         |           | sometimes | has to work |                | at weekends.  |
| My brother                        |           |           | gets up     | at six o'clock | every day.    |



**7. Consolidation Task: Adverbs**

Read the conversation that follows and put the expressions from the box into the right places (more than one answer is possible in some cases).

actually, even, know, just, look, I don't think,  
I don't know, perhaps, so what, still, though

Johannes: \_\_\_\_\_ Matilde, the problem is, we're \_\_\_\_\_ too different.

Matilde: Ok, we're different \_\_\_\_\_.? People are different.

Johannes: Well, we don't have the same interests. We don't \_\_\_\_\_ the same people.

Matilde: \_\_\_\_\_ we get on very well together most of the time.

Johannes: \_\_\_\_\_, Matilde, I don't think we do.

Matilde: Well, ok, Johannes, maybe there are some problems. But \_\_\_\_\_ we should go on trying a bit together.

Johannes: \_\_\_\_\_, Matilde, I don't think we are getting somewhere.

Matilde: \_\_\_\_\_ either. Let's have one more try, \_\_\_\_\_

Johannes: Ok, one more try.

Complete the sentences with the adverbs from the box below.

unexpectedly, badly, patiently, easily, regularly, heavily

1. We didn't go out last night because it was raining \_\_\_\_\_
2. Our team lost the game because we played \_\_\_\_\_
3. I had a little difficulty finding a place to live. I found a flat quite \_\_\_\_\_
4. We had to wait for a long time but we didn't complain. We waited \_\_\_\_\_
5. Nobody knew Langa was coming to see us. He arrived \_\_\_\_\_
6. Serena keeps fit by playing tennis \_\_\_\_\_

**8. Consolidation Task: Adverbs**

Complete the sentences by putting the words in the right order. Use the adjective or the adverb given to fill in the gaps.

1. The driver of the car was \_\_\_\_\_ injured. (serious/seriously)
2. The driver of the car had \_\_\_\_\_ injuries. (serious/seriously)



3. I think you behaved very \_\_\_\_\_ (selfish/selfishly).
4. Rosa is \_\_\_\_\_ (terrible/terribly) upset about losing her job.
5. There was a \_\_\_\_\_ (sudden/suddenly) change in the weather.
6. Everybody at the party was \_\_\_\_\_ (colourful/colourfully) dressed.
7. Linda likes wearing \_\_\_\_\_ (colourful/colourfully) clothes.
8. She fell and hurt herself quite \_\_\_\_\_ (bad/badly).
9. He says he didn't do well at school because he was \_\_\_\_\_ (bad/badly) taught.
10. Don't go up that ladder. It doesn't look \_\_\_\_\_ (safe/safely).
11. He looked at me \_\_\_\_\_ (angry/angrily) when I interrupted him.

Complete each sentence using a word from the box. Sometimes you need the adjective others you need the adverb.

|               |              |                |               |             |
|---------------|--------------|----------------|---------------|-------------|
| careful(ly)   | complete(ly) | continuous(ly) | financial(ly) | fluent(ly)  |
| happy/happily | nervous(ly)  | perfect(ly)    | quick(ly)     | special(ly) |

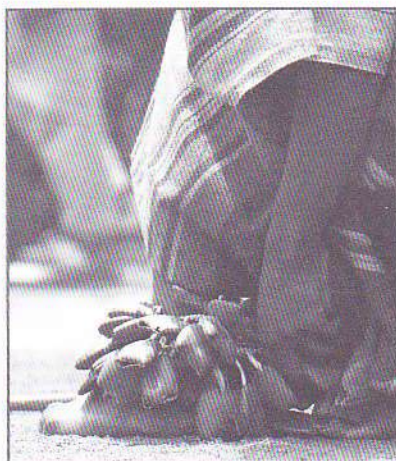
1. Our holiday was too short. The time passed very \_\_\_\_\_.
2. Thomas does not take risks when he's driving. He's always \_\_\_\_\_.
3. Ana works \_\_\_\_\_. She never seems to stop.
4. Alice and Stephan are very \_\_\_\_\_ married.
5. Monica's English is very \_\_\_\_\_ although she makes quite a lot of mistakes.
6. I cooked this meal \_\_\_\_\_ for you, so I hope you will like it.
7. Everything was very quiet. There was \_\_\_\_\_ silence.
8. I tried on the shoes and they fitted me \_\_\_\_\_.
9. Do you usually feel \_\_\_\_\_ before examinations?
10. I'd like to buy a car but it's \_\_\_\_\_ impossible for me at the moment.



## 9. Vocabulary: Customs and traditions

- Mapiko – it's a traditional dance from the north part of Mozambique performed by Makonde community in any special events or ceremonies.
- Nalombos – masters of the ceremonies.
- Viganga, magoma, ntoje and neya – drums used to dance Mapiko.
- Custom – is something normally done, a tradition.
- Costume – a set of special clothes worn in a particular place, at a certain time in history or for a special occasion.
- Capulana – basic garment known in English most often as «sarong», sewn or unsewn.

## 10. Reading



In traditional societies there were different kinds of dances for every occasion. For example, if a baby was born in a certain family, people danced and sang. The same happened when people got married. Through dance people express their happiness, joy, love and sometimes anger. In Mozambique, every region has a dance of its own.

### Nsope

This is a dance for women. It is popular along the coast of Mozambique, especially in the north. Women dance nsope during special celebrations. They all wear dresses and «capulanas» of similar colour. They sing beautiful songs. Two women hold a rope, one at each end, and beat it on the ground. The other women, one by one, or sometimes two at a time, jump over the rope.

### Chingomana

This dance is from Gaza. Like nsope, it is only danced by women. In traditional societies, women danced chingomana when the harvests had been good. The dancers wear skirts made from coconut leaves or reeds. The men beat the drums. The women dance and sing, and others blow whistles.

### Nyau

This is a dance from Tete. Only men dance it. The dancers wear masks and hats made of feathers. They cover their bodies with clothes. Other men beat the drums and sing.

### Msaho

This dance is from Inhambane. It is danced by men. No drums are sounded. The men beat on some specially made pieces of wood tied together by ropes. The pieces of wood are arranged so that they will make special sounds. This instrument has many keys. We see this instrument almost every day. It is on the fifty cents coin.

## 11. Writing

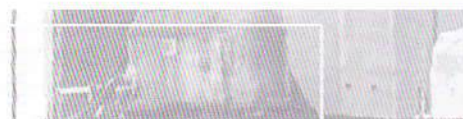
Write about two dances of your area. Say which one you think is the best. Why do you think it is the best? Are any dances in your area like the ones described in the texts you have just read? In what way are they the same or different?





# UNIT 5

## Satellites





## 1. Brainstorming

Match the word on the left column to the picture on the right.

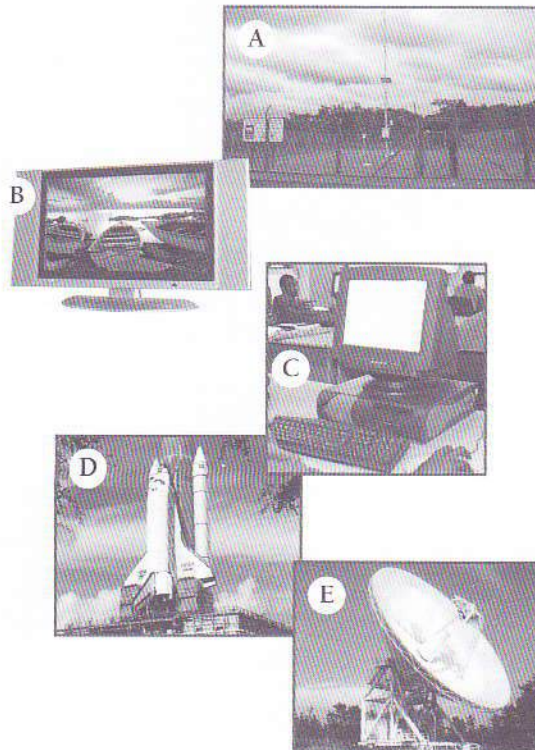
1. Antenna

2. Spatial nave

3. Computer

4. Television

5. Weather forecast



## 2. Reading/Dialogue

Read this interview to discover the benefit of satellites.

Miguel Akanaida is a senior reporter from Radio Mozambique and he was assigned a task to interview Dr. Makwati, who works at Provincial Hospital in Cabo Delgado.

Akanaida: Our guest today is Dr. Makwati, who works at Provincial Hospital of Cabo Delgado. Dr. Makwati, thank you for accepting our invitation and I will start with the first question. Dr. Makwati in Mozambique, doctors can send messages to each other and to professionals in other continents by means of a satellite which travel around the earth in an orbit.

This satellite is at the centre of a communications network called Afya-net, which links ground stations in Africa, Europe and America. Dr. Makwati, how does Afyanet help you to perform the work?

Dr. Makwati: Afya-net allows me to send a message to Dar-Es-Salaam or Lisbon, or even Sydney though, I am a long way from a medical school.

Not only can I send a message, but it will be delivered on the same day and I can expect reply a day later.

It's a completely reliable service and it only costs as much as a telephone call or a letter to the capital.

Akanaida: Why is it important for doctors to be able to send and receive messages?

Dr. Makwati: Well, one type of message that the satellite can send is an up-to-date article on medical research or new developments in Medicine. We have a dire shortage of reading material dealing with Medicine. Particularly in my country, Mozambique,



medical articles are very old – if there are any medical articles. Medical journals do not come at all, except to the very few people who have foreign exchange and are thus able to subscribe to medical journals. With the satellite, we will be able to receive at least some recent articles.

Akanaida: I see the value of articles. Can you also explain why doctors in Mozambique need to communicate with each other and with doctors elsewhere?

Dr. Makwati: Yes, it is usual for doctors to discuss their patients problems with their workmates. A young doctor often describes a patient's symptoms to senior doctors and asks their advice. But if a doctor is working alone maybe a hundred kilometres from his nearest workmate, he can discuss his patient problem with anyone. However, by using the communications network. He can also speak to world experts in other countries. Now we can all advise each other and learn from each other just as doctors all over the world do.

Akanaida: Does the network need a lot of equipment?

Dr. Makwati: No, only a little. All I need is a personal computer with a special radio modem and an antenna which looks just like a satellite receiving dish on a house.

Akanaida: Are more Afya-net stations to be built?

Dr. Makwati: Yes, there will be additional one in Seychelles and Cape Verde.

### 3. Reading Comprehension

1. Who can doctors in Africa send messages to by using Afya-net?
2. Why Afya-net is cheaper than postal service?
3. List a number of difficulties faced by doctors like Makwati and others.
4. Why doctors need to speak to each other?
5. In what countries is it usual for doctors to discuss professional matters?

### 4. Language Focus: Adverbs

Write some sentences making use of the adverbs in the box below.

Absolutely, entirely, outright, positively, quite, simply, truly, completely, just, really, totally, utterly, definitely.

Example:

I am utterly amazed: our guests have eaten absolutely all the food in the house.

### 5. Language Focus: If clauses

Last month Matola was in hospital for an operation. Manuela didn't know this, so she didn't go to visit him. They met a few days ago. Manuela said:

If I had known you were in hospital, I would have gone to visit you.

Manuela said: If I had known you were in hospital... The real situation was that she didn't know he was in hospital.

- When you are talking about the past, you use if + had ('d) ...(if I had known/ been/done etc.)

Example:

I didn't see you when you passed me in the street. If I'd seen you, of course I would have said hello (but I didn't see you).



I decided to stay at home last night. I would have gone out If I hadn't been so tired (but I was tired).

If he had been where he was going, he wouldn't have wary into the wall (but he wasn't looking).

The view was wonderful. If I'd had a camera, I would have taken some photographs (but I didn't have camera).

- Do not use **would** in the if-part of the sentence. We use **would** in the other part of the sentence:

I **had seen** you, I **would have said** hello. (not if I **would have seen** you).

I'd have said hello (I'd have said = I would have said)

If I'd seen you, (I'd **seen** = I had seen you).

I'd have said hello (I'd have said = I would have said)

## 6. Vocabulary: Satellites and telecommunications

Fill the gaps in the exercises with one of the following words:

Antennae, answering machine, fax, launched, mobile, orbit, pager, rockets, satellites, signal, solar, panels

Director: I can hear my (1) \_\_\_\_\_. It's going "bleep, bleep, bleep." Where's my (2) \_\_\_\_\_ phone? I must call my personal assistant.

P.A. We've received an urgent (3) \_\_\_\_\_ for you, sir, and there's an important message on your (4) \_\_\_\_\_ machine.

Director: What's all about?

P.A. It's our new telecommunications (5) \_\_\_\_\_. It's not circling the earth in the correct (6) \_\_\_\_\_ there was a fault in the rockets that (7) \_\_\_\_\_ its and of its (8) \_\_\_\_\_ is slightly damaged.

Director: Is it far from the correct orbit?

P.A. No, sir.

Director: Then there should be no problem. We will send it a (9) \_\_\_\_\_ to use its own (10) \_\_\_\_\_ to place it in the correct orbit. It will receive our signal as long as the (11) \_\_\_\_\_ are not damaged.

## 7. Consolidation Task: *If* clauses

Put the verbs into the correct form.

1. I didn't know you were in hospital. If I had known, \_\_\_\_\_ (I/go) to visit you.
2. Kamanga got to the station in time to catch his train. If \_\_\_\_\_ (he/miss) it \_\_\_\_\_ (he/be) late for his interview.
3. It's good that you reminded me about Suzanna's birthday. *If* you didn't, \_\_\_\_\_.
4. Unfortunately, I didn't have my adress book with me when I was in Macaneta. If \_\_\_\_\_ (I/have), \_\_\_\_\_ (I/sent).



5. A: How was your holiday? Did you have a nice time?  
 B: It was ok, but \_\_\_\_\_ (we enjoy it more) if the weather \_\_\_\_\_ (be better).
6. I took a taxi to the hotel but the traffic was very bad. If the traffic \_\_\_\_\_ (it/be) very bad, \_\_\_\_\_ (I/walk) quicker.
7. I'm not tired. If \_\_\_\_\_ (It/be) tired, \_\_\_\_\_ (I/go) home.
8. I wasn't tired last night. If \_\_\_\_\_ (I/be) tired, \_\_\_\_\_ (I/go) home earlier.

Write a sentence with *if* for each situation.

1. I wasn't hungry, so I didn't eat anything.  
 \_\_\_\_\_
2. The accident happened because the driver in front stopped so suddenly.  
 If the driver in front \_\_\_\_\_
3. I didn't know that Jaime had to get up early, so I didn't wake him up.  
 If I \_\_\_\_\_
4. I was able to buy the car only because Julio lent me the money.  
 \_\_\_\_\_
5. Margarida wasn't injured in the crash because she was wearing a seat belt.  
 \_\_\_\_\_
6. You didn't have any breakfast – that's why you're hungry now.  
 \_\_\_\_\_
7. I didn't get a taxi because I didn't have any money on that time.  
 \_\_\_\_\_

### 8. Language Focus: Basic rules of capitalization

1. Capitalize the first word of a sentence.  
 Example: We went to see Nyau.
2. Capitalize the first word of a direct quotation.  
 Example: My mother said: "Don't give up".
3. Capitalize the first word of a line of poetry.  
 Example: "Poems are made by fools like me..."
4. Capitalize proper nouns (names of specific persons, places, or things)  
 Examples: Samora Machel, Pemba, City Hall.
5. Capitalize proper adjectives (adjectives formed from proper nouns)  
 Examples: Mozambican Craveirinha.
6. Capitalize names of specific organizations or institutions.  
 Examples: Pedagogical University, Mozambican Red Cross.



7. Capitalize days of the week, months of the year and holidays (Note: Do not capitalize seasons)  
Examples: Sunday, June, Christmas, winter.
8. Capitalize languages (Note: These are only school subjects that are capitalized.)  
Examples: Nda, Ki-mwani, I Study Nda, Portuguese, Biology and Social Science.
9. Capitalize races and religions.  
Examples: Christian, Hindu.
10. Capitalize references to the deity and to the titles of holy books.  
Examples: The Almighty, the Koran.
11. Capitalize titles of people when they are followed by a name, being careful to capitalise both the title and the name. (Note: If a specific person is meant, the name may at times, be omitted.)  
Examples: President Nyerere, Dr. Tumbati, Her Majesty the Queen.
12. Capitalize titles of works of literature, art and music.  
Examples: Beethoven's Fifth Symphony, American Gothic
13. The pronoun I is capitalised at all times.  
Example: I walked one kilometre south to the University
14. Selections of the country are capitalized, but directions are not.  
Examples: I lived in the North for ten years.

## 9. Reading

Read the following passage.

### The plane makers

There are two main things that make aircraft engineering difficult: the need to make every component as reliable as possible and the need to build everything as light as possible. The fact that an aeroplane is up in the air and cannot stop if anything goes wrong, makes it perhaps a matter of life or death that its performance is absolutely dependable.

Given a certain power of engine, and consequently a certain fuel consumption, there is a practical limit to the total weight of aircraft that can be made to fly. Out of that weight as much as possible is wanted for fuel, radio navigational instruments, passengers seats, or freight room, and, of course, the passenger or freight themselves. So the structure of the aircraft has to be as small and light as safety and efficiency will allow. The designers must calculate the normal load that each part will bear. This specialist is called the "stress man." He takes an account of any unusual stress that may be put on the part as a precaution against errors in manufacture, accidental damage, etc.

The stress man's calculations go to the designer of the part, and he must make it as strong as the stress man says is necessary. One or two samples are always tested to prove that they are strong as the designer intended.

Each separate part is tested, then a whole assembly – for example, a complete wing, and finally the whole aeroplane. When a new type of aeroplane is being made, normally only one of the first three made will be flown. Two will be destroyed on the ground structural tests. The third one will be tested in the air.

Two kinds of ground strength tests are carried out. The first is to find the resistance to loading of the wings, tail, etc. until they reach their maximum load and collapse. The other test is for fatigue strength.



Relatively small loads are applied thousand of times. Each may be well under what the structure could stand as a single load, but many repetitions can result in collapse. One form of these tests is done on the passenger cabin. It is filled with air at high pressure as for high – altitude flying and completely submerged in a larger tank of water while the test is going on. The surrounding water prevents the cabin from bursting like a bomb if there is a failure.

When the plane has passed over all the tests it can get a government certificate of airworthiness, without which it is illegal to fly, except for tests flying.

Making the working parts reliable is as difficult as making the structure strong enough. The flying controls, the electrical equipment, the fire precautions, etc. must not be light in weight, but must work both at high altitudes where the temperature may be below freezing point and in the hot air of an airfield in the tropics.

To solve all these problems the aircraft industry has a large number of research workers, with elaborate laboratories and test houses, and new materials to give the best strength in relation to weight are constantly being tested.

## 10. Reading Comprehension

Select the answer which is most accurate according to the information given in the passage.

1. The two main requirements of aircraft design are:
  - a) the speed and cheapness.
  - b) reliability and passenger comfort.
  - c) making thing both light and reliable.
  - d) ability to stay up in the air and avoid breakdowns.
2. The maximum possible weight of an aircraft is determined by:
  - a) the engine power.
  - b) the amount of freight room.
  - c) the number of passengers.
  - d) international regulations.
3. The stress man's job is to calculate:
  - a) how safe the plane is.
  - b) how strong each part should be.
  - c) what height the plane will fly at.
  - d) the amount of luggage each passenger may carry.
4. The first three aeroplanes of a new type:
  - a) are all destroyed.
  - b) do not fly.
  - c) are later broken up for spare parts.
  - d) are used for testing purposes.
5. The passenger cabin test in water is designed to:
  - a) make sure the plane would be safe if it is landed in water.
  - b) test fatigue stress.
  - c) see if the cabin will burst like a bomb.
  - d) keep the cabin cool.



6. All equipment in an aircraft must:
  - a) work especially well at high temperatures.
  - b) be tested to destruction.
  - c) not be too light in weight.
  - d) work perfectly within a wide range of temperatures.
7. Certificates of airworthiness are issued by:
  - a) the aircraft industry.
  - b) research workers.
  - c) stress men.
  - d) governments.
8. Research workers:
  - a) are employed in large numbers by the aircraft industry.
  - b) seldom find solutions to practical problems.
  - c) also test houses.
  - d) do not need elaborate laboratories.
9. New materials are:
  - a) too expensive to use in aircraft.
  - b) avoided if possible.
  - c) put to a variety of tests.
  - d) tested at a constant temperature.
10. Except for experimental flights, no new aircraft leaves the ground:
  - a) after being completely tested for safety.
  - b) without having a stress man on board.
  - c) until it has been thoroughly tested and approved.
  - d) unless flown by a government official.

### 11. Scanning for Specific Information

Find the following words in the passage on page 56 and 57 and select the meaning you think is most likely to correspond among the choices given.

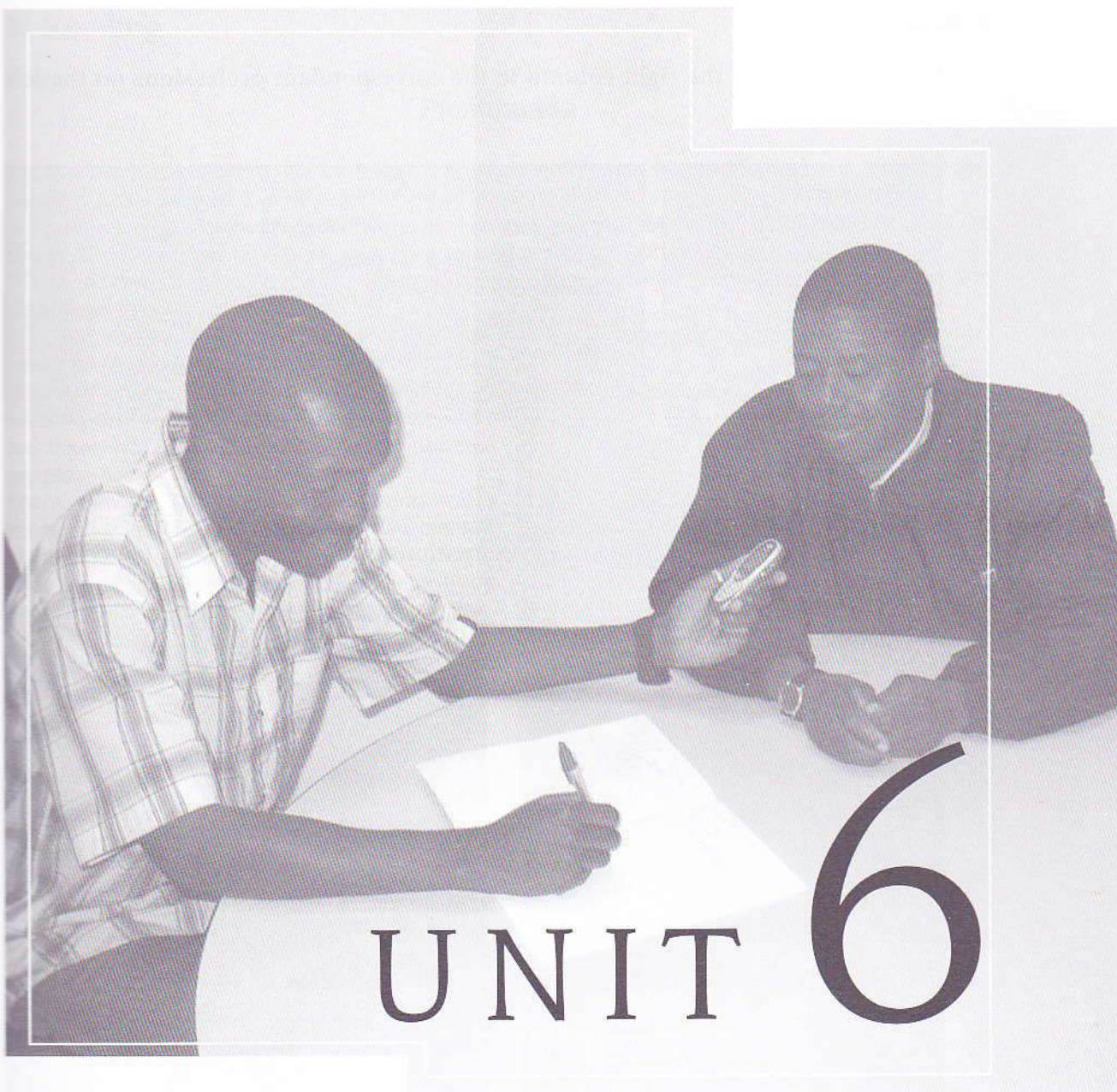
- |                          |                         |
|--------------------------|-------------------------|
| 1. Component (line 1)    | 2. Performance (line 4) |
| a) complete              | a) show                 |
| b) employee              | b) operation            |
| c) part                  | c) appearance           |
| d) engineer              | d) demonstration        |
| 3. Navigational (line 8) | 4. Freight (line 8)     |
| a) steering              | a) cargo                |
| b) navy                  | b) fear                 |
| c) shipping              | c) free                 |
| d) recreational          | d) cooking              |



5. *Efficiency (line 10)*
  - a) regular servicing
  - b) adequate precautions
  - c) effective operation
  - d) speed
7. *Fatigue strength (line 22)*
  - a) inability to resist tiredness
  - b) strong feeling of tiredness
  - c) prolonged resistance to weakening
  - d) tendency to become weary
9. *Submerged (line 26)*
  - a) overburdened
  - b) suppressed
  - c) put below the surface
  - d) raised
6. *Precaution (line 12)*
  - a) warning
  - b) safety measure
  - c) complaint
  - d) protest
8. *Relatively (line 23)*
  - a) comparatively
  - b) connectedly
  - c) excessively
  - d) connected
10. *Elaborate (line 35)*
  - a) expensively jewelled
  - b) difficult
  - c) complicated
  - d) decorated







# UNIT 6

Getting a Job





## 1. Brainstorming

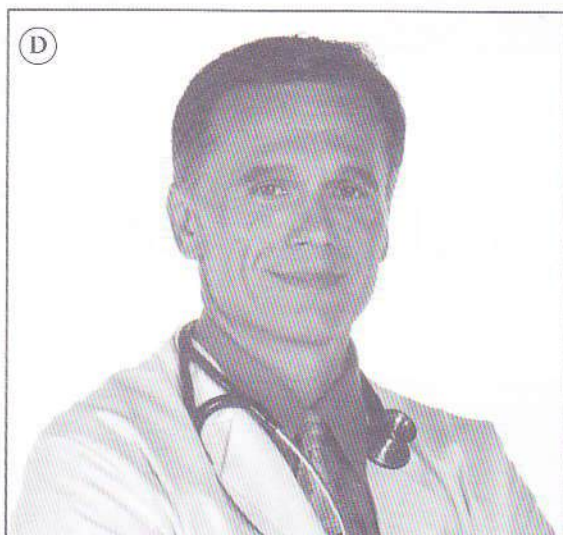
Match the jobs on the right column to the correspondent professions on the left column.

- a. A painter
- b. A farmer
- c. A musician
- d. A street vender
- e. A traffic warden
- f. A doctor
- g. A journalist

- 1. sells products on the street.
- 2. plays in an orchestra or entertains people.
- 3. grows crops and cattle rising.
- 4. paints portraits of people or scenarios.
- 5. directs traffic jam.
- 6. takes care of patients in a hospital.
- 7. reports an event or news.

## 2. Picture Interpretation

Match the captions with its correct occupations.







### 3. Reading

#### Planting tea

Tea is a plant that is grown for its leaves. It grows best in areas with moderate to high rainfall and humidity. Soils for tea must be acid.

Tea plantations are often very big. Many people work on them. Men dig the soil. Women plant the seeds. The job of picking the leave is done by both men and women.

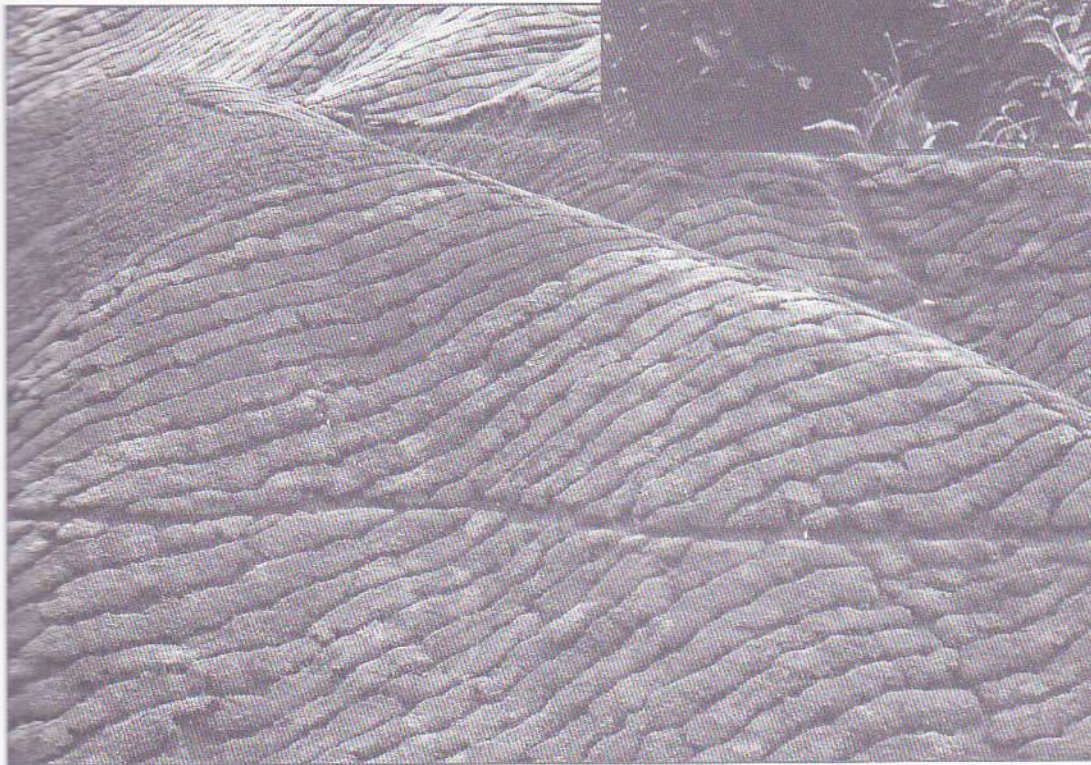
Tea seeds have hard skins. Before they are planted, they are often put in the sun. The hard skin dries and the seed splits.

After that the seeds are ready for planting. The seeds are planted in boxes filled with soil. Then they are covered with wet glass. When the seedling (the young plants) are big enough, they are taken from boxes and planted in another garden.

There, they are left to grow for one and half a years. After that they are ready to be transplanted to the big plantations.

They are planted in straight lines. In two or three years they become young bushes.

Often, people walk between the lines of the bushes and pick off the ends of the branches. This prevents the bushes from growing tall, and make the plants produces many young leaves. The people who cut the tops of the plants off also weed between them.





### Picking tea

The crop is ready for harvest about three to four years after planting. By this time, the plants have grown to about the height of a man's waist. Men and women now begin to pick the tea. They each carry basket on their back. They walk between the rows of bushes picking the shoots from each plant, and throwing them over their shoulders into the baskets. Tea has to be hand picked because machines cannot select the right leaves.

When the baskets are full, they are put into lorries, and sent to the factories which are usually near the plantations.

The workers in the factories weigh the baskets as they arrive. At the factory, women put the leaves into different baskets.

The baskets are then laid in the sun for an hour or two for the leave to wither. The withered leaves are carried back into factory. Then they are rolled into little balls to remove the bitter juice. Any red leaves or bad ones are thrown away.

In the factory, the withered leaves are pressed by rollers and dried by very hot air. They are then sifted through sieves.

Little leaves are separated from the big ones.

Good tea is made by mixing different kinds of tea leaves together. Then the sifted tea is mixed again. This is called blending. It is then packed in boxes, ready to be sold.

Tea is popular drink. Some people drink it every morning. Others, drink it many times a day. They say, "**Any time is tea time.**"

In our country, we used to have many different commercials labels of tea like "**Chá Popular, Rainha, Licungo, Prolar, Liz and Gurué.**" Let's hope that the better days will come so that we can go to the shops and buy again national labels of tea.



### 4. Reading Comprehension

Answer the questions by circling the right answer.

1. Tea is grown for:
  - a) its leaves.
  - b) its shoots.
  - c) its shoots.
2. Before the tea seeds are planted, they are often put in the sun so that:
  - a) people can see them.
  - b) the skin dies and the seeds split.
  - c) they smell good.
3. Tea plants are prevented from growing tall to:
  - a) make them easier to pick.
  - b) to increase the number of young leaves.
  - c) prolong their life.
4. At the factory the leaves are put in the sun to wither:
  - a) for a few days.
  - b) for one or two hours.
  - c) for a minute or two.



5. The withered leaves are rolled in balls:
  - a) to obtain the bitter juice.
  - b) to remove the bitter juice.
  - c) to make them bitter.
6. In the factory the leaves are exposed to very hot air:
  - a) to kill insects in the leaves.
  - b) to give them a burnt flavour.
  - c) to dry them quickly.
7. The dry leaves are sifted:
  - a) to divide the leaves into small bits.
  - b) to separate leaves from the plants.
  - c) to separate leaves from the big one.
8. Different kinds of dried tea are mixed together:
  - a) to make them smell good.
  - b) to give them a better taste.
  - c) to prevent them from going bad.

## 5. Picture Interpretation/Speaking

The picture below shows two personalities very known around the world.

- Can you guess who are those two in the pictures?
- When do you think these pictures were taken?



## 6. Reading

### Nelson Floors champ

Johannesburg: South African President Nelson Mandela had no boxing tips for Evander Holyfield when the two met today, but the heavyweight champion had something for Mandela – a white and purple satin boxing robe.

A buoyant Mandela hugged Holyfield and kissed his wife, Janice, when the pair arrived at Mandela's residence for dinner. The President heads off to Britain, Thailand and Indonesia later tonight.

"I will never wash this hand," quipped Mandela, wearing one of his trademark brightly patterned shirts, after shaking hands with Holyfield decked out in pinstripe suit.

The three times heavyweight champion looked like a nervous schoolboy, standing quietly with his hands clasped and smiling as Mandela introduced his companion Graça Machel, and then clowning for a crowd of journalist by squaring off with Holyfield and putting on the robe he received as gift.

"I have his boxing gloves from when he first won the championship," said Mandela, adding he and Holyfield had met several times during his travels to the US.

Mandela, a former boxer, respectfully declined to offer any ring advice to Holyfield.

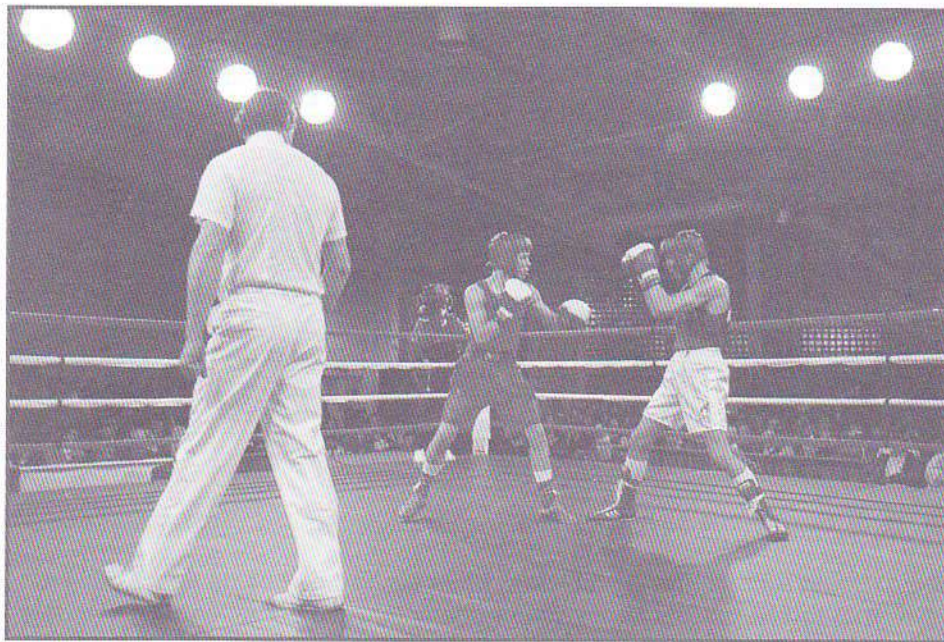


## 7. Vocabulary/Guessing from the context

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

1. A long loose garment, especially a ceremonial one (line 3).
2. Squeeze tightly in one's arms (line 4).
3. Going to (line 6).
4. A manufacture's or trader's registered emblem or name etc. used to identify goods (line 7).
5. Dress up (line 8)
6. A person who accompanies another or who shares in his or her work, pleasures or misfortune etc. (line 11).
7. Refused (line 14).

## 8. Language Focus: *Have to/ought to/must*



|                                |     |                                       |
|--------------------------------|-----|---------------------------------------|
|                                |     | have to be intelligent and practical. |
| If you want to be a good boxer | you | need to be logical and imaginative.   |
|                                |     | must be smart.                        |

- Use **must** or **have to** to say what it is necessary to be or do. These are ways of expressing strong obligation.
- Use **doesn't have to**/**don't have to** or **needn't** to say what it is not necessary to do.





## 9. Reading for Main Ideas

The job advertisements that follow are taken from Mozambican, British and American newspapers and magazines.

Read them and then fill in the table with information from those advertisements.

|   |  |
|---|--|
| Advertisement number                      |  |
| Name of the company/agency or institution |  |
| Position required or asked                |  |
| Job description                           |  |
| Place to be posted                        |  |
| Qualifications                            |  |
| Wage and benefits                         |  |
| How to apply                              |  |
| Origin of advertisements                  |  |
| Additional information                    |  |

**Clínica Cruz Azul – Maputo** is an accredited 120 bed rehabilitation and palliative care facility located in Down Town Maputo, adjacent to the Central Market. It was re-opened in 1999 and rehabilitated in 2000 with funds from local medical shareholders. The first largest private hospital in Maputo and a leading provider in rehabilitation services.

### Nurses!!!

Registered & Enrolled

Full-time and Part-time/ Casual Bank

A number of opportunities exist for nurses to join the dedicated team of health professional at Clínica Cruz Azul.

If you are an experienced, registered or enrolled nurse in Mozambican Nurse's Registration Board, we would like to discuss these opportunities with you.

For further information please phone Maimuna Adamo, in charge of Nursing on 21 333 111

Please forward written application by 5 pm Friday

30 March, 2007, either by fax 21 9444 697 or to:

Marcia Zandamela, Executive Director, Clínica Cruz Azul,  
Down Town Maputo City 1123.



Oxfam

#### Vacancy Announcement

Oxfam, one NGO International British which operates in more than 70 countries working with others to eradicate poverty and suffering, intend to recruit (2) Book-Keepers for its programmes in Gurué and Cuamba.

#### Book-keeper Program

(USD 16.960... USD 24.228)

#### Post objectives:

- Manage daily program and resources in order to achieve defined areas of responsibility, supervision and processing of daily information and suggesting possible solutions.
- Develop procedures and establish strategies in Finance Department.
- Review finance report and develop detailed agenda for finance policy in support of objectives and provide advice to Executive Departments.

#### Qualifications:

- Minimum Complete Commercial Institute.
- Experience in working in finance areas with minimum of 3 years.

Interested persons should forward their curriculum vitae in English to:

Rua Pereira Marinho, no. 102 Maputo by 30 March, 2007

or contact Human Resources on 21 488 721

Taken and adapted from: *Noticias* 21 March, 2007, Wednesday, page 16

## 10. Writing

In pairs/group

You are Manager/Director of Human Resources Department. Your institution is short on a number of staff. Write about 150 words to advertise job vacancies to be filled in. Write it clearly and neatly so that is easy to read. You should include the following information:

- The name of the organisation you work for;
- What it does or make;
- Position needed;
- Duties of the new staffs;
- Responsibilities;
- Packages of benefits;
- Progress career;
- The disadvantages and advantages.

#### Some useful expressions:

...is /are responsible for...  
 ...will/ is/ are in charge of ...  
 ...run(s) ...  
 ...deal with ...  
 ...look(s) after...  
 Interesting /challenging  
 Enjoyable / rewarding



## 11. Consolidation Task

Fill in the application form for the post of Administrative Assistant.

| APPLICATION FOR EMPLOYMENT<br>CABO ENGINEERING COMPANY                      |                  |                         |
|---|------------------|-------------------------|
| Name:   | Family name:     |                         |
| Address:  | P.O. Box:        |                         |
| Town/City   | Province:        |                         |
| Telephone:  | Mobile:          | Pager:                  |
| Date of birth:  | Place of birth:  |                         |
| Nationality:  | Passport number: |                         |
| Marital Status: single/married/widow/widower                                |                  | Number of children:     |
| Education:  |                  |                         |
| School:   | Date:            | Examinations passed:    |
| University/College:   | Date:            | Qualification obtained: |
| Training Course attended:   | Date(s):         |                         |
| Working experience:<br>List posts held starting with your most recent post. |                  |                         |
| Sports/interests/hobbies:   |                  |                         |
| Referees: Please list three persons we may contact on your behalf.          |                  |                         |

## 12. Speaking/Discussion

Speaking in pairs

Some of the qualities below apply to nurses and some to the book-keepers.

Sort them into two groups. Discuss them as you go through, saying like "I think a nurse *has to* act quickly and coolly in emergencies." A book-keeper *doesn't have to* do that:

Essential qualities:

1. Be fit and strong.
2. Be able to work well within a team structure.
3. Look neat and attractive.
4. To have the ability to listen and synthesize and conceptualize ideas into strategic frameworks.
5. Be emotionally strong.
6. Identify very practical implementation steps.
7. Have a good brain, kind heart and sharp eye.
8. Strong word processing and spreadsheet skill is essential.



### 13. Vocabulary: Getting a job

- Reference

A reference is a **confidential statement** about a person.

Most employers will require **references** for anyone applying for a job. Usually candidates are asked to give the names of two people who know them well, to act as referees (the person who writes the reference). **Referees** are normally **previous employers and teachers**.

The employer will ask the referees for a **confidential opinion** about the candidate's character, attendance, **attitude** and **suitability** for the job. This is a way of checking that the company does not make a mistake and employ someone who is not very good.

- Testimonials

Some employers also accept testimonials. A testimonial is **written information** about the candidate from a previous employers or College. It is **not confidential** and is usually an open letter addressed to "**whom it may concern**."

Here is an example of a testimonial. It has been written for Harry Assane by the Manager of the company where he worked for in 1992/94.

METANGULA ELECTRONICS COMPANY  
P.O. Box 1186 Mandimba, Niassa. Tel (258 21) 476123

Ref: HA/Pers/64  
11<sup>th</sup> November 1994

**To whom it may concern**

This is to inform that Harry Assane was employed by this company as Educational Instructor from 2<sup>nd</sup> January 1993 Until 11<sup>th</sup> November 1994.

During his tenure, Harry Assane was a most hardworking and conscientious instructor. He developed a number of new training systems for the company and he also established an excellent relationship with other staff and our customers.

He showed a good grasp of his work and was excellent and always punctual.  
I would be pleased to supply further information on request.

Your sincerely,  
John Limodo,  
Manager





# UNIT 7

Malaria

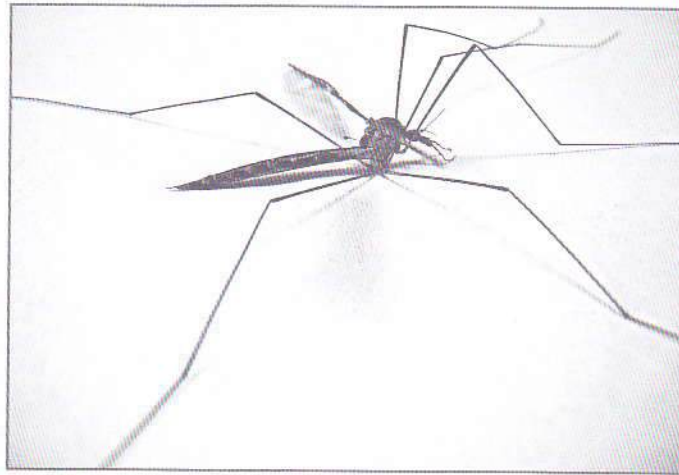


### 1. Brainstorming

- Have you ever heard about the slogan "Roll back malaria out of Africa!"
- What are the symptoms of malaria?
- Is there any way we can prevent malaria?

### 2. Picture Interpretation

In pairs, analyse the picture and answer the questions that follow.



1. This picture shows an insect that is harmful to human. Can you name it?
2. What is the name of the medicine that taken can be to prevent malaria?
3. What serious harm does it do to human body?

### 3. Reading: Scanning for Specific Information

Read this text to discover why we need to roll back malaria out of Africa, the way it is spread, and what to do to prevent it.

Malaria is a common disease in Mozambique, as in many other tropical parts of the world. Over the last decade, malaria has killed more in Africa than AIDS, and is one of the most killing diseases in Africa.

This disease was wiped out, largely by the lavish use of insecticides known as DDT. In many sub-tropical areas-Greece, Italy and America's southern states, for instance - in the 1950s. It was thought - mistakenly - to have been brought under control in the poorer countries by the drug chloroquine. The scale of its return is hard to measure as it is probable that not all deaths caused by malaria in Africa are reported.

Malaria is caused and spread by bites from a particular type of mosquito called "anopholes." These mosquitoes are attracted to our bodies by a smell of sweat, and when they bite us they pass into our blood the small living thing that causes malaria.

Fortunately modern science has produced a preventive so we can protect ourselves from malaria by regularly taking tablets such as chloroquine. Another sensible precaution is to spray insecticides in our houses and to have screens over the windows and doors, or to use mosquito nets at night. In recent years, large scale efforts have been made by World Health Organisation (WHO) and

other organisations to destroy mosquito larvae before they hatch, including the return to use DDT. Female mosquitoes lay their eggs in pools and other standing water, so spraying these areas can wipe out whole colonies of malarial mosquitoes.

We, as individuals, can do the same thing on a small scale by getting rid of old tins and pits near our homes that collect water, and by spraying any areas of standing water that remain.

We must do all what we can to prevent diseases, which cause misery, pain and sometimes, death.

#### 4. Scanning for Specific Information

Find words in the passage that mean:

1. The type of mosquito that carries malaria.
2. Something intended to prevent something.
3. A preventive that protects people from malaria.
4. Young insects after leaving the egg.
5. A natural area of still water.
6. Not flowing or moving (water).

#### 5. Vocabulary: Public health

Insecticide literally means something to kill insects with.

Do you know what these words mean?

1. pesticide
2. preventive
3. misery

If you do not know, try to guess from the context. One word can mean a different thing and one way to get the meaning is to check through the context.

Match each expression with its synonym or meaning.

| Expression   | Synonym or meaning                  |
|--------------|-------------------------------------|
| To eradicate | a widespread outbreak of a disease  |
| An epidemic  | a health centre                     |
| A measure    | to wipe out (get rid of completely) |
| A clinic     | information in the form of figures  |
| Statistics   | a step action                       |

Complete the table that follows:

| Noun    | Adjective |
|---------|-----------|
| malaria |           |
|         | tropical  |
| nation  |           |
| coast   |           |



## 6. Consolidation Task

Complete the summary below.

Malaria is a common 1) \_\_\_\_\_ in 2) \_\_\_\_\_. The cause is the 3) \_\_\_\_\_ of a 4) \_\_\_\_\_. When these insects bite, they pass into our 5) \_\_\_\_\_ the small living thing that causes malaria. The best 6) \_\_\_\_\_ is a modern drug called 7) \_\_\_\_\_, but in a large scale it is best to destroy the mosquito 8) \_\_\_\_\_ before they hatch. We as individuals, can get rid of 9) \_\_\_\_\_ near our homes and by spraying any areas of 10) \_\_\_\_\_.

Mpiuka, T and Mkuti, L. 1986 *English For Mozambique*, Harare: ZPH

## 7. Language Focus: Intonation for requests and commands

Speaking in pairs, practise these conversations:

- The voice rises on requests and falls on commands.
  - a) Evans: Can I practice my marimba in here?  
Parent: Yes. But please close the door of your room.
  - b) Zainadine: Could you lend me some CDs, please?  
Adam: All right, don't tell anyone, and bring me back next Monday.
  - c) Primavera: Do tell me where you've been.  
Catia: Could you let me have a drink first, please?  
You will keep it secret, won't you?

## 8. Vocabulary: Be clear!

There are some words that although seeming similar in their sense, have different meanings. here are some cases. Complete each gap with the adequate word.

### a) holiday/vacancy/vacation

In one sense holiday and vacation mean the same: a period of leisure time away from work and often away from home. A vacation is also the time between two university terms. A vacancy is an empty position, usually a job waiting for someone to be chosen for it.

I read there is \_\_\_\_\_ for mechanic at the nearby garage. Instead of going away.

On \_\_\_\_\_ during the next \_\_\_\_\_, I will apply for this position.

## b) damage/injury/insult

**Damage** (noun and verb) is done to a thing. An **injury** (noun) is done to a person. The verb is to **injure**. But to say something rude and offend a person is to **insult** them.

The noun is an **insult**.

I confess I was rather careless with my driving. I drove into the back of the taxi. It was \_\_\_\_\_, but no one was \_\_\_\_\_, the taxi driver shouted: "you crazy idiot!" Yes. He \_\_\_\_\_ me with those exact words.

## 9. Speaking

You are a group of three friends who are planning to go on summer holiday together in July to three different provinces of Mozambique. You are considering three destinations: Inhambane – Tofo beach Nampula – Chocas Mar and Cabo Delgado – Wimbe beach. You have a budget of 20,000 Meticaís, and you have to be back in Maputo for the beginning of the college year in August. Each person in the group has agreed to look for information on one of these provinces.

Based on the province that you have agreed to find information about spend a few minutes familiarising yourself with what you have gathered, then using it, describe the attractions of the province to the others in the group.





## 10. Consolidation Task: Language Use

### Word Search.

There are several words from the text hidden in the square. Two of them are people and meal. Find the others and write them in your exercise book.

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

Taken from: Mpiuka Tome and Mkuti Lukas, 1987 *English For Mozambique*, Harare: ZPH

## 11. Language Focus: Making requests and asking permission

Write out this conversation, adding appropriate sentences.

Customer A: Enters into a shop and shopkeeper welcomes him.

Shopkeeper: Can I help you?

Customer: Yes, I \_\_\_\_\_ to buy a kilo of sugar and maize flour.

Shopkeeper: Is there anything else, you \_\_\_\_\_ like to add?

Customer: Yes, please \_\_\_\_\_ you find me a box of matches?

Shopkeeper: Here you are sir, everything will cost you 25 Meticaís.

Customer: Thanks a lot and take care.

Shopkeeper: By sir.





## Media





## 1. Brainstorming

With your partner discuss the meaning of the following headlines:

Luísa Diogo confiscate Mulembwe's plot in *Magazine*, dated 5 of April 2007

Tribunal Fails Taipo on case Wackenhut in *Savana*, dated 6 April 2007

Women in Fiesta in *Noticias*, dated 7 April 2007.

– Do you believe everything you read or listen in the newspapers, radio or on television? Give some examples that you think illustrate it.

## 2. Reading/Discussion

To show that you can not necessarily believe everything you read in the newspapers, read the two reports that follow.

Decide which one gives the facts listed below.

### Report A

#### Home of 007 movies destroyed in £4m fire by Baz Bamigboye

In a real-life drama more spectacular than any 007 movie, the world's biggest film set went up in smoke yesterday.

The sound stage at Pinewood Studios – home of the James Bond films – was destroyed in a massive blaze, causing an estimated £4 million damage.

The stage was being used for a £25 million fantasy epic, *Legend*, which has been shooting at the legendary Buckinghamshire Studios for several months.

The main set, a vast artificial forest of wood and polystyrene, was wiped out. But the crew and cast of the picture, with stars Tom Cruise and Tim Curry, were at lunch when the blaze broke out. Firemen say they would have been killed if filming had been going on.

The blaze was so fierce that a foam tender at nearby oil depot was put on alert. As the fire became a raging inferno, the studio's metal walls and roof turned white hot and 100 ft flames could be seen eight miles away.

More than 100 firemen from Buckinghamshire, Greater London and Berkshire fought the blaze for two hours.

Six people, four of them firemen, were treated at the scene. Two stage hands suffered minor burns and shock.

The fire broke out near some gas cylinders and is thought to have been started by an explosion. The 400 ft sound stage was built for the James Bond epic, *The Spy Who Loved Me*, and opened by Sir Harold Wilson in 1976.

Since then all the Bond movies starring Roger Moore have been shot there.

*Daily Mail*

## Report B

### 007 stage destroyed in fire at studio

The 007 sound stage at Pinewood Studios in Buckinghamshire – the largest in the world, and where many of The James Bond films were made – was destroyed by fire yesterday.

"It's like something from Hiroshima Now," said a studio executive after the fire, which started in the lunch hour when the set was almost unattended.

The set of Arnold Ridley's film, *Legend*, worth £500,000 was incinerated as gas cylinders exploded, driving back firemen. A wardrobe worker and a carpenter escaped with only slightly burn and shock, and they were the only injured.

*Legend* with a fairyland set of forests, waterfalls, and hills, and been shooting since March, and was only 11 days from completion. The company had hired at least three other stages at the studio, and work will be switched to these.

The latest Bond film, *A View to a Kill*, was due to go to the studio in August, and will now be restricted to the smaller sound stages at Pinewood.

"The whole thing is agonising," said Pinewood executive. "Half of million of pound worth of set was destroyed, with hundreds of thousands of pounds worth of film equipment."

There were 200,000 gallons of water on the set that could have helped put out the fire, but 70 firemen could not reach it because of the heat.

(From *The Guardian*)

Taken and adapted: Progress to Proficiency-Students Book, Cambridge: CUP page 69-71

### 3. Reading Comprehension

1. The 007 sound stage at Pinewood is:
  - a) the largest in the world.
  - b) 400 ft.
  - c) 336 ft.
2. The fire was fought by:
  - a) over 100 firemen.
  - b) about 70 firemen.
  - c) 50 firemen.
3. Flames from the fire could be seen:
  - a) five miles away.
  - b) eight miles away.
  - c) ten miles away.
4. The stage was first used for the filming of:
  - a) *The Spy Who Loved Me*.
  - b) *Thunderball*.
  - c) *May Day*.
5. The people who received treatment were:
  - a) a carpenter and a wardrobe worker.
  - b) four firemen and two stagehands.
  - c) four firemen.



6. The next James Bond film due to be made at Pinewood is:
  - a) *A View To A Kill*.
  - b) *A View For A Kill*.
  - c) *Russian Girl*.
7. The film being shot at Pinewood when the fire first broke out is called:
  - a) *Legend*.
  - b) *Legends*.
  - c) *Legen*.

#### 4. Vocabulary: Mass Media

**Mass media** is a term used to denote, as a class, that section of the media specifically envisioned and designed to reach a very large audience such as the population of nation state. It was coined in the 1920s with the advent of nationwide radio networks, mass-circulation newspapers and magazines, although mass media was present centuries before the term became common. The term **public media** has a similar meaning: it is the sum of the mass distributors of news and entertainment across mediums such as newspapers, television, radio, broadcasting, which require union membership in large markets such as newspaper Guild and Afra, & Text Publishers. The concept of mass media is complicated in some internet media as now individuals have a means of potential exposure on a scale comparable to what was previously restricted to select group of mass media producers. These internet media can include personal web pages, podcasts and blogs.

The mass media audience has been viewed by some commentators as forming a mass society with special characteristics, notably atomization or lack of social connections, which render it especially susceptible to the influence of modern mass media techniques such as advertising and propaganda. The term "MSM" or "mainstream media" has been widely used in the blogosphere in discussion of the mass media and media bias.

From Wikipedia, the free encyclopedia

Find a suitable word to fill the gaps in the sentences below. Sometimes there may be several that would make sense.

|            |              |              |          |        |               |
|------------|--------------|--------------|----------|--------|---------------|
| column     | spokesperson | report       | tabloids | editor | correspondent |
| newscaster | internal     | news agent's | sports   |        |               |

1. A newspaper expresses its opinions about the news in its \_\_\_\_\_.
2. Small-format papers (for example, *Zambeze*) are known as \_\_\_\_\_.
3. There's good report in the paper from their Manica \_\_\_\_\_.
4. The news were released to the press by government \_\_\_\_\_.
5. I prefer "Notícias" because it has excellent \_\_\_\_\_ of the arts on Tuesdays.
6. The person responsible for giving final touch to any article from the newspaper is the \_\_\_\_\_.
7. A journalist writes and reports about the news, a \_\_\_\_\_ reads news on radio.
8. News about our home country are \_\_\_\_\_.
9. News about football and basketball on the \_\_\_\_\_ page.
10. A shop that sells a newspaper is a \_\_\_\_\_.

## 5. Vocabulary: Be clear!

We use **say**, **tell**, **talk** and **speak** in the following situations:

**Say** and **tell** are transitive verbs. We use **say** with the attention on the words; we use **tell** to aim the information. For example: I told you the truth when I said that I was Manyungwe.

**Talk** and **speak** are intransitive verbs. We use **talk** to refer to the activity.

We use **speak** to refer on the person or on a manner of speaking. For example: I could hear my sister talking to my niece. They were speaking nicely to my cousin.

## 6. Language focus: Expressing preference (*would rather*)

|   |   |
|---|---|
| a) I would rather go to watch soccer than sleep.<br>b) I'd rather study Geography than (study) Chemistry. | In example a) the simple form of a verb follows both <i>would rather</i> and <i>than</i> .<br>In example b) in case that the verb is the same, it usually is not repeated after <i>than</i> . |
| - How much do you weigh?<br>c) I'd rather not tell you.   | Contraction: <i>I would = I'd</i><br>Negative form: <i>would rather + not</i>   |
| d) The sleep was good, but I would rather have gone to watch MC Roger concert last night.                 | The past form: <i>would rather have + past participle</i><br>Usually pronunciation: <i>I'd rather - 2v</i>  |
| e) I'd rather be stretching on a beach in Inhaca than (be) sitting in class right now.                    | Progressive form: <i>would rather + be + ing</i>  |

## 7. Consolidation task: *would rather* to express preference

Answer the following questions expressing preference.

1. You are in Nampula right now.  
Where would you rather be?
2. What would you rather do than go to class?
3. What did you do last night?
4. What are you doing right now? what would you rather be doing?  
Now begin your answer with "No, I'd rather..."
5. Do you want to go to the movies tonight?
6. Do you want to play football this afternoon?
7. Do you want to eat at the restaurant?
8. Would you like to live in Pemba?



Directions: Use *would rather* to complete the sentences.

1. Chauque: Do you want to go to the disco tonight?

Macaringue: Not really, I \_\_\_\_\_

2. Chauque: Did you go to the disco last night?

Macaringue: Yes, but I \_\_\_\_\_

3. Chauque: What are you doing right now?

Macaringue: I am studying language use, but I \_\_\_\_\_

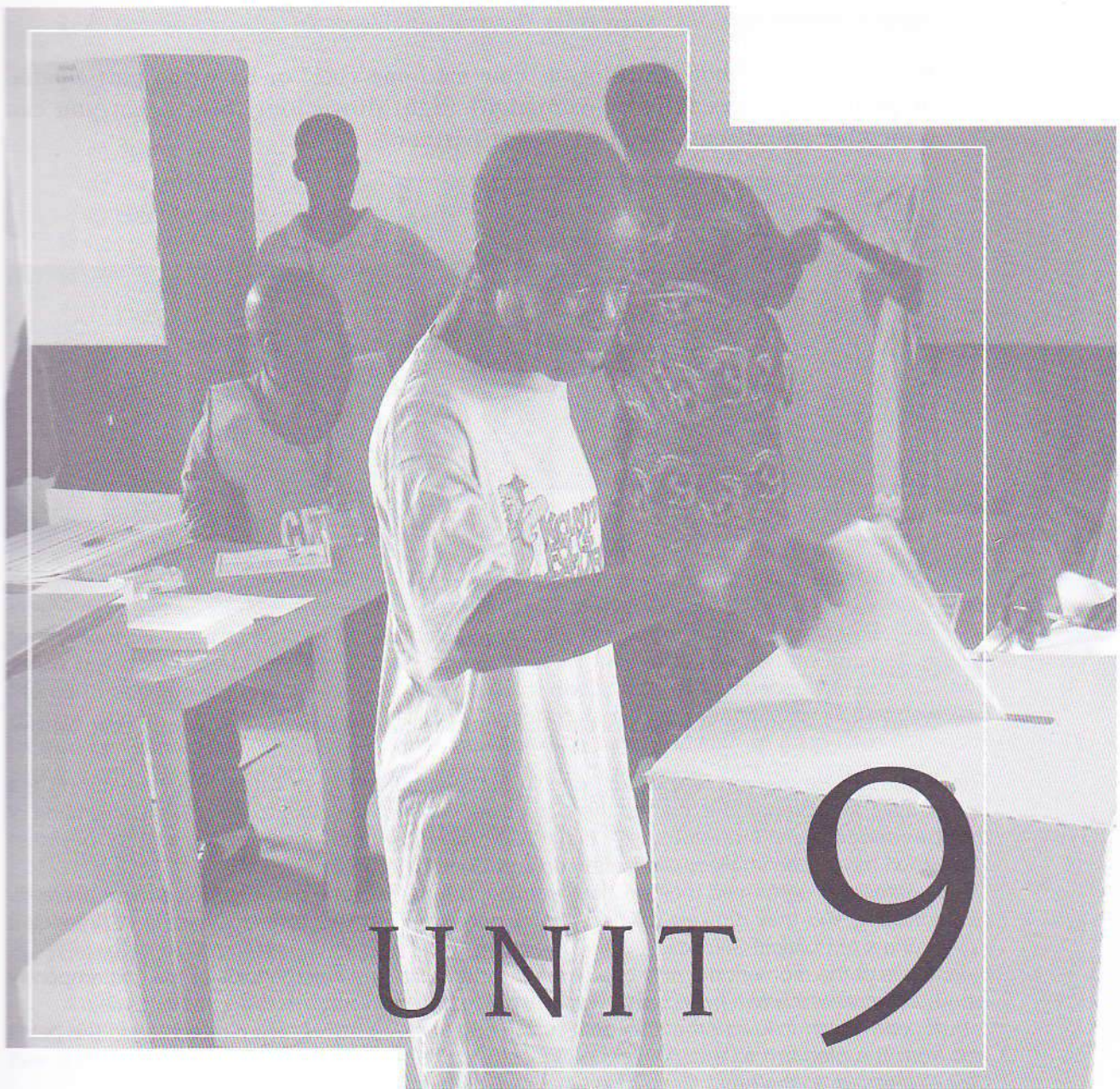
4. Chauque: Do you want to come with us to Bilene?

Macaringue: Thanks, but I \_\_\_\_\_

Chauque: I \_\_\_\_\_ than \_\_\_\_\_

Macaringue: Not me. I \_\_\_\_\_ than \_\_\_\_\_





# UNIT 9

## Politics and Elections





## 1. Brainstorming

Have you heard about the slogan "One man one vote" or have you participated in political parties rally or campaign? Right down four things that you can remember and discuss them with your partner.



## 2. Reading

Read the following selections carefully and then answer the questions that follow.

The American Revolution is the only one in modern history that, rather than devouring the intellectuals who prepared it, carried them to power. Most of the signatories of the Declaration of Independence were intellectuals. This tradition is ingrained in America, whose greatest statesmen have been intellectuals: Jefferson and Lincoln, for example.

These statesmen performed their political function, but at the same time they felt a more universal responsibility, and they actively defined this responsibility. Thanks to them there is in America a living school of Political Science.

In fact, it is at the moment the only one perfectly adapted to the emergencies of the contemporary world, and one which can be victoriously opposed to communism.

A European which follows American politics will be struck by the constant reference in the press and from the platform to this political philosophy, to the historical events through which it was best expressed, to the great statesmen who were its best representatives.

## 3. Scanning for Specific Information

Answer these questions: choose the right alternative. Only one is correct.

1. This passage deals chiefly with:
  - a) the causes of American Revolution
  - b) Jefferson and Lincoln as ideal statesmen
  - c) the basics of political philosophy in the United States
  - d) Democracy versus communism
  - e) a living school of political science



2. According to the passage, intellectuals who pave the way for revolutions are usually:
  - a) honoured.
  - b) misunderstood.
  - c) destroyed.
  - d) forgotten.
  - e) elect to office.
3. Which statement is true according to the passage:
  - a) America is land of intellectuals.
  - b) The signers of the Declaration of Independence were all well educated.
  - c) Jefferson and Lincoln were all revolutionaries.
  - d) Adaptability is a characteristic of American political science.
  - e) European are confused by american politics.

#### 4. Reading

The women's rights movement began on July 19, 1848 in a small chapel in Seneca falls, New York. Hundreds of women crowded eagerly into the chapel, unsure of what they would hear. Excitement turned to shock as Elizabeth Stanton read her declaration of sentiments: "we hold these truths to be self-evident". She Began, "that all men and women are created equal." Stanton's addition of "and women" to the words of declaration of independence was no small change. It was a call to revolution. Stanton further stunned her audience by demanding that women be granted the right to vote. when she spoke, a hush and kind of gasp filled the room. Stanton and Susan B. Anthony worked tirelessly for the next several decades to get women the vote. Anthony was even arrested in 1872 after she voted illegally. Seventy-two years after the first convention. The 19<sup>th</sup> amendment to the Constitution was finally ratified on August 18, 1920. It granted women the right to vote.

#### 5. Reading Comprehension

Answer these questions: choose the right alternative. Only one is correct.

1. At first the women's right's movement was concerned with:
  - a) equal pay for women.
  - b) more independence for women.
  - c) equality of men and women.
  - d) the arrest of Elizabeth Stanton.
  - e) the violation of the Declaration of Independence.
2. The period of time from the start of the women's right movement and the granting of voter's rights was approximately:
  - a) 25 years.
  - b) 50 years.
  - c) 72 years.
  - d) A century.
  - e) 150 years.



3. The reaction of the women to Stanton's declaration of sentiments was one of:
- despair.
  - hope.
  - joy.
  - wellcome.
  - desbelief.

## 6. Vocabulary: Politics

- Election process

The election process starts with a registration of voters, who should take part in the parties campaign and political party explains its manifesto and policies. The leaders of each party will campaign convincingly in order to conquer voters.

- Voting process

The voting day, each voter will go to the polling station, and once there, he/she will have to exhibit his vote bulletin. We vote by putting the ballot paper in the ballot box (which is secret). After votes have been counted the results are announced. The successful candidate takes his/her seat in the National Assembly or Parliament.

Find a suitable word to fill each gap in the sentences below from the box.

corruption Congress Senate appointed budget treasurer upper and lower chamber constituency Constitutional Monarchy reshuffle referendum

- According to the US Constitution, the President does not need to be member of either the S \_\_\_\_\_ or C \_\_\_\_\_.
- Unlike the USA (a federal Republic) the UK is a C \_\_\_\_\_ M \_\_\_\_\_.
- The electorate are asked their opinion in a national r \_\_\_\_\_.
- The agriculture minister has resigned in a scandal involving allegations of bribery and c \_\_\_\_\_.
- After his resignation there will have to be a by election in his c \_\_\_\_\_.
- In the USA many members of the cabinet are not elected but a \_\_\_\_\_.
- The PM has sacked the Home Affairs Secretary in a cabinet r \_\_\_\_\_.
- The Chancellor of the Exchequer (finance minister) will announce several changes in taxation in next week's b \_\_\_\_\_.
- In both UK and the USA the finance minister is called the t \_\_\_\_\_.
- The legislature of many countries consists on an u \_\_\_\_\_ and a l \_\_\_\_\_ house or c \_\_\_\_\_.



## 7. Language Focus: Expressing past time

Fernando is a police constable and he was in charge of one of the polling station. One of his duties was to keep safe and stable the voting process and to ensure that none of the political party or candidate will allege that there was vote rigging in the election. To ensure fairness and transparency of the process, the election commission invites some Regional Organisations such as SADC and NGO to observe and supervise the scrutiny.

Read the following dialogue:

International

observer: You look unhappy, officer. What is the matter?

Fernando: A senior officer has been questioning me about my duty at the polling station. He is very upset and I think I will be dismissed.

International

observer: Why and what happened?

Fernando: A number of ballot boxes were stolen from the pack of the polling station while I was having a meal.

International

observer: You were having a meal while the boxes were being stolen. Were you alone on duty at that polling station at the time?

Fernando: No, but at that time, my workmate was rounding the back side of the same polling station. No one had expected a thief at that time. I had been carrying out my duties properly, but no one seems to listen to me.

## 8. Language Focus: Present Perfect Progressive

Which verbs in these sentences should be on the present perfect progressive? Correct the errors in verb tense usage.

1. The boys are playing soccer right now. They are playing for almost two hours. They must be getting tired.
2. Alexander is talking on the phone. He talked on the phone for more than half an hour. He should hang up soon. Long distance is expensive.
3. I'm trying to study. I try to study for the last hour, but something always seems to interrupt me. I think I'd rather go to the library.
4. Mr. Mapulango is waiting in the dentist's office. He was waiting there for the last twenty minutes. The dentist can see him soon because he has a bad toothache.



## 9. Language use: Phrasal verbs with *stand*

Read the following conversation between the spokesperson of the party and Foreign Affairs Secretary. Then work out the meaning of the phrases used.

Spokesperson: Macuacua is going to stand for election as our secretary.

Foreign Affairs Secretary: Isn't Cherindza going to continue as our secretary?

Spokesperson: No. He decided to stand down. I think we should elect Macuacua. In my opinion, he stands out as obviously the best candidate.

## 10. Writing

Write a report on an election process you have just observed. The report should be divided into four parts:

### 1. Introduction:

Briefly state the result.

Mention the important aspect or character of the election.

### 2. The campaign:

List the various parties and the main differences between them.

Say how well the party are organised.

Say what result seemed likely as the campaign drew to a close.

### 3. The voting process:

Say if the voting went smoothly.

Mention the counting process.

### 4. The result:

Give the full accounts of the results describing the reactions of the voters as results they were announced. Mention the winning candidate's and any important fact he said.

Make a comment about the future. Say if the outcome of the election was as expected or a surprise.

The following vocabulary might help you:

- Ballot – the paper on which a vote is recorded the right to vote.
- Bill – preliminary form of a law proposed to a legislative body.
- Cabinet – group of advisers to the head of a country who usually administer governmental departments.
- Campaign – program of activities designed to elect a candidate to political office.
- Coalition – temporary alliance of countries or parties for action to achieve some purpose.
- Delegate – representative to a convention person empowered to act on behalf of those who choose him or her.
- Election – choosing by vote among candidates for public office.
- Census – official count of the population of a country.
- Craft – trade requiring special skills, such as printing, drawing.
- Budget – statement of an individual, business, or government in the which expected incomes are allocated as expenses in designated necessary areas.



## 11. Consolidation task: Politics and elections

Use the words in the box to complete the report below by filling each gap with the appropriate word.

ballot, campaigners, campaigning, candidates, election, leader, meeting, party, policies, polling, posters, votes, result

Four students (1) \_\_\_\_\_ for the Halakavuma party in the school's (2) \_\_\_\_\_ have been expelled for beating up a member of the rival (3) \_\_\_\_\_. The 18-years-old victim received three bruises and broken nose to his face during an election (4) \_\_\_\_\_. The trouble started after the rival party complained about the violent methods of the halakavuma party (5) \_\_\_\_\_ encouraged by their party (6) \_\_\_\_\_. They had torn down the (7) \_\_\_\_\_ of the other (8) \_\_\_\_\_. The brother of the victim said, "I hope they learn from this incident that it's better to discuss (9) \_\_\_\_\_ calmly and cast their (10) \_\_\_\_\_ in a peaceful way." During the election itself there was no trouble at the (11) \_\_\_\_\_ station and no one interfered with the (12) \_\_\_\_\_ boxes. The (13) \_\_\_\_\_ of the school's elections will be known today.

## 12. Consolidation Task: Expressing past time

Complete the conversation between the chapa driver and his conductor, choosing one of the verb form that is appropriate to each gap.

Chapa driver: Listen to that! The engine is running smoothly. In fact it (1) \_\_\_\_\_ **had been working/worked/has been working** well for the last three days.

Conductor: What was it like before?

Chapa driver: It was making a lot of noise, like the grind maize machine. It (2) \_\_\_\_\_ **sounded/has been sounding/was being sounded** as if it (3) \_\_\_\_\_ **was grinding/has been grinding/had been ground** up pieces of metal.

Conductor: Who (4) \_\_\_\_\_ **was repairing/has been repaired/repared** it for you?

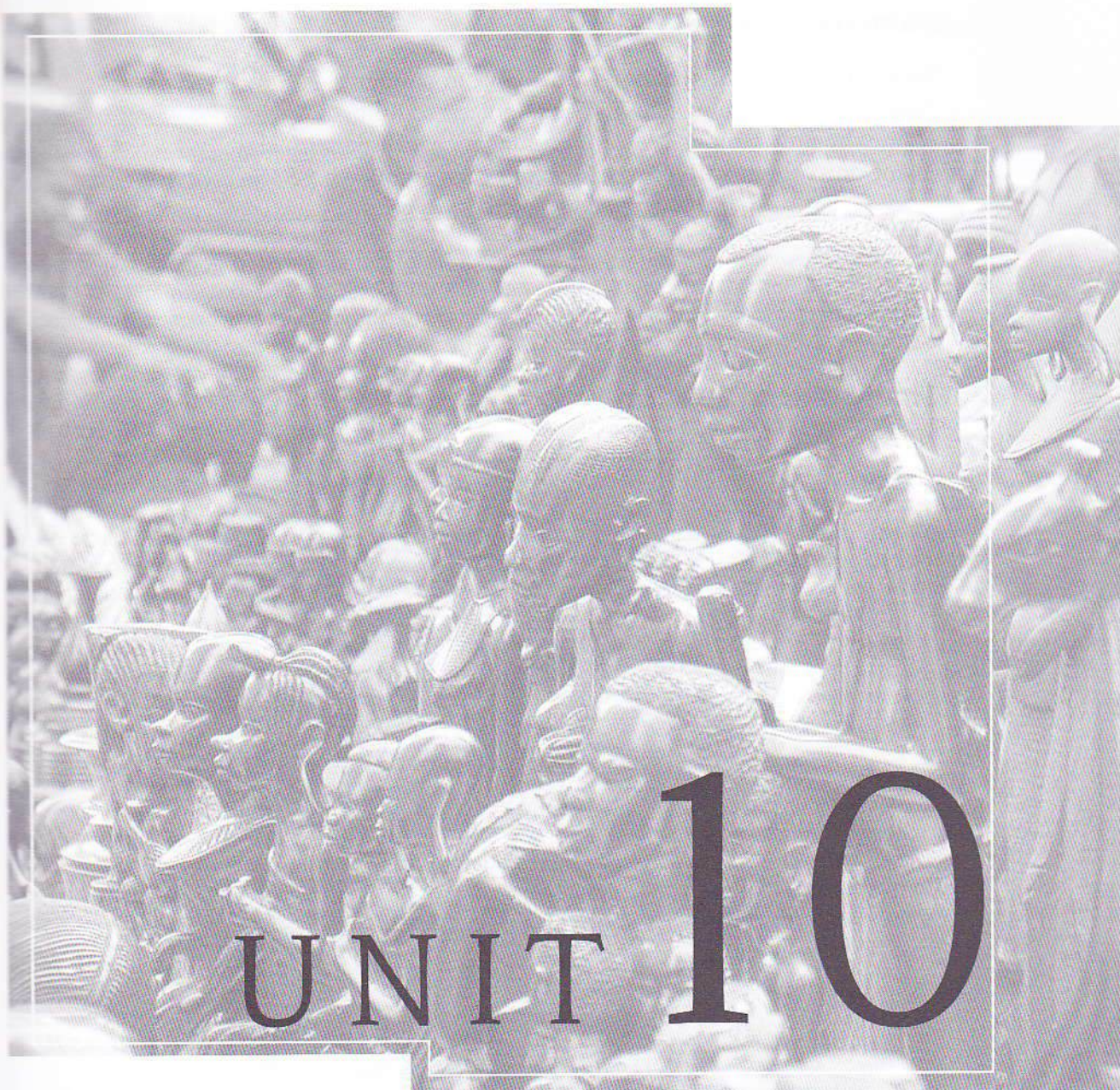
Chapa driver: Our friend Muma. He's brilliant. The car (5) \_\_\_\_\_ **has been making/had been making/Was being made** unpleasant noises for several months and it (6) \_\_\_\_\_ **has been getting/Had been got/ had been getting** worse. I (7) \_\_\_\_\_ **was being advised/had advised/advised** by all my friends to get it seen as soon as possible. Some said they (8) \_\_\_\_\_ **have been seeing/was seen/had seen** sparks as I drove by.

Conductor: What did Muma do?

Chapa driver: He (9) \_\_\_\_\_ **took/had taken/had been taking** one look underneath it and said it was the exhaust It (10) \_\_\_\_\_ **had been hung/was hanging/ was being hung** down. As I drove along it (11) \_\_\_\_\_ **had been bumping/ has been bumping** along the road making that awful noise and sending sparks flying. And I am very angry because it was a new exhaust: it (12) \_\_\_\_\_ **was fitting/had fitted/had been fitted** only a month before.







Art, Craft





### 1. Brainstorming

Name one of the most famous Mozambican painter: \_\_\_\_\_

Name one of the most famous Mozambican sculptor: \_\_\_\_\_

Name the only famous Mozambican female working with clay: \_\_\_\_\_

Name any others well known Mozambicans artists whose work you like best.

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### 2. Picture Interpretation



Look at the picture above and say:

1. Who are the people in the picture?
2. Where are they?
3. What are they doing?
4. Do you like visiting photograph or art exhibitions?

### 3. Reading

#### Pottery

Pottery is the name given to all pots and utensils made from clay and other minerals when they have been "fired," that is, hardened by heat in the potter's kiln. Articles made of pottery includes plates, cups and saucers, cooking dishes, wall and floors tiles, chemical storage jars, bathroom fittings, filters, drain pipes, electrical insulators and ornaments for the home.

Pottery is one of the oldest crafts, which began to be practised as soon as the man learned to control fire, and along before the melting of metals. It enabled him from very early times to make vessels for storing and cooking food, for carrying water, and for ritual burial purposes. Early vessels were shaped by hand and probably "fired" in a big bonfire by covering them over with dried grass and dead branches, which were then set alight.

A great advance in pottery followed the invention of the potter's wheel and kiln. It is not certainly known where the potter's wheel was first used, but it is thought that by about 3500 B.C. potters in Central Asia were using some kind of wheel. From there, its use spread west and east to Egypt, Crete, China – and then to Ancient Greece and Rome.

At first the wheel was nothing more than a small disc, turned on the pivot by hand, but later it was improved by raising it and providing it with a larger circular platform near the ground as well which could be rotated by potter with his feet. Such a wheel was probably in use in Egypt by 200 B.C., though this is only conjecture; but it was certainly still in use in Europe at the beginning of the nineteenth century. In the eighteenth century, however, the potter's wheel was improved that it could be worked by a treadle, or turned by an assistant.

Modern potters' wheels are power driven.

There are three principal ways articles may be made of pottery. They may be simply shaped by hand.

They may be thrown on the potter's wheel and shaped against the spin with the fingers or some scraping tool. Thirdly, the wet clay may be put in a pre-shaped "form" of plaster – of – Paris.

After the pots have been made, they are slowly baked in the kiln. This produces chemical changes in the clay which have hardening effect. The time taken for firing pottery varies with size of the kiln and the type of clay. It can take anything from 24 hours to as long as 2 weeks.

If the pottery is to hold water, it must be "glazed", since clay is porous by nature. Glaze consists of the raw materials of glass, ground together and mixed with water to a creamy consistency.

The glaze is sprayed on to the pot which is then heated in the kiln again until it is, in effect covered with a very thin layer of glass. This seals the pores in the clay and gives us the versatile table and oven dishes we know so well.

#### 4. Reading Comprehension

Select the answer which is most accurate according to the information given.

1. Pottery is the name given to:

- a) all kinds of utensils.
- b) all kinds of pots utensils.
- c) domestic fittings and tables dishes.
- d) things made of baked clay or other mineral.

2. The early making of pottery:

- a) pre-dated the discover of fire.
- b) post-dated the smelting of metals.
- c) was dependent on the control of fire.
- d) avoided the need for storing and treating food.



3. Before the invention of the potter's wheel:
  - a) pottery vessels were shaped by hand.
  - b) it was impossible to make pottery vessels.
  - c) pottery vessels were shaped by heating in a bonfire.
  - d) pottery could only be obtained from Central Asia.
4. The first potter's wheels was invented:
  - a) in Central Asia.
  - b) in Egypt.
  - c) in Ancient Greece.
  - d) probably before 3500 B.C.
5. The ancient Greeks and Romans:
  - a) did not use the potter's wheel.
  - b) learned about the potter's wheel from elsewhere.
  - c) did not make pottery.
  - d) carried the potter's wheel to Egypt, Crete and China.
6. Improvements to the potter's wheels:
  - a) came only in the twentieth century.
  - b) have never really been successful.
  - c) have been concerned with motive power methods mainly.
  - d) ceased after 200 B.C.
7. A foot operated potter's wheel was in use in Egypt:
  - a) certainly by 2000 B.C.
  - b) probably by the beginning of the nineteenth century.
  - c) for a short period in the second century A.D.
  - d) perhaps around 200 B.C.
8. The three ways articles can be made of pottery are:
  - a) spinning, moulding and throwing.
  - b) throwing, hand shaping and on a wheel.
  - c) hand shaping, throwing, on a wheel, and moulding in a form.
  - d) are becoming increasingly sophisticated.
9. The time taken for firing pottery varies according to:
  - a) the type of clay the kiln is made of.
  - b) the type of clay and the size of kiln it is baked in.
  - c) the type of kiln the pottery is baked in.
  - d) atmospheric conditions.
10. The glaze on a pottery vessel:
  - a) keeps the clay soft.
  - b) prevents the clay from becoming porous.
  - c) prevents the clay from allowing moisture to pass through its pores.
  - d) makes it more attractive to look at.

## 5. Scanning for Specific Information

Find the following words in passage of text on page 92 and 93 and select the meaning you think is most likely to correspond among the choices given.

- |                       |                          |
|-----------------------|--------------------------|
| 1. bonfire (line 9)   | 2. pivot (line 15)       |
| a) oven               | a) axle                  |
| b) kiln               | b) wheel                 |
| c) outdoor fire       | c) lever                 |
| d) kitchen fire       | d) base                  |
| 3. platform (line 16) | 4. conjecture (line 18)  |
| a) stage              | a) primitive             |
| b) foot board         | b) false rumour          |
| c) raised seat        | c) guessing              |
| d) support            | d) fiction               |
| 5. treadle (line 20)  | 6. spin (line 24)        |
| a) handle             | a) turn it quickly       |
| b) pedal              | b) direction of turning  |
| c) motor              | c) revolve               |
| d) step               | d) hand tool             |
| 7. "form" (line 25)   | 8. firing (line 27)      |
| a) mould              | a) shooting              |
| b) bench              | b) baking                |
| c) appearance         | c) burning               |
| d) figure             | d) covering              |
| 9. pores (line 32)    | 10. versatile ( line 32) |
| a) colours            | a) fragile               |
| b) designs            | b) multi-purpose         |
| c) small holes        | c) porous                |
| d) lines              | d) reversible            |

## 6. Consolidation Task: The arts vocabulary

Fill the gaps in the following sentences with a suitable word or phrase.

- My favourite musical instrument is the \_\_\_\_\_.
- It's not my favourite opera, but I did enjoy \_\_\_\_\_ very much.
- Before a performance the actors spend many hours \_\_\_\_\_.
- A sculpture by Malangatana fetched \$ 5,000 at a(n) \_\_\_\_\_ last week.
- The gallery's latest acquisition is a wonderful medieval \_\_\_\_\_.



6. The most important people involved in making of a film are the \_\_\_\_\_ and the \_\_\_\_\_.
7. Three string instruments are the \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
8. Three wind instruments are the \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
9. Three keyboard instruments are the \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
10. A theatre programme gives the names of all the members of the \_\_\_\_\_.

In each sentence below, choose one of the words expressions given to make sense in the gaps.

1. Shakespeare's Hamlet is one of the world's greatest \_\_\_\_\_.  
comedies      dramas      plays      shows      tragedies
2. Although I play the piano quite well, I still can't \_\_\_\_\_.  
play by ear    play the notes    read the notes    read music    read a score
3. I haven't seen the film yet, but I've seen the \_\_\_\_\_.  
criticism      propaganda      reviews      trailer      write-ups
4. They sometimes play together in a \_\_\_\_\_.  
quintet      solo      trio      quartet      quarto
5. He's well known soloist but he also plays in a (n) \_\_\_\_\_.  
band      company      group      orchestra      team

## 7. Language Focus: Countable and uncountable nouns

a) Kelvin bought a chair.

Samuel bought three chairs.

**Chair is a count noun.** Chairs are items that can be counted.

b) We bought some furniture.

**Furniture is a non-count noun.** In grammar furniture cannot be counted.

|                | Singular             | Plural  |  |
|----------------|----------------------|---|--|
| Count noun     | A chair<br>One chair | Ø Chairs<br>Two chairs<br>Some chairs<br>A lot of chairs<br>Many chairs     | A count noun:<br>1) May be preceded by a/an in the singular.<br>2) Takes a final -s/-es in the plural. |
| Non-count noun | Ø furniture          | A non-count noun:<br>Some furniture<br>A lot of furniture<br>Much furniture | 1) is not immediately preceded by a/an.<br>2) Has not plural form, so does not take a final -s/-es.    |

Ø = nothing

## 8. Consolidation task: Countable and uncountable nouns

Look at the italicised nouns in the sentences. Write "C" below the countable nouns and "NC" below the non-countable nouns.

1. I bought some *chairs, tables*, and desks. In other words, I bought some *furniture*.
2. Anna likes to wear *jewellery*. Today she is wearing four *rings*, six *bracelets* and a *necklace*.
3. We saw a beautiful *mountains, fields*, and *lakes* on our trip. In other words, we saw beautiful *scenery*.
4. Gold and rings are *metals*.
5. I used an *iron* to press my wrinkled *shirt*.
6. In the United States, *Baseball* is called the national past-time. To play it, you need a *baseball* and a *bat*.

|  |   |
|--|---|
| <p>a) I bought some chairs, tables, and desks. In other words, I bought some furniture.</p> <p>b) I put some sugar in my coffee.</p>           | <p>Many uncountable nouns refer to "whole" that is made up of different parts.</p> <p>In a): furniture represents a whole group of things that is made up of similar but separate items.</p> <p>In b): sugar and coffee represents whole masses up of individual particles or elements.</p> |
| <p>c) I wish you luck.</p>   | <p>Many non-countable nouns are abstractions.</p> <p>In c) : luck is an abstract concept, an abstract "whole." It has no physical form; you can't touch it. You can count it.</p>   |
| <p>d) Sunshine is warm and cheerful.</p>   | <p>A phenomenon of nature, such as sunshine, is frequently used as a noun countable noun, as in d).</p>   |
| <p>e) Non-countable: Anna has brown hair.</p> <p>Countable: Tomas has a hair on his jacket.</p>  | <p>Many nouns can be used as either non-countable or countable nouns, but the meaning is different; for example: hair in e) and light in f).</p>  |
| <p>f) Non-countable: I opened the curtain to let in some light.</p> <p>Countable: Don't forget to turn off the light before you go to bed.</p> | <p>Dictionaries written in English especially for learners of English as a foreign language are a good source of information on countable/un-countable usage of nouns.</p>  |



Complete the sentence with the given nouns, adding final -s/ -es if necessary.

|         |          |       |         |                 |             |          |
|---------|----------|-------|---------|-----------------|-------------|----------|
| advice  | homework | music | stuff   | change          | information | progress |
| garbage | junk     | river | traffic | luggage/baggage |             |          |

- I have some coins in my pocket. In other words, I have some \_\_\_\_\_ in my pocket.
- The Mississippi, the Amazon and the Nile are well known \_\_\_\_\_.
- I like to listen to Timbila orchestra and traditional songs. I enjoy \_\_\_\_\_.
- The street is full of cars, trucks and buses. It is full of \_\_\_\_\_.
- I put some banana peels, empty juice cartons and broken bottles in the waste can. The can is full of \_\_\_\_\_.
- They have a rust car without an engine, broken chairs and an old refrigerator in their front yard,  
Their yard is full of \_\_\_\_\_.
- Matavele has got books, pens papers, notebooks, a clock, scissors, a tape recorder, and some other things.  
He has a lot of \_\_\_\_\_ on his desk.

### 9. Language Focus: Tag Questions

|   |   |
|---|---|
| (a) Jaime can come, can't he?<br>(b) Frederico can't come, can he?  | A tag question is a question added at the end of a sentence.<br>Speakers use question tags chiefly to make sure their information is correct or to seek agreement.*             |
| <b>AFFIRMATIVE SENTENCE + NEGATIVE TAG _ AFFIRMATIVE ANSWER EXPECTED</b>  |   |
| Maria is here,  | isn't she? Yes, she is.   |
| You like tea, don't you?  | Yes, I do.  |
| They have left,   | haven't they? Yes, they have.   |
| <b>NEGATIVE SENTENCE + AFFIRMATIVE TAG _ NEGATIVE ANSWER EXPECTED</b>   |   |
| Maria isn't here?   | is she? No, she isn't.  |
| You don't like tea,   | do you? No, I don't.  |
| They haven't left,  | have they? No, they haven't.  |
| (c) This/That is your book, isn't it?<br>These/Those are yours, aren't they?  | The tag pronoun for this/that = it.<br>The tag pronoun for these/those = they.  |
| (d) There is a meeting tonight, isn't there?  | In sentence with there + be, <i>there</i> is used in the tag.   |
| (e) Everything is okay, isn't it?<br>(f) Everyone took the test, didn't they?                                       | Personal pronouns are used to refer to indefinite pronouns.<br><i>They</i> is usually used in a tag to refer to <i>everyone, everybody, someone, somebody, no one, nobody</i> . |
| (g) Nothing is wrong, is it?<br>(h) Nobody called on the phone, did they?<br>(i) You've never been there, have you? | Sentences with negative words take affirmative tags.  |
| (j) I am supposed to be here, am I not?<br>(k) I am supposed to be here, aren't I?                                  | In (j) <i>am I not?</i> is formal English.<br>In (k) <i>aren't I?</i> is common in spoken English.  |

Tag questions are used:

1. with a rising intonation if the speaker is truly seeking to ascertain that his/her information, idea, belief is correct. For example: João lives in a flat, doesn't he?  
OR
2. with a falling intonation if the speaker is expressing an idea with which she/he is almost certain the listener will agree. For example: It's a nice day today, isn't it?

## 10. Consolidation Task: Tag questions

Add tag questions.

1. They want to come, \_\_\_\_\_?
2. Miguel is a dentist, \_\_\_\_\_?
3. They won't be here, \_\_\_\_\_?
4. You'll be there, \_\_\_\_\_?
5. There isn't any problem, \_\_\_\_\_?
6. That's your umbrella, \_\_\_\_\_?
7. Jorge is a student, \_\_\_\_\_?
8. He has learned a lot in the last couple of years, \_\_\_\_\_?
9. Argentina will help us later, \_\_\_\_\_?
10. You have never been to Maputo, \_\_\_\_\_?

## 11. Reading/Writing

Read the statements below and in pairs write a paragraph about it.

"There are no people without culture and any language is bound to the culture of those people."

### **Samora was an art man lover and we miss him.**

"Samora was an art man lover. He was the one who passed a bill for some of us to leave Cabo Delgado and settle in Zambezia Province to teach a new generation Makonde art. That is, comrade Samora understood that art should be preserved and pampered." Words of Master Macedi, who has had Samora as a leader in Nachigwea.

"President Samora was a great art lover and a good observer. He encouraged the artists and made them to feel proud of their work. It's pity that he is not alive, with him we could see the value of our work. His death carried out with him the Makonde art.

*Notícias*, 11 October 2006, Culture Section: Report page 2



### Makonde art

A very interesting phenomenon involving the collective presence of a particular and especially talented ethnic group is taking place in the Arts world in Mozambique.

I am, of course, referring to the Makonde ethnic group that lives in the Mueda Highlands and in the neighbouring Tanzanian territory.

In comparison to the different ethnic groups in the rest of the country, the Makonde people reveal a particular sensibility to different artistic expressions from dance to ceramics, engraving, and most notably in sculpture.

It was in any case carved wooden figures which turned the artists from that region into a household name some time ago. Pieces carved from illustrious woods, such as African ebony, but also lighter wood and even, as in the case of the masks used in the Mapiko dance rituals, from very light, easy to work with wood, turned into carved figurines.

I think it is fair to say that thanks to this kind of sculpture work xylography, mastered by Matias Ntundo, and ceramics, mastered by Reinata Sadimba, are later developed.

It would have been in recognition to the mastery of the Makonde people in the art of wood carving that the Swiss Maja Zurcher decided to introduce the technique of xylography to them, in the 1982/1983. The success of this initiative was also, among other things, partly due to the possibilities of expression that this new art form permitted for the Makonde.

Matias Ntundo, for instance, affirmed: *"I can express life moments experienced via xylography, which I can not recreate in ordinary wooden carvings."*

Similarly, in the case of Reinata Sadimba's ceramic work, we found forms that are clearly sculptural in nature, despite the technique being worked with clay as opposed to working with wood.





## 12. Reading

The passage that follows describes Pablo Picasso's "Guernica". Guernica was painted after the bombing of a basque town during the Spanish Civil War. The painting itself is huge, but the reproduction below gives an idea of what it looks like and will help you to follow its description below.

### Guernica

Guernica is the most powerful invective against violence in modern art, but it was not wholly inspired by the war: Its motifs – the weeping woman, the horse, the bull – had been running through Picasso's work for years before Guernica brought them together. In the painting they become receptacles for extreme sensation – as John Berger has remarked, Picasso could imagine more suffering in horse's head than Ruben normally put into a whole Crucifixion. The spike tongues, the rolling eyes, the frantic sprayed toes and fingers, the necks arched in spasm: these would be endurable if their tension were not braced against broken, but visible, order of the painting...



## 13. Reading Comprehension

Explain the meaning of the following words that are used in the description of the painting:

- a) powerful (line 1)
- b) invective (line 1)
- c) receptacles (line 5)
- d) frantic (line 7)
- e) endurable (line 8)







## Agriculture and Ideas for the Future





## 1. Brainstorming

This is Amina's story. Amina was left to be brought up by granddad and this is what she said about the crops that granddad was producing.

My granddad used to work in a field from an earlier morning. He used to plant everything together in the same field such as cassava, maize, mango trees, avocados trees, and so on. At the time of harvest, we used to get a number of products but not in a big quantity and quality as the effort made while planting.

Discuss the following:

- Is it a good idea to mix up the crops?
- What else could be done to change that situation?
- Can you think of any problems that may occur from that mix up of the crops?







## 2. Reading: Scanning for Specific Information

Read the extract that follows to see how important is to use the better seed qualities.

This discussion was taking place in one of the Union of Mozambique Cooperative in Marracuene. The discussion is headed by an agricultural engineer expert in rural economy.

Agricultural engineer: It's time to choose the next year seeds for maize, pumpkin and carrots. I think we will get well with each other to exchange our views. I am sure that we have a lot to learn from each other. Any volunteer to tell us his plan or what he or she intends to do?

Traditional ruler: I am going to buy a high yielding variety seed from the Semoc (*Seeds of Mozambique*). It yields so much more than our traditional varieties. I estimate that if I use this seed, I need only to plant a quarter of a hectare instead of a whole hectare. I will be able to keep my energy for other things.

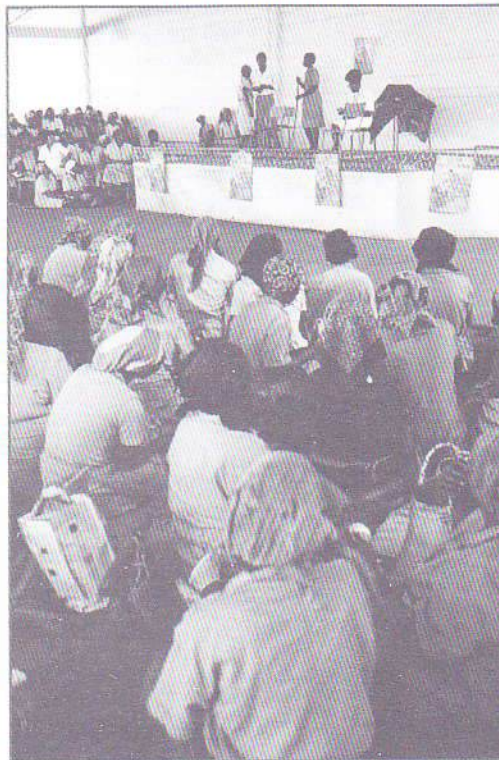
Agricultural engineer: I can see what you want to achieve: you will save your energy so that you can sit and drink "mal coado" with your friends.

Anyway, how will you pay for the seed?

Traditional ruler: With a loan, of course. With some luck I will not be asked to pay it back next year or the year after that! I am all in favour of high yielding varieties.

Agricultural engineer: You are wise man, chief! You will not get away with it, if I have anything to do with it. Please tell us your plans, Mrs N'kulu.

Mrs N'kulu: Two of my neighbours grew crops that had very good qualities last year. One crop was very resistant to drought, so I want some of these seeds. The other crop produced a hard grain that stored very well, so I want some of those, too. I will ask the growers if they are willing to exchange some of their seeds for some of mine, which also have good characteristics. For example, they have a high rate of germination. My approach works. When did I last have a serious crop failure? I've seen a few failure with improved varieties.





Agricultural engineer: You are good example to all of us, Mrs N'kulu. It's because of people like you that when the time comes to choose seeds we still have a wide variety of characteristics to select from in our village. I'm glad that you are getting along so well. Tell us your plan Ms Angalelako.

Ms Angalelako: This year I am going to work on five hectares of our locally produced seeds and five of high yielding variety. But I am not choosing the Matuba S for the same reason as traditional ruler. He's going to have problems if there's a period of drought. The Matuba S can't stand it.

He's going also to have problems if he's too lazy to get down to some thorough weeding when necessary. He won't get the crop he expects at all. I don't know if anyone can this across to him. One reason why I'm choosing the Matuba is because I can irrigate it, so it will succeed. Another reason is because Matuba has shorter stalks, so the beans and groundnuts which I plant between the maize ridges will have more light than with to tall local varieties.

Agricultural engineer: Surely, you can grow the Matuba here because you can irrigate them. But many of us can't afford irrigation equipment.

Mr Madengo: It's not as simple as that. I successfully raised a hectare of Matuba maize last year without irrigation. What I did was this. First I grew groundnuts before the maize crop. This added nitrogen to the soil, and is one way of giving the Matuba the nutrients it needs. Secondly, I dug the remains of the groundnut plants into the soil months before planting the maize. This organic matter helped retain moisture in the soil. Thirdly, I weeded the crop regularly.

This way there was more water in the soil for the maize plants.

Agricultural engineer: So the Matuba S aren't only for those who can afford expensive fertilizers and equipment. And they, certainly, aren't a way of getting out of doing some hard work. I should thank you all for attending the meeting. I'm sure this kind of discussion broaden our mind and this exchange of ideas greatly will help us all to achieve bigger harvest in the future.

Transfer the information from the reading extract to the table below.

| Speakers                 | Advantages of Matuba | Disadvantages of Matuba |
|--------------------------|----------------------|-------------------------|
| 1. Traditional ruler     | 1.<br>2.<br>3.       | 1.<br>2.<br>3.          |
| 2. Mrs N'kulu            | 1.<br>2.<br>3.       | 1.<br>2.<br>3.          |
| 3. Mrs Angalelako        | 1.<br>2.<br>3.       | 1.<br>2.<br>3.          |
| 5. Mr Madengo            | 1.<br>2.<br>3.       | 1.<br>2.<br>3.          |
| 6. Agricultural engineer |                      |                         |





### 3. Vocabulary: Fields and farming

Maize, millet, sorghum, wheat, rice are cereals providing mealy grain.

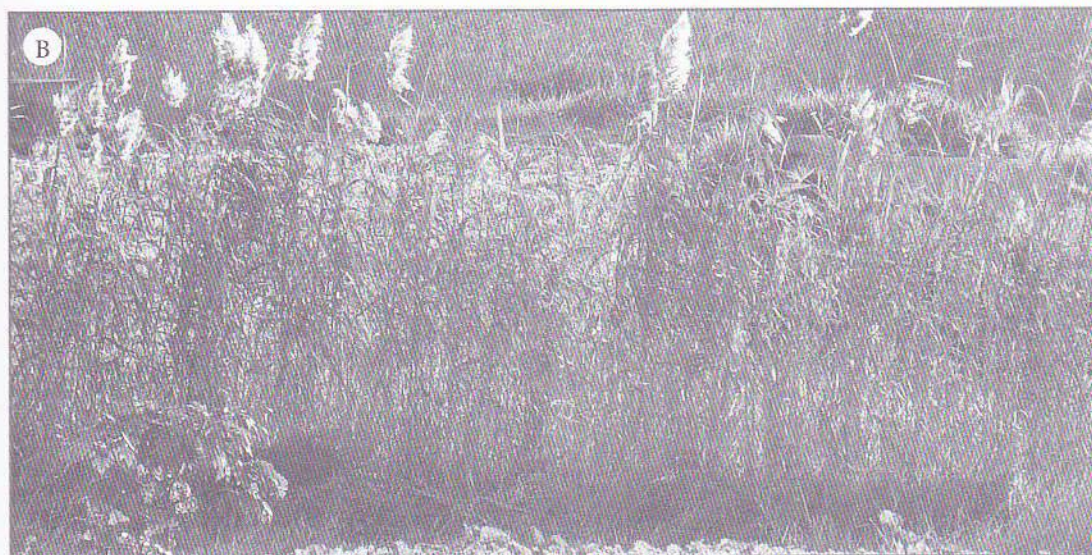
Groundnut produces oil seeds, that is, seeds rich in oil.

Groundnuts and cowpeas, beans, peas, soya beans are legumes. They all fertilize the soil and provide seeds full of nutrients.

Growing crops in association (in mixture) is common in Africa, mainly in regions with good rainfall.



A field where maize and ground nut grow in association.



In drier regions such as West Africa, millet, sorghum and cowpea are often grown together because they require less water than maize and groundnut.  
Be broad minded!





Sweet potato and cassava (manioc) are sometimes grown together. Both are **tubers**. The sweet potato grows quickly and produces tubers after four to eight months while cassava takes from fourteen to twenty-four months.

Months later, in the same field, when the potatoes have been harvested, all kind of vegetables – tomatoes, eggplant, okra, gourds and chillies – will be grown in the same space between the cassava stalks.

**Tubers** are **starchy food** low in other nutrients. Relish is therefore needed to make a balanced meal from tubers which are not particularly nourishing. Sweet potato, cassava and other vegetables can be added to make a satisfying dish.

All over Africa, the associated cropping of cereals and legumes is common practice.



Ground nut and manioc being grown in association.





In some parts of Africa, potato and beans are associated crops. The potato contributes high starch content to the diet, whereas the bean gives more protein. Moreover, the bean fertilizes the soil and help the potato grow.

In mountainous Central Africa, intercropping of potatoes and maize is practised. The potato crop provides the tubers and the maize adds the cereals.



A pineapple crop in well-watered grassland. The farmer was inconvenienced by weeds, which overran his crop, especially at the beginning of the growing season. To reduce his labour in the field, he planted sweet potato between the rows of pineapple. Sweet potato covers the ground quickly, protecting the topsoil from sun and rain. It also chokes the weeds which would otherwise spread among pineapple. By associating sweet potato and pineapple.

The farmer is killing two birds with the one stone. He has reduced his labour input and secured an extra crop, the sweet potato.



#### 4. Language Focus: Idiomatic expressions

The idiomatic expression *killing two birds with one stone* means that someone achieved two objectives by doing one thing.

Do you know any idiomatic expressions/verbs with the similar meaning to the one given? List them down and explain their meaning.

- a) \_\_\_\_\_, meaning: \_\_\_\_\_  
 b) \_\_\_\_\_, meaning: \_\_\_\_\_  
 c) \_\_\_\_\_, meaning: \_\_\_\_\_  
 d) \_\_\_\_\_, meaning: \_\_\_\_\_

#### 5. Reading

To understand what farming is really about we must look from the ground up. If our eyes travel from the ground to the treetops, **the layering of plants** is clearly noticeable. Some plants are creepers, some are erect and others are arborescent.

The life cycles of associated fields plants usually vary in length. Some crops live for the duration of a season and they are **seasonal** crops. Others crops have a longer life cycle. These are called perennial if they live for many years, or **semi – perennial** if their life cycle, through more than one season, is not so long.

Among the seasonal crops we find in the fields are maize, sorghum, millet, ground nut, beans and cucumber. Among the perennial plants are papaya, palm, coffee and some semi – perennials are banana, yam and sugar cane.

We have discussed **the associated cropping of seasonal, perennial and semi – perennial plants**. If we visit the same field over a period of months, we will conclude that some plants are still in the ground, others have disappeared completely, while others have just begun to sprout. **The wide range of uses** to which these plants are put is striking. In the same field it is common to find associated crops with its own function. Some are grown for **human consumption**, others provide animal fodder. There are different kinds of food crop: flour of various sorts, oil, sugar, etc. Some crops have other consumer uses, for example, tobacco, cotton, medicinal plants, dyes for cloth, and trees grown for timber. However, in some fields, **there are plants whose sole purpose is to be used to other plants**, leucaena, for example, which fertilizes the soil and provides shades for coffee shrubs.





## 6. Writing: A formal letter

Write a letter to an agricultural district officer asking him to suggest measures to be taken for anyone to be found set up bush fire.

Here are the guidelines:

|                           |   |
|---------------------------|---|
| Opening:                  | Dear Mr/Mrs/Ms/Dr...  |
| 1 <sup>st</sup> paragraph | Say how you heard of that person.<br>Ask him, politely, to come and speak to your classmates about the dangers of bush fire.  |
| 2 <sup>nd</sup> paragraph | Give more details date, place and time of meeting, length of talk, time for questions at the end of it, any social aspects that should be taken into account while giving a talk. |
| 3 <sup>rd</sup> paragraph | Describe the school. Mention some of its recent events and other guest invited speakers and future planned activities.  |
| Concluding                | Mention a number of reasons why the speaker would be particularly welcomed at your school.  |
| Ending                    | <i>Yours sincerely</i> , followed by your first name and surname.   |

## 7. Consolidation Task: Use of get

Choose by underling, the correct italicised word to complete the sentences.

Miguel: Primavera, you and Gema aren't exactly the best friends?

Primavera: What are you getting (1) (*on/out/at/away*)?

Miguel: Well, you don't really get (2) (*on/at/away/across*) very well together, do you?

Miguel: It really isn't important. As I've said before, personal differences don't matter in our business.

We must simply get (3) (*across/on/at/away*) with the job of handling beverages and forget our differences. At the moment business is brisk and the shop is getting (4) (*out/across/away/along*) well.

Miguel: Do you mind if I take afternoon off?

Primavera: Are you trying to get (5) (*out of/away with/on with/over above*) work at the shop's busiest time?

Miguel: No. I just want to be here when you find out what Gema's done.

Primavera: Well. Out with it, boy. What she has done?

Miguel: She's sold your own personal collection of valuable wines.

Primavera: What! She can't get (6) (*away with/out with/out of/on with*) that!



## 8. Consolidation Task: Comparing things idiomatically

Fill in gaps with the correct word from the box to complete the sentences.

breath, compared, comparison, don't, edge, marginally, patch, standard

- Peasant: Welcome to our village! I hope you'll enjoy village life. We think it has the (1) \_\_\_\_\_ over town life.
- Agricultural engineer: Thank you for your welcome, and I'm glad to be here, but honestly (2) \_\_\_\_\_ see how you can talk about village and town life in the same (3) \_\_\_\_\_. Village life has so little to offer (4) \_\_\_\_\_ to town life. You have a few shops, no cinemas, no restaurants, no stadium.
- Peasant: People in towns often don't know their neighbours well. We know ours and enjoy talking about each other. I don't think town gossip is a (5) \_\_\_\_\_ on village gossip.
- Agricultural engineer: I'm happy to accept that village gossip may be (6) \_\_\_\_\_ more interesting than town gossip. But better quality forms of entertainment in villages are not up to the (7) \_\_\_\_\_ of what is available in towns.
- Peasant: Take another aspect of life: the quality of food. There's absolutely no (8) \_\_\_\_\_ between village and town food: ours is so much fresher tastier.
- Agricultural engineer: As your guest, I must allow you to win this particular argument!

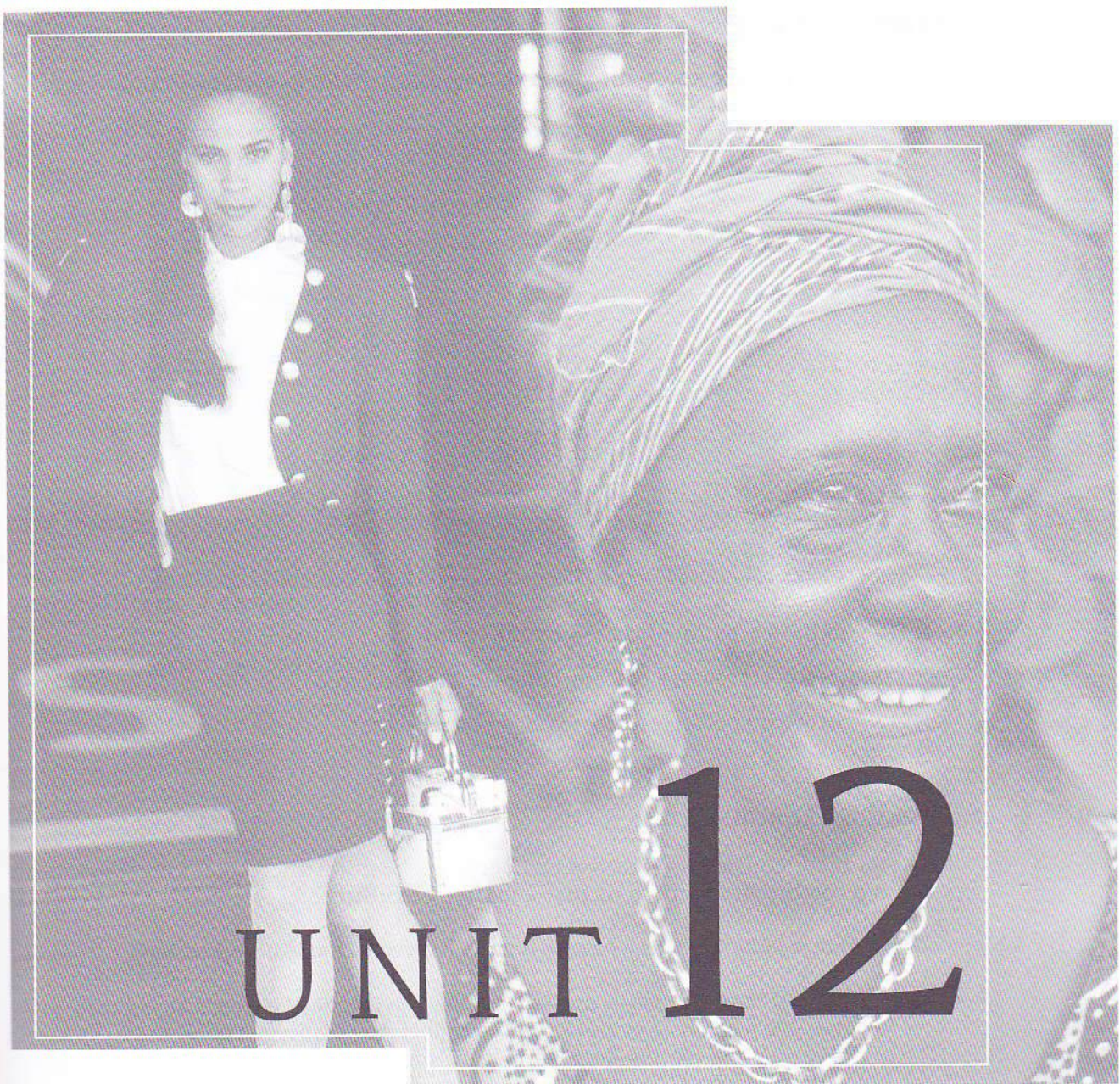
## 9. Consolidation Task: Agriculture vocabulary

Fill in gaps with the correct word from the box to complete the sentences.

fertilisers, channels, chemical, organic, manually, compost, hand, sprinkler, label, manure, herbicides, crops, yielding, weeds, harvest

- Chief Diomba: Your crops are wonderfully free of (1) \_\_\_\_\_, lady Angela. Do you remove them (2) \_\_\_\_\_ or use a (3) \_\_\_\_\_ substance of some kind?
- Lady Angela: No, no. I was trying to explain to you earlier: I use no (4) \_\_\_\_\_ or other chemicals.
- Chief Diomba: And your maize looks excellent. This looks like a high (5) \_\_\_\_\_ variety to me. What a big (6) \_\_\_\_\_ you are going to have! Surely you use some manufactured (7) \_\_\_\_\_ to get such splendid results?
- Lady Angela: No, no. I believe in doing everything in a natural way. I only use (8) \_\_\_\_\_ fertilisers for my crops: no potassium or nitrates, just animal (9) \_\_\_\_\_.
- Chief Diomba: I am truly impressed. Of course, you do irrigate your (10) \_\_\_\_\_, don't you?
- Lady Angela: Yes, You can see the system of irrigation (11) \_\_\_\_\_ over there, and what looks like a rain here is actually a big (12) \_\_\_\_\_ in action.
- Chief Diomba: What's this container on the ground here?
- Lady Angela: Oh! I think my workers use it to bring their refreshment to the fields.
- Chief Diomba: It has a (13) \_\_\_\_\_ on it. Let me see. "Gramaxone." That is very poisonous chemical weed-killer! Lady Angela, you don't remove your weeds by (14) \_\_\_\_\_. You have been deceiving me!





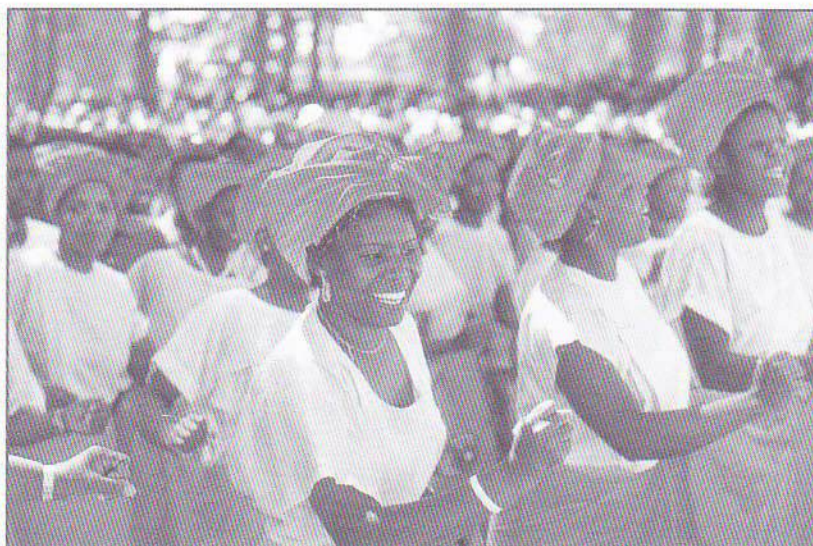
Fashion





## 1. Brainstorming

Look at the picture and with your partner discuss the questions below.



1. Do you have a national dress in your country?
2. What is the common dress for ladies in Mozambique?
3. Do men wear special attire on national occasions?

## 2. Reading/Discussion

As you read, consider the difference between “fashionable” and “unfashionable”.  
– Is it a quality of a person or just a matter of culture?

Interviewer: What is fashion? Does it have to do with a personal mode of expression?

Ruth Varela: The term “fashion” usually applies to a prevailing mode of expression, but quite often applies to a personal mode of expression that may or may not apply to all. Inherent in the term is the idea that the mode will change more quickly than the culture as a whole.

The terms “fashionable” and “unfashionable” are employed to describe whether someone or something fits in with the current popular mode of expression. The term “fashion” is frequently used in a positive sense, as a synonym for glamour and style. In this sense, fashions are a sort of communal art, through which a culture examines its notions of beauty and goodness. The term “fashion” is also sometimes used in a negative sense, as a synonym for trends, fads and materialism. Fashions are social psychology phenomena common to many fields of human activity and thinking. The rises and falls of fashions have been especially documented and examined in the field of costume especially has become so linked in the public eye with the term “Fashion”.

The more general term “costume” has been relegated by many to only mean fancy dress or masquerade wear, while the term “fashion” means clothing generally, and study of it.





### 3. Reading Comprehension

Answer the questions that follow.

1. Ruth Varela made two points. What were they?
2. How does she define fashion?
3. Why, according to Ruth Varela, does not elegance become unfashionable?

### 4. Language Focus: Polite expressions

Ruth Varela used the expression “unfashionable” in one of her sentences:

This is a nice way of saying not fashion. Sometimes we try to be polite by not using a negative adjective.

We can say: not very + opposite adjective

For example:

Rude can be said not very polite.

Boring can be said not very interesting.

Use a tactful way to describe someone who is:

|        |            |
|--------|------------|
| mean   | not very + |
| ugly   | not very + |
| cruel  | not very + |
| stupid | not very + |

### 5. Reading

Walk down any street in Maputo, Beira, Nampula, Pemba and other Mozambican provinces you can feast your eyes on the colour and creativity of African design. In Maputo, the capital of Mozambique, you can see red, blue, pink, green or yellow “capulanas” or as known in Ki-Swahili as “Kangas”.

The origin of “capulana” is still debatable but many people believe that its origins are dated back to the time of arab traders.

“Capulana” is only worn by women in a variety of shapes and colours and in different occasions.

The use of capulana become very popular in Mozambique and is now essential part of any wardrobe. In special events, the majestic “capulana” has always been the height of elegance. The way they wrap it around the waist and their head will tell you the provenience of the person, whether is from North, Central or South part of this beautiful country called Mozambique. Its popularity has now spread to all generation. It is immensely fashionable especially among well placed citizens who are in need to rediscover their past.





## 6. Language Focus: Reported Speech

- When we use reported speech, the main verb of the sentence is usually on the past; for example: Maria said that...; Jamal told me that...  
The rest of the sentence is usually past too.
- In general, the **present** form in direct speech changes to the **past** form in reported speech.

|  |                |              |
|--|----------------|--------------|
| am/is → was  | do/does → did  | will → would |
| are → were   | have/has → had | can → could  |
| want/like/know/go, etc → wanted/liked/knew/went, etc |                |              |

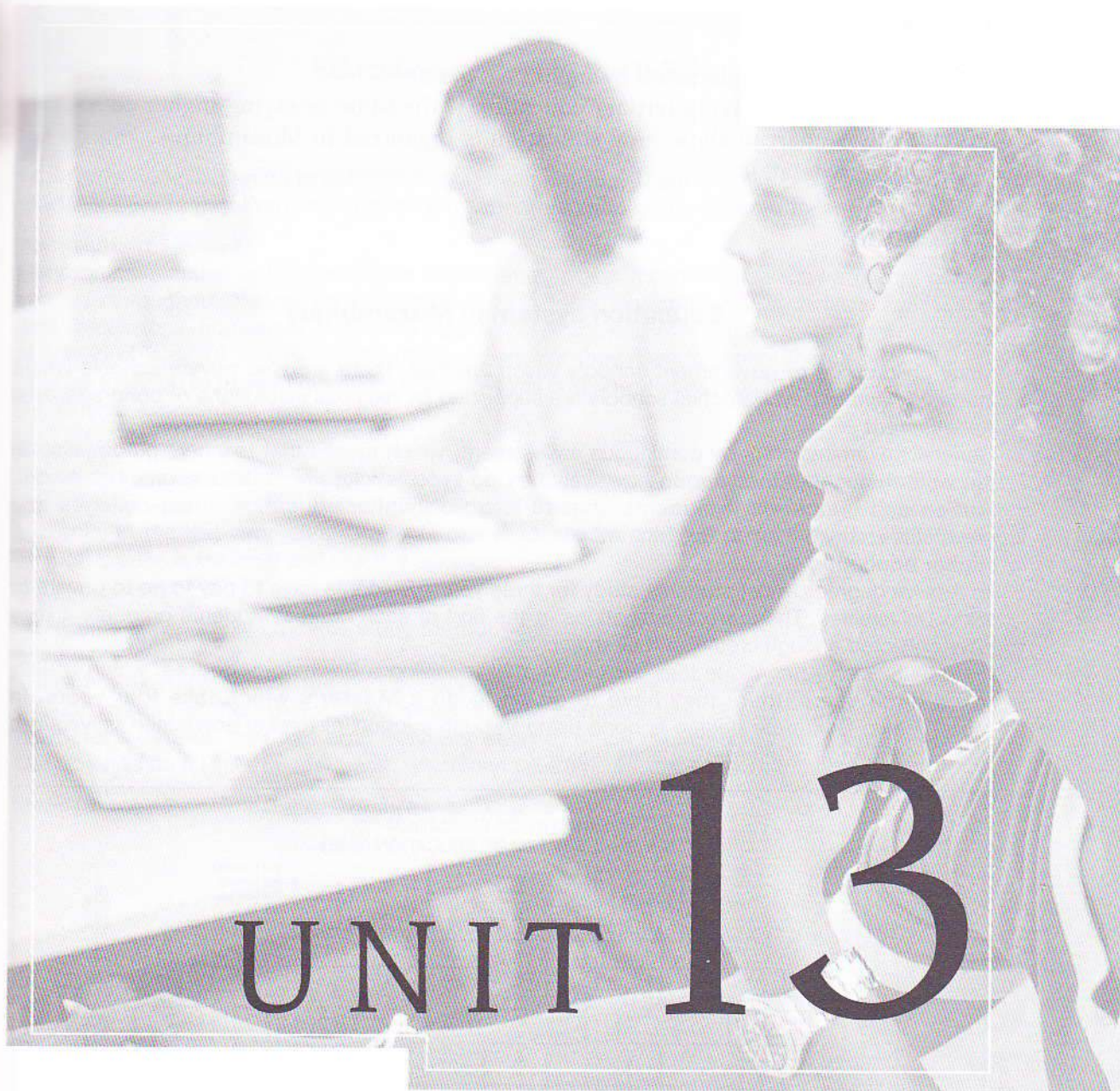
## 7. Language Focus: Speech intonation

In general intonation speaking intonation always goes down on the last item (to show that the list is finished), and up on all the items that come before the last (to show that there is more to come.)

For example: I bought a shirt, a tie and some trousers.

## 8. Writing

Write an informal letter of invitation.



# UNIT 13

Higher Education





## 1. Brainstorming

1. What do you understand by higher education?
2. Do you think saying tertiary education is the same as saying higher education?
3. Draw a chart to show how education is organized in Mozambique. You do not need to detail it.

## 2. Reading

Text A

### Education system in Mozambique

#### Schools

Many children go to government schools which are free. There are also private schools where students have to pay. Parochial schools are supported by religious institutions or congregations.

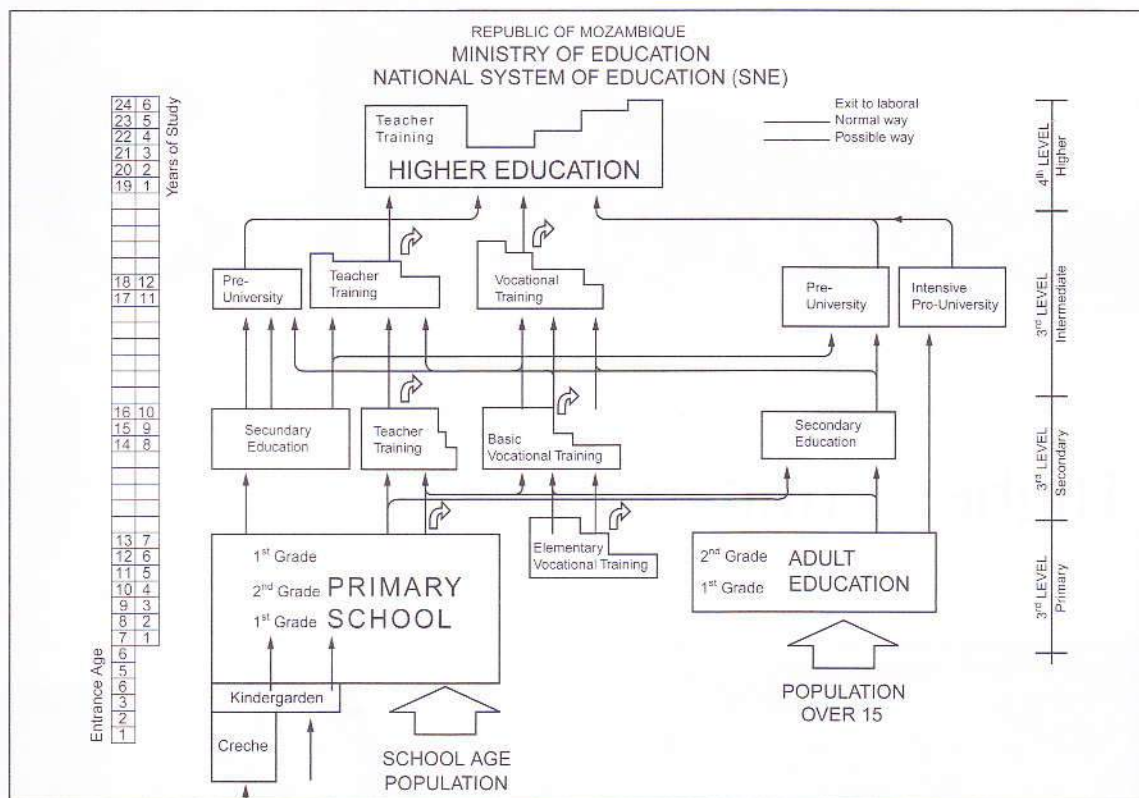
#### Assessment

Generally examination is by continuous assessment, which means that teachers grade (assess) students throughout the year on how well they do in tests, classroom discussions, homework, written and oral work. If students choose to go on higher education, most colleges and universities require them to take entrance test.

#### Higher education

To receive degrees, most students study for three years. Students have to pay to go to private or state Universities. There are examinations at the end of each course; students graduate if they have collected enough credits in their major.

If students wish to continue their education after receiving a **Bachelor's degree**, which usually takes three years, then, they have to go on to do a **Master's** which take four years. In Mozambique Doctorate degree is done using through support of foreign accredited universities due to a shortage of internal capacity building.





## Text B

**Education system in the U.S.A.****Schools**

Most American children go to public schools which are free. There are also private schools where students have to pay. Parochial schools are supported by religious organizations.

**Assessment**

General examination is by continuous assessment, which means that teachers grade (assess) students throughout the year on how well they do in tests, classroom SAT (Scholastic Assessment Test) discussions, homework and written oral work. At the end of a semester students must have achieved at least 70 % GPA (grade point average) or they have to repeat the class. If students choose to go on to higher education, most colleges and universities require them to take the SAT (Scholastic Assessment Test).

**Graduation**

Students must collect units in the core courses – Maths, English, Science, History, and government – in their first year of high school. They can move on to electives (specialized subjects) in the last two years. Students can graduate from high school if they have collected enough credits in the core and elective subjects.

**Higher education**

To receive a degree most students study for four years. Students have to pay to go to a private or a state university.

There are examinations at the end of each course; students graduate if they have collected enough credits in their major. If students wish to continue their education after receiving a **Bachelor's degree**, they can do a **Master's degree**, which usually takes two years. Then they can go on to do a Ph.D. (a doctorate), which can take any number of years to complete.

*Oxford Dictionary of American English, Oxford: New York. Page A8.*

**3. Discussion**

In group discuss the following:

- From the two models of education systems, which one do you think is more flexible and you would like to be in as a student?
- Why do you think that we should have a flexible system of education?
- What do you think the government can do to allow more people to have access to higher education?
- What do you think the government can do to expand higher education to remote areas?



**4. Vocabulary: Science and technology**

Choose the word that makes sense in each sentence.

1. Technology deals with \_\_\_\_\_ of science.
  - a) appliance
  - b) application
  - c) empiricism
  - d) practicability
2. One of the physical sciences is \_\_\_\_\_.
  - a) Anatomy
  - b) Botany
  - c) Meteorology
  - d) Palaeontology
3. One of the life sciences is \_\_\_\_\_.
  - a) Archaeology
  - b) Astronomy
  - c) Astrology
  - d) Zoology
4. One of the social sciences is \_\_\_\_\_.
  - a) Anthropology
  - b) Geology
  - c) Chemistry
  - d) Physical
5. Many solutions to technical problems are discovered by \_\_\_\_\_.
  - a) experience
  - b) hit and miss
  - c) rule of thumb
  - d) trial and error
6. Professor Jones is one of the most brilliant physicist of his \_\_\_\_\_.
  - a) class
  - b) country
  - c) generation
  - d) year
7. The highest academic degree that a scientist can be awarded is a(n) \_\_\_\_\_.
  - a) BSc
  - b) DP
  - c) MSc
  - d) PhD



8. A scientific hypothesis is tested in a series of \_\_\_\_\_ experiments.  
a) controlled  
b) limited  
c) supervised  
d) theoretical
9. The government is spending \$ 3.m on \_\_\_\_\_ a new research laboratory.  
a) setting in  
b) setting out  
c) setting over  
d) setting up
10. The designer has applied for a \_\_\_\_\_ for his new inventions.  
a) copyright  
b) patent  
c) royalty  
d) trademark

### 5. Consolidation Task: Reported Speech

In the following sentences choose the best alternative. Only one is correct.

1. 'Hello, Jim. I didn't expect to see you today. Sonia said you. \_\_\_\_\_ ill.  
a) are  
b) were  
c) was  
d) should be
2. Ann \_\_\_\_\_ and left.  
a) said goodbye to me  
b) said me goodbye  
c) told me goodbye

### 6. Consolidation Task: Questions and auxiliary verbs

1. "How \_\_\_\_\_"? "Nobody knows".  
a) happened the accident  
b) did happen the accident  
c) did the accident happen
2. "Do yo know where \_\_\_\_\_?" "No, he didn't say".  
a) Tom has gone  
b) Has Tom gone  
c) Has gone Tom



3. The police officer stopped us and asked us where \_\_\_\_\_.  
 a) were we going  
 b) are we going  
 c) we are going  
 d) we were going
4. "Do you think it's going to rain?" "\_\_\_\_\_."  
 a) I hope not  
 b) I don't hope  
 c) I don't hope so
5. You don't know where Karen is, \_\_\_\_\_? "Sorry, I've no idea."  
 a) don't you  
 b) do you  
 c) is she

### 7. Consolidation Task: -ing and the Infinitive

1. You can't stop me \_\_\_\_\_ what I want.  
 a) doing  
 b) do  
 c) to do  
 d) that I do
2. I must go now. I promised \_\_\_\_\_ late.  
 a) not being  
 b) not to be  
 c) to not be  
 d) I wouldn't be
3. Do you want \_\_\_\_\_ with you or do you want to go alone?  
 a) me coming  
 b) me to come  
 c) that I come  
 d) that I will come
4. I'm sure I locked the door. I clearly remember \_\_\_\_\_ it.  
 a) locking  
 b) to lock  
 c) to have locked
5. She tried to be serious but she couldn't help \_\_\_\_\_.  
 a) laughing  
 b) to laugh  
 c) that she laughed



6. I like \_\_\_\_\_ the kitchen as often as possible.  
a) cleaning  
b) clean  
c) to clean  
d) that I clean
7. I'm tired. I'd rather \_\_\_\_\_ out this evening, if you don't mind.  
a) not going  
b) not to go  
c) don't go  
d) not go
8. Shall I stay here? I'd rather \_\_\_\_\_ with us.  
a) you come  
b) you to come  
c) you came  
d) you would come
9. Are you looking forward \_\_\_\_\_ Ann again?  
a) seeing  
b) to see  
c) to seeing
10. When Jane came to Britain, she had to get used \_\_\_\_\_ on the left.  
a) driving  
b) to driving  
c) to drive
11. I'm thinking \_\_\_\_\_ a house. Do you think that's a good idea?  
a) to buy  
b) of to buy  
c) of buying
12. I'm sure you'll have no \_\_\_\_\_ the exam.  
a) difficulty to pass  
b) difficulties to pass  
c) difficulties passing  
d) difficulty passing
13. A friend of mine phoned \_\_\_\_\_ me to a party.  
a) for invite  
b) to invite  
c) for inviting  
d) for to invite



14. Jim doesn't speak very clearly. \_\_\_\_\_.
- a) it is difficult to understand him.
  - b) He is difficult to understand.
  - c) He is difficult to understand him.
15. The path was icy, so we walked very carefully. We were afraid \_\_\_\_\_.
- a) of falling
  - b) from falling
  - c) to fall
16. I didn't hear you \_\_\_\_\_ in. You must have been very quiet.
- a) come
  - b) to come
  - c) came
17. \_\_\_\_\_ a hotel, we looked for somewhere to have dinner.
- a) Finding
  - b) After finding
  - c) Having found
  - d) We found





# UNIT 14

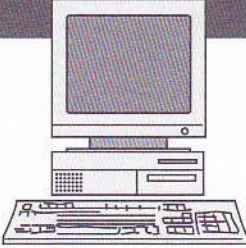
Information & Technology





## 1. Brainstorming

Read the advertisement and translate the technical specification into Portuguese.

|   |   |
|---|---|
|  | <h3>Ulysses XT</h3>   |
|   | <ul style="list-style-type: none"> <li>• Pentium 4 microprocessor at 2GHz (2,000 MHz)</li> <li>• 256 megabytes of RAM, upgradable to 1.5 GB</li> <li>• 80 GB hard disk</li> <li>• Comes with Microsoft Windows</li> </ul> |

## 2. Writing

Try to research and answer the following questions:

1. What is the main function of a microprocessor?
2. What unit of frequency is used to measure processor speed?
3. What does RAM stand for?

## 3. Reading and Scanning for Specific Information

Read the text below. Then decide if the sentences 1 to 8 on page 127 are true (T) or false (F).

### What's inside a PC system?

The nerve centre of a PC is the central processing unit or CPU. This unit is built into a single microprocessor chip – an internal circuit – which executes program instructions and supervises the computer's overall operation.

5 This unit consists of three main parts:

The control unit, which examines the instructions in the user's program, interprets each instruction and causes the circuits and the rest of the components – disk drives, monitor, etc. – to be activated to execute the functions specified;

The arithmetic logic unit (ALU), which perform mathematical calculations (+, -, etc) and logical  
10 operations (and, or, etc);

The registers, which are high-speed units of memory used to store and control information. One of these registers is the program counter (PC) which keeps track of the next instruction to be performed in the main memory.

Another is the instruction register (IR) which holds the instruction that is currently being executed.

15 One area where microprocessors differs is the amount of data – the number of bits – they can work with a time.

There are 16, 32 and 64 bit processors. The computer's internal architecture is evolving so quickly that the new 64 bit processors are able to address 4 billions time more information than 32 bit system.





20 The programs and data which pass through the central processor must be loaded into the main memory (also called the internal memory) in order to be processed. Thus, when the user runs an application, the microprocessor looks for it on secondary storage devices (disks) and transfers a copy of the application into the RAM (random access memory) which is temporary, that is, its information is lost when the computer is turned off.

25 However, the ROM section (read only memory) is permanent and contains instructions needed by the processor.

Most of today's computers have internal expansion slots that allow users to install adapters including high-resolution graphics boards, memory expansion boards, and internal modems.

The power and performance of a computer is partly determined by the speed of its microprocessor.

30 A clock provides pulses at a fixed interval to measure and synchronise circuits and units. The clock speed is measured in MHz (megahertz) or GHz (gigahertz) and refers to the frequency at which pulses are emitted. For example, a CPU running at 1,600 MHz (1,600 million cycles per second) will enable the computer to handle the most demanding applications.

1. The CPU directs and coordinates the activities taking place within the computer system.
2. The arithmetic logic unit performs calculations on the data.
3. 32-bit processors can handle more information than 64-bit processors.
4. A chip is an electronic device composed of silicon elements containing a set of integrated circuits.
5. RAM, ROM and secondary storage are the components of the main memory.
6. Information cannot be processed by the microprocessor if it is not loaded into the main memory.
7. Permanent storage of information is provided by RAM (random access memory).
8. The speed of the microprocessor is measured in gigahertz or megahertz. One GHz is equivalent to one thousand MHz. One MHz is equivalent to one million cycles per second.

#### 4. Scanning for Specific Information

Check on the text you have read, what do the words in *italics* refer to?

1. ... *which* executes program instructions and supervises ... (line 2)
2. ... The control unit, *which* examines the instructions... (line 6)
3. ... the amount of data – the number of bits – *they* can work with at a time (line 15)
4. ... the microprocessor looks for *it* on... (line 22)
5. ... *its* information is lost when the computer is turned off (line 24)
6. ... have internal expansion slots *that* allow users to install adapters (line 27)



### 5. Language focus: Relative clauses

We can define people or things with a restrictive (defining) clause. For example:  
The teacher *who* is responsible for the centre has just arrived.

We use the relative pronoun *who* because it refers to a person. We could also use *that*.  
The microprocessor is a chip *which* process the information provided by the software.  
We use the relative pronoun *which* because it refers to a thing, not person. We could also use *that*.

Relative pronoun can be left out when it's not the subject of the relative clause.  
The computer we saw at the exhibition runs at 2.5 GHz

Complete the sentences below with suitable relative pronouns. Give alternative options if possible.

1. That's CPU \_\_\_\_\_ I'd like to buy.
2. A co-processor is an extra processor chip \_\_\_\_\_ does calculations at high speed.
3. The microprocessor coordinates activities \_\_\_\_\_ take place in the computer system.
4. Last night I met someone \_\_\_\_\_ works for GM as computer programmer.
5. A palmtop is a computer \_\_\_\_\_ is a small enough to be held in the palm of one hand.
6. A megahertz is a unit of frequency \_\_\_\_\_ is used to measure processor speed.
7. Here's the DVD \_\_\_\_\_ you lent me!

### 6. Vocabulary: Information and technology

In pairs answer these questions.

1. What are the main parts of a CPU?

---



---

2. What is RAM?

---



---

3. What memory is permanent and contains instructions needed by the CPU?

---



---

4. What information is lost when a computer is switched off?

---



---

5. What is the typical unit used to measure RAM memory and storage memory?

---



---



6. What is the meaning of the acronym  
SIMM?

---



---



---

7. What is a megahertz?

---



---



---

8. What is the ALU? What does it do?

---



---



---

9. What is the abbreviation for "binary  
digit"?

---



---



---

10. How can we store data and programs permanently?

---



---



## 7. Language Focus: Describing and explaining

Make notes about the features of the computer that you would like to have.

CPU: \_\_\_\_\_ Speed: \_\_\_\_\_ Optical disks drives: \_\_\_\_\_

Minimum/maximum RAM: \_\_\_\_\_ Monitor: \_\_\_\_\_

Hard disk: \_\_\_\_\_ Software: \_\_\_\_\_

Now describe it to your partner:

It has got \_\_\_\_\_

It's very fast. It runs at \_\_\_\_\_

The standard RAM memory \_\_\_\_\_ and it is expandable \_\_\_\_\_

The hard disk can hold \_\_\_\_\_

I need a super VGA monitor because \_\_\_\_\_

As for the internet \_\_\_\_\_





## UNIT 1

1. Free answers and discussion.

3. Free answer and discussion.

4. Speaking/Discussion

5.

1. There is a large number of children being deprived from their rights and suffering violence of many kind.

2. The soldier children existing in Mozambique and in other countries that have been through war conflicts depict a serious violation of a very important children right: the protection from all forms of "...neglect, exploitation and cruelty, including the right to special protection in times of war..."

8. Writing a conversation. The students should use the vocabulary given.

9. Born in 1843, Elijah McCoy became an inspiration for young people.

Since young, Elijah loved machines, taking things apart just to see how they worked and then put them together. After having studied hard, Elijah became a master mechanic and engineer however, as a result of being black, he could not find a job as engineer. Therefore, he had to accept a job as fireman and oilman and managed to make an oil cup, a mechanism that lubricated the moving parts of the trains. This Elijah's invention was very successful, he was given a patent by the government and soon all the railroad companies wanted the tool he invented. In 1882 Elijah started working as a full time inventor, having got 57 patents and starting his own business, *Elijah's McCoy Manufacturing Company*. Elijah was honoured by the state and died in 1929.

10. Researching/writing. The students should use the expressions supplied "Expressions used when arguing".

11.

1. No difference in meaning, but *could* is used when we want to make an offer or a request seem more polite or respectful.

2. The probable difference is on line *d*) that expresses strong necessity.

3. No difference at all. All sentences are expressing necessity.

4. Sentence *a*) expresses prohibition; sentence *b*) refers to a possibility.

5. No difference at all. All sentences are expressing certainty and willingness to do something.

6. All sentences indicate probability.

7. No difference at all. All sentences indicate probability.

8. Sentences *a*) and *b*) express possibility; sentence *c*) refers to obligation.

9. No difference at all. The sentences indicate strong necessity.

10. No difference at all. All sentences indicate advisability.

11. No difference at all. All sentences indicate necessity.

12. Both sentences express advice.

13. No difference at all.

12.

1. had better shut (should / ought to / have to / must shut)

2. would you hand (could / can / will you)

3. won't have to go / don't

4. can already say / is already able to say

5. must attend / have to attend

6. had to wait

7. could / should go

8. would rather go

9. must not have seen

10. should / ought to / must / have to clean

11. can't be / couldn't be ( mustn't be )...may / might / could / must / belong

12. can not go (must not / may not go)

13. should not have laughed

13.

1. if I left

2. repeating

3. mailing

4. if I stayed

5. opening / if I opened

6. if I asked

7. if I smoked

8. speaking

9. if I changed / changing

10. if I borrowed/borrowing

1. I see your driver's license/you please remove it from your wallet?

2. we have a few more minutes?/ could you give us a little more time?

3. I get a ride with you?

4. meeting me on Wednesday instead?

5. you take a look at them?

6. Can you help me?... you help me finding my friends?

7. you mind changing seats/if we changed seats?

8. call you this evening?



## UNIT 2

1.

Picture A – text 3

Picture B – text 2

Picture C – text 4

Picture D – text 1

1. Picture A   2. Picture D   3. Picture B

4. Picture C

2.

1. noun   2. noun   3. verb   4. adjective

5. noun or verb   6. adjective   7. noun or verb

8. verb   9. noun   10. adjective

a) ... data   b) ... perform   c) ... financial transaction

d) ... store   e) ... large   f) ... connected

g) ... automatic   h) ... monitor   i) ... workstation

j) ... word processor

3. Free discussion

4.

| Speaker | Job                 | What they use computers for   |
|---------|---------------------|---|
| 1       | composer            | to record what he plays on keyboard and to control the sounds of the synthesizers.                      |
| 2       | secretary           | to write memos, letters, faxes and for electronic mail.   |
| 3       | electrical engineer | to design electrical installations and lighting systems, to make drawings and to keep records.          |
| 4       | librarian           | to find information for people and catalogue the books and to record the books borrowed to the readers. |

5.

1. Download music.

2. Download films.

3. Building data bases.

4. Researching in the internet.

5. Office applications such as memos, letters.

6. Design applications.

7. Playing games.

8. Presentations.

9. Electronic mail.

7.

a) "Shoes were expensive because it took a long time make each pair".

b) "There was no machine to do this important work".

c) "People laughed when they heard that Jan was trying to make a machine that could last shoes".

d) "Fifty dollars was a lot of money in those days and Jan was very poor".

e) "Jan was given a share of the company".

f) "In 1992, the United States government printed a special stamp to honour this great inventor".

8. Reading and summarizing

9. Writing/role-play

11.

1. i)   2. e)   3. a)   4. f)   5. h)   6. b)   7. c)   8. d)

9. g)

1. mouse   2. monitor   3. hard disk   4. CPU

5. printer

12. Free answers according to students' practices and experiences.

13.

a) desktop PC   b) mini-computer   c) laptop

d) mainframe   e) hand-held

14.

**Agreement**

In entirely agree, I agree with you,

Exactly,...

That's what I think too.

Absolutely.

**Disagreement**

I don't go along with the idea...

But,...

I'm afraid, I can't agree with you...

I took a different view,...

I disagree...

15. Speaking/Discussion

16.

1. are connected   2. are known   3. are typesetted

4. is processed   5. is used   6. is supported

7. are coordinated   8. is held

17.

1. A system that run on batteries.

2. Operations that you make without using your hands.

3. Computer worn on the user's waist.

4. A display which is worn on the user's head.

5. Device which is worked by user's voice.

18.

1. a)   2. b)   3. c)   4. b) or c)   5. c)   6. c)

19.

1. a) or b)   2. a) or b)   3. c)   4. b)   5. a) or b)

6. b)   7. a) or c)   8. b) or c)   9. a) or b)   10. a)

## UNIT 3

### 1. Discussion/Speaking

3.

1. done 2. made 3. do 4. made 5. make 6. make  
7. do 8. do 9. make 10. make 11. done 12. done  
13. made 14. made 15. do 16. make

### 4. Speaking

6.

#### Text A

1. Brazil  
2. Very poor childhood  
3. \_\_\_\_\_  
4. When he scored 65 league goals and was called up to the Brazilian National Team.

#### Text B

1. U.K.  
2. Didn't go to school, she was educated by her mother.  
3. Her mother.  
4. Her divorce and her mother's death in 1914.

#### Text C

1. United States  
2. A lifetime of work  
3. Their mother.  
4. The US open final when they competed with each other.

7.

1. me / him / them 2. it / itself / it / me  
3. herself / her 4. us / yourselves 5. you / you

8.

1. himself  
2. herself  
3. themselves  
4. herself  
5. yourself... himself; myself...  
    ourselves; themselves  
6. myself  
7. himself  
8. yourself  
9. themselves  
10. herself

9.

|                               |                  |   |   |                                    |
|-------------------------------|------------------|---|---|------------------------------------|
| the piano<br>golf<br>football | your<br>homework | a phone call<br>a mistake<br>a decision | sightseeing<br>by car<br>home<br>on holiday<br>for a walk | a meeting<br>a shower<br>a day off |
|-------------------------------|------------------|---|---|------------------------------------|

1. are made 2. is produced 3. beats 4. grows

1. a) 2. a) 3. a) 4. b)

10.

1. taught herself  
2. enjoy himself  
3. proud of yourself  
4. pat yourself  
5. killed himself  
6. entertained themselves  
7. introduced myself  
8. feeling sorry for yourself  
9. talking to yourself  
10. laugh at ourselves  
11. promised herself  
12. angry at herself

11.

1. Penguins are interesting creatures. They are birds, but they cannot fly.  
2. Millions of years ago, they had wings. These wings changed as the birds adapted to their environment.  
3. Penguins' principal food was fish. Penguins needed to be able to swim to find their food, so eventually their wings evolved into flippers that enable them to swim through water with speed and ease.  
4. Penguins spend most of their lives in water/waters. However, they lay their eggs on land.  
5. Emperor penguins have interesting egg-laying habits.  
6. The female lays one egg on the ice in Arctic regions, and then immediately returns to the ocean.  
7. After the female lays the egg, the male takes over. He covers the egg with his body until it hatches.  
8. This process takes seven to eight weeks. During this time, the male doesn't eat.  
9. After the egg hatches, the female returns to take care of the chick, and the male goes to the ocean to find food for himself, his mates, and their off-spring.

## UNIT 4

### 1. Free answers/Discussion

2. Text A – picture C      Text B – picture B

3.

#### Mapiko

Includes singers and dancers, highly decorated, drums, music, battles, dress to imitate any traditional figure, held every year before the beginning of the school year, held to honour



children and the ancestral spirits, children go through a number of rituals.

## Trooping colour

Military activities are dramatised, dresses in military attire, it is a military parade, held on the Queen's birthday, horses are magnificently decorated.

4.

parade – a military ceremony in which soldiers stand or march together in front of people of higher rank.

finest – of higher quality.

regiment – large group of soldiers under the command of a colonel.

ancestors – persons from whom another directly descends.

rituals – ceremonies that are always done in the same way.

skills – special ability or expertise in doing something.

perform – to carry out.

source – the origin, the starting point.

morality – principles or ideas about what is right and wrong.

freedom of speech – the freedom to speak freely.

ranks – the level of importance somebody has in an organisation such as the army.

5. Resuming the main ideas of the newspaper account in a letter format.

6.

frequently

usually

sometimes

normally

seldom

never

7.

Actually / even

so what

Know

Still

Though

Actually

I don't think / still

1. heavily

2. badly

3. easily

4. patiently

5. unexpectedly

6. regularly

8.

1. seriously

2. serious

3. selfishly

4. terribly

5. sudden

6. colourfully

7. colourful

8. badly

9. badly

10. safe

11. angrily

1. quickly

2. careful

3. continuously

4. happily

5. fluent

6. specially

7. complete

8. perfectly

9. nervous

10. financially/completely

11. Writing; students should write a free text on the theme suggested.

## UNIT 5

1.

1. E   2. D   3. C   4. B   5. A

3.

1. To the other doctors around the world.

2. Afya net is cheaper than postal services because it is efficient and it is quick.

3. Shortage of raw materials, textbook are old or may do not exist and there are no medical articles at all.

4. To be updated and share experiences.

5. Africa, Asia, Europe and America.

4.

I was absolutely sure that he would come.

Workers are entirely devoted to that cause.

I told him outright what I think about him.

They were positively about the date.

It is quite warm outside.

This article is simply annoying.

Peter was truly convinced that he would win.

I am completely exhausted.

I have just come to that conclusion.

I really don't like selfish people.

I totally disagree with you.

We will definitely quit this job.

6.  
 1. pager  
 2. mobile  
 3. fax  
 4. answering machine  
 5. satellites  
 6. orbit  
 7. launched  
 8. panels  
 9. signal  
 10. rockets  
 11. antennae

7.  
 1. I would have gone  
 2. he'd missed / he had missed... he would have been / he'd have been  
 3. I would have forgotten / I'd have forgotten...  
 4. I'd had / I had... I'd have sent / I would have sent  
 5. we'd have enjoyed / we would have enjoyed ...  
 ... had been better.  
 6. Wouldn't have been... I'd walked / I had walked  
 7. I was / I would have gone  
 8. I'd been / I would have gone.

1. If I'd been hungry, I would have eaten something.  
 2. If the driver in front hadn't stopped so suddenly, the accident wouldn't have happened.  
 3. If I'd / I had known that Jaime had to get up early, I'd / I would have woken him up.  
 4. If Julio hadn't lent me the money, I wouldn't have been able to buy the car, or ... I couldn't have bought the car.  
 5. If Margarida hadn't been wearing a seat belt, she'd/ she would have been injured.  
 6. If you'd / you had (some) breakfast, you wouldn't be hungry now.  
 7. If I'd had some money, I'd / I would have got a taxi.

10.  
 1. c) 2. a) 3. b) 4. d) 5. b) 6. d) 7. d) 8. a)  
 9. c) 10. c)

11.  
 1. c) 2. b) 3. c) 4. a) 5. c) 6. b) 7. c) 8. a)  
 9. c) 10. c)

## UNIT 6

1.  
 a) A painter paints portraits of people or scenarios.  
 b) A farmer grows crops and cattle rising.  
 c) A musician plays in an orchestra or entertains people.  
 d) A street vender sells products on the street.

- e) A traffic warden directs traffic jam.  
 f) A doctor takes care of patients in a hospital.  
 g) A journalist reports an event or news.

2.  
 A. Farmer B. Musician C. Street vender  
 D. Doctor

4.  
 1. a) 2. b) 3. a) 4. b) 5. b) 6. c) 7. d) 8. a)

## 5. Speaking

7.  
 1. robe  
 2. hugged  
 3. heads off to  
 4. trademark  
 5. decked out  
 6. companion  
 7. declined

## 8. Reading the advertisements and selecting the information requested.

10. Writing the text advertising the job vacancies according to the information required and using the useful expressions given.

11. Filling in the application form given according to the information required.

12. Speaking/Discussing the subject suggested and following the essential qualities from 1. to 8.

## UNIT 7

### 1. Speaking/Discussion

2.  
 1. Anopholes.  
 2. Chloroquine.  
 3. It causes pain, and sometimes death.

3. We have to roll back malaria out of Africa: (line 2) "...malaria has killed more in Africa than Aids and is one of the most killing diseases in Africa". the way it is spread: (line 9) "Malaria is caused and spread by bites from a particular type of mosquito...". What to do to prevent it: (line 19): "we, as individuals, can do the same thing on a small scale by getting rid of old tins and pits near our homes..."

4.  
 a. Anopholes 2. DDT 3. Chloroquine  
 4. larvae 5. pits 6. standing



5.

1. Pesticide is a chemical substance that is used for killing animal or insects that eat crops.
2. Preventive is something intended to prevent/avoid something (for ex. a disease).
3. Misery is the state of mind of someone that is unhappy.

### Matching exercise

To eradicate ... to wipe out (get rid of completely).

An epidemic ... a widespread outbreak of a disease.

A measure... a step action.

A clinic ... a health centre.

Statistics... information in the forms of figures.

| Noun    | Adjective     |
|---------|---------------|
| malaria | malarial      |
| tropic  | tropical      |
| nation  | nationalistic |
| coast   | coastal       |

6.

1. disease
2. many tropical parts of the world
3. bite
4. mosquito
5. blood
6. preventive
7. chloroquine
8. larvae
9. old tins and pits
10. standing water

8.

- a) vacancy /vacancy/holiday
- b) damaged/injured/insulted

### 9. Researching/Speaking

10. gum, queen, bad, hammer, hospital, dentist, head, teeth, pain, treat, eat, sleep, me, Monday, name, blood, tremble

11.

would like  
would  
could

### UNIT 8

#### 1. Speaking/Discussion

#### 2. Reading/Discussion

3.

1. b) 2. a) 3. b) 4. a) 5. b) 6. a) 7. a)

4.

1. column
2. tabloids
3. correspondent
4. spokesperson
5. report
6. editor
7. newscaster
8. internal
9. sports
10. newsagent's

7.

Any possible answer is possible. The most important is that students should start their answers:

*I'd rather ... (1-4) and No, I'd rather...than (5-8)*

### UNIT 9

#### 1. Discussion/Speaking

3.

1. a) 2. a) 3. b)

5.

1. a) 2. c) 3. e)

6.

1. Senate or Congress
2. Constitutional Monarchy
3. referendum
4. corruption
5. constituency
6. appointed
7. reshuffle
8. budget
9. treasurer
10. upper and lower chamber

8.

1. The boys have been playing football almost for two hours.
2. Alexander has been talking on the phone for more than half an hour.
3. I have been trying to study for the last hour, but something always seems to interrupt me.
4. Mr. Mapulango has been waiting in the dentist's office for the last twenty minutes.
9. Discussion/Analysis on phrasal verbs use and meaning.

10. Writing a text on the subject suggested according to the parts indicated.

11.

1. campaigning
2. election
3. party
4. meeting
5. campaigners
6. leader
7. posters
8. candidates
9. policies
10. ballot
11. polling
12. votes
13. result

12.

1. has been working
2. sounded
3. was grinding
4. repaired
5. has been making
6. has been getting
7. was being advised
8. have been seeing
9. took
10. was hanging
11. had been bumping
12. had been fitted

## UNIT 10

1. Any famous Mozambican painter/sculptor is accepted: artists like Malangatana, Jacob Makambako, Ndlozy, Samate, etc. The only known artist working with clay is Reinata Sadimba.

2.

1. The people that we see in the picture are visitors to art exhibitions.
2. They are in an art gallery.
3. They are admiring the paintings.
4. Free answer.

4.

1. d) 2. c) 3. a) 4. d) 5. b) 6. c) 7. d) 8. c)  
9. b) 10. c)

5.

1. c) 2. a) 3. b) 4. c) 5. b) 6. b) 7. a) 8. b)  
9. c) 10. b)

6.

1. timbila / marimba / varimba / piano / guitar / saxophone, etc
2. Aida
3. rehearsing
4. auction
5. fresco
6. actors/ film director/ screen players/ camera man
7. cello/ bassoon and violin
8. saxophone/ flute and timbila
9. piano/ organ and kanhemba
10. group

1. plays

2. read the notes / read music
3. criticism / reviews trailer / write-ups
4. quintet / trio / quartet / quarto
5. band / group / orchestra

8.

1. Countable nouns (C): chairs, tables and desks. Non-countable (NC): furniture
2. Countable nouns (C): rings, bracelets, necklace. Non-countable (NC): jewelry
3. Countable nouns (C): mountains, fields, lakes. Non-countable (NC): scenery
4. Countable nouns (C): metals (NC): Gold, rings
5. Countable nouns (C): iron, shirt
6. Non-countable (NC): Baseball, ... baseball, bat

1. change

2. river
3. music
4. traffic
5. garbage
6. luggage/baggage
7. stuff

10.

1. don't they 2. isn't he 3. will they 4. won't you  
5. is there 6. isn't it 7. isn't he 8. hasn't he  
9. won't she 10. have you

11. Writing/resuming

13.

- a) powerful – vigorous, convincing, intense.
- b) invective – violent denunciation.
- c) receptacles – containers, devices, etc., that receive or hold something.
- d) frantic – very anxious or upset.
- e) endurable – to patiently suffer pain or deal with a difficult situation for a long time.



## UNIT 11

1. Discussion/Speaking
2. Reading and resumming the main reasons for using better seed qualities (its advantages).

Transferring information from the text  
The students should transfer the information from the text read to the table presented.

4.  
a) *A penny for your thoughts*, meaning: that someone wants badly to know what someone else is thinking.

b) *Absence makes the heart go fonder*, meaning: when people are apart, their love grows stronger.

c) *As cold as ice*, meaning: can be used to people that seem to have no feelings.

d) *All your eggs in one basket*, meaning: if you put all your eggs in one basket, you risk everything at once (the expression is usually used on the negative/imperative: *Don't put all your eggs in one basket*).

6. Writing a formal letter. Students should follow the guidelines given.

7.  
1. on   2. on   3. along   4. along   5. out of  
6. away with

8.  
1. edge   2. don't   3. patch   4. compared  
5. breath   6. marginally   7. standard  
8. comparison

9.  
1. weeds   2. manually   3. chemical   4. herbicides  
5. yielding   6. harvest   7. fertilisers   8. organic  
9. compost   10. crops   11. channels  
12. sprinkler   13. label   14. hand

## UNIT 12

1. Discussion/Speaking

2. Reading/Discussion

3.  
1. Ruth Varela starts by defining fashion and then explains the terms "fashionable" and "unfashionable".

2. She defines fashion as a prevailing mode of expression and a personal mode of expression that changes more quickly than culture.
3. According to her, fashion is a synonym of glamour and style, therefore, elegance may never become unfashionable.

4.

|        |                                      |
|--------|--------------------------------------|
| mean   | not very + generous/kind             |
| ugly   | not very + pretty/handsome/beautiful |
| cruel  | not very + kind                      |
| stupid | not very + clever/intelligent        |

8.

Rua das Flores, n.º7  
Nampula  
Moçambique

Dear Moisés,

Thanks for putting me up last weekend. It was good to see you again.  
Maybe you would like to come and visit me too next month. Finally you will get to know Amina, my youngest daughter.  
Please, let me know if you will come.

Yours

Feliciano

## UNIT 13

1. Discussion/speaking/writing

3. Discussion/speaking

4.  
1. b)   2. c)   3. d)   4. a)   5. d)   6. c)   7. d)   8. a)  
9. d)   10. b)

5.  
1. b)   2. a)

6.  
1. c)   2. a)   3. d)   4. a)   5. b)

7.  
1. a)   2. b); d)   3. b)   4. a)   5. a)   6. c)   7. d)  
8. c)   9. c)   10. b)   11. c)   12. d)   13. b)   14. a); b)  
15. a)   16. a)   17. b); c)

## UNIT 14

1.

Ulysses XT

Microprocessador Pentium 4 de 2GHz (2000 MHz)

256 megabites de RAM, atualizável para 1,5 GB  
80 GB de disco duro

Inclui o Microsoft Windows

2.

1. The main function of a microprocessor is to process the instructions provided by the software. It also coordinates the activities of the other units.

2. The megahertz (or the gigahertz). One MHz is equivalent to one million cycles per second.

One GHz is equivalent to one million thousand MHz.

3. RAM stands for "random access memory".

3.

1. T

2. T

3. F

4. T

5. F

6. T

7. F

8. T

4.

1. *Which* refers to a single microprocessor chip – an integrated circuit.

2. *That* refers to the control unit.

3. *They* refers to microprocessors.

4. *It* refers to an application.

5. *Its* refers to the RAM.

6. *That* refers to expansion slots.

5.

1. That's the CPU which/that I'd like to buy, or that's the CPU I'd like to buy. (the relative pronoun can be omitted.)

2. A co-processor is an extra processor chip which/that does calculations at high speed.

3. The microprocessor coordinates the activities which/that take place in the computer system.

4. Last night I met someone who/that works for GM as a computer programmer.

5. A palmtop is a computer which/that is small enough to be held in the palm of the hand.

6. A megahertz is a unit of frequency which/that is used to measure processor speed.

7. Here's the DVD you lent me! (The relative pronoun can be omitted.)

6.

1. The control unit (CU), the arithmetic logic unit (ALU) and the registers.

2. Random Access Memory

3. ROM.

4. The information contained in the RAM section.

5. Megabyte, Mega or MB.

6. Single In-line Memory Module.

7. A megahertz is equivalent to one million cycles per second. It is the unit used to measure the processor speed.

8. The Arithmetic Logic Unit. It performs mathematical calculations and logic operations.

9. Bit.

10. We use magnetic disks (floppies or hard disks), optical disks, etc.

7.

1. Free answer. The students must be able to apply the vocabulary related to computers.



# R e g u l a r v e r b s

|            |           |             |
|------------|-----------|-------------|
| accept     | blink     | close       |
| add        | blot      | coach       |
| admire     | blush     | coil        |
| admit      | boast     | collect     |
| advise     | boil      | colour      |
| afford     | bolt      | comb        |
| agree      | bomb      | command     |
| alert      | book      | communicate |
| allow      | bore      | compare     |
| amuse      | borrow    | compete     |
| analyse    | bounce    | complain    |
| announce   | bow       | complete    |
| annoy      | box       | concentrate |
| answer     | brake     | concern     |
| apologise  | branch    | confess     |
| appear     | breathe   | confuse     |
| applaud    | bruise    | connect     |
| appreciate | brush     | consider    |
| approve    | bubble    | consist     |
| argue      | bump      | contain     |
| arrange    | burn      | continue    |
| arrest     | bury      | copy        |
| arrive     | buzz      | correct     |
| ask        | calculate | cough       |
| attach     | call      | count       |
| attack     | camp      | cover       |
| attempt    | care      | crack       |
| attend     | carry     | crash       |
| attract    | carve     | crawl       |
| avoid      | cause     | cross       |
| back       | challenge | crush       |
| bake       | change    | cry         |
| balance    | charge    | cure        |
| ban        | chase     | curl        |
| bang       | cheat     | curve       |
| bare       | check     | cycle       |
| bat        | cheer     | dam         |
| bathe      | chew      | damage      |
| battle     | choke     | dance       |
| beam       | chop      | dare        |
| beg        | claim     | decay       |
| behave     | clap      | deceive     |
| belong     | clean     | decide      |
| bleach     | clear     | decorate    |
| bless      | clip      | delay       |
| blind      |           | delight     |

# I r r e g u l a r   v e r b s

| Present   | Simple Past Tense | Past Participle |
|-----------|-------------------|-----------------|
| be        | was, were         | been            |
| bear      | bore              | born            |
| beat      | beat              | beaten          |
| become    | became            | become          |
| begin     | began             | begun           |
| bend      | bent              | bent            |
| beset     | beset             | beset           |
| bet       | bet               | bet             |
| bid       | bid/bade          | bid/bidden      |
| bind      | bound             | bound           |
| bite      | bit               | bitten          |
| bleed     | bled              | bled            |
| blow      | blew              | blown           |
| break     | broke             | broken          |
| breed     | bred              | bred            |
| bring     | brought           | brought         |
| broadcast | broadcast         | broadcast       |
| build     | built             | built           |
| burn      | burned/burnt      | burned/burnt    |
| burst     | burst             | burst           |
| buy       | bought            | bought          |
| cast      | cast              | cast            |
| catch     | caught            | caught          |
| choose    | chose             | chosen          |
| cling     | clung             | clung           |
| come      | came              | come            |
| cost      | cost              | cost            |
| creep     | crept             | crept           |
| cut       | cut               | cut             |
| deal      | dealt             | dealt           |
| dig       | dug               | dug             |
| dive      | dived/dove        | dived           |
| do        | did               | done            |
| draw      | drew              | drawn           |
| dream     | dreamed/dreamt    | dreamed/dreamt  |
| drive     | drove             | driven          |
| drink     | drank             | drunk           |
| eat       | ate               | eaten           |
| fall      | fell              | fallen          |
| feed      | fed               | fed             |
| feel      | felt              | felt            |
| fight     | fought            | fought          |
| find      | found             | found           |
| fit       | fit               | fit             |



# I r r e g u l a r   v e r b s

|                |                     |                     |
|----------------|---------------------|---------------------|
| flee           | fled                | fled                |
| fling          | flung               | flung               |
| fly            | flew                | flown               |
| forbid         | forbade             | forbidden           |
| forget         | forgot              | forgotten           |
| forego (forgo) | forewent            | foregone            |
| forgive        | forgave             | forgiven            |
| forsake        | forsook             | forsaken            |
| freeze         | froze               | frozen              |
| get            | got                 | gotten              |
| give           | gave                | given               |
| go             | went                | gone                |
| grind          | ground              | ground              |
| grow           | grew                | grown               |
| hang           | hung                | hung                |
| hear           | heard               | heard               |
| hide           | hid                 | hidden              |
| hit            | hit                 | hit                 |
| hold           | held                | held                |
| hurt           | hurt                | hurt                |
| keep           | kept                | kept                |
| kneel          | knelt               | knelt               |
| knit           | knit                | knit                |
| know           | knew                | known               |
| lay            | laid                | laid                |
| lead           | led                 | led                 |
| leap           | leaped/lept         | leaped/lept         |
| learn          | learned/learnt      | learned/learnt      |
| leave          | left                | left                |
| lend           | lent                | lent                |
| let            | let                 | let                 |
| lie            | lay                 | lain                |
| light          | lighted/lit         | lighted             |
| lose           | lost                | lost                |
| make           | made                | made                |
| mean           | meant               | meant               |
| meet           | met                 | met                 |
| misspell       | misspelled/misspelt | misspelled/misspelt |
| mistake        | mistook             | mistaken            |
| mow            | mowed               | mowed/mown          |
| overcome       | overcame            | overcome            |
| overdo         | overdid             | overdone            |
| overtake       | overtook            | overtaken           |
| overthrow      | overthrew           | overthrown          |
| pay            | paid                | paid                |
| plead          | pled                | pled                |

# I r r e g u l a r v e r b s

|        |               |               |
|--------|---------------|---------------|
| prove  | proved        | proved/proven |
| put    | put           | put           |
| quit   | quit          | quit          |
| read   | read          | read          |
| rid    | rid           | rid           |
| ride   | rode          | ridden        |
| ring   | rang          | rung          |
| rise   | rose          | risen         |
| run    | ran           | run           |
| saw    | sawed         | sawed/sawn    |
| say    | said          | said          |
| see    | saw           | seen          |
| seek   | sought        | sought        |
| sell   | sold          | sold          |
| send   | sent          | sent          |
| set    | set           | set           |
| sew    | sewed         | sewed/sewn    |
| shake  | shook         | shaken        |
| shave  | shaved        | shaved/shaven |
| shear  | shore         | shorn         |
| shed   | shed          | shed          |
| shine  | shone         | shone         |
| shoe   | shoed         | shoed/shod    |
| shoot  | shot          | shot          |
| show   | showed        | showed/shown  |
| shrink | shrank        | shrunk        |
| shut   | shut          | shut          |
| sing   | sang          | sung          |
| sink   | sank          | sunk          |
| sit    | sat           | sat           |
| sleep  | slept         | slept         |
| slay   | slew          | slain         |
| slide  | slid          | slid          |
| sling  | slung         | slung         |
| slit   | slit          | slit          |
| smite  | smote         | smitten       |
| sow    | sowed         | sowed/sown    |
| speak  | spoke         | spoken        |
| speed  | sped          | sped          |
| spend  | spent         | spent         |
| spill  | spilled/spilt | spilled/spilt |
| spin   | spun          | spun          |
| spit   | spit/spat     | spit          |
| split  | split         | split         |
| spread | spread        | spread        |
| spring | sprang/sprung | sprung        |



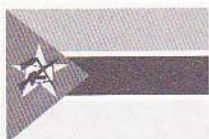
# I r r e g u l a r v e r b s

|            |                |                 |
|------------|----------------|-----------------|
| stand      | stood          | stood           |
| steal      | stole          | stolen          |
| stick      | stuck          | stuck           |
| sting      | stung          | stung           |
| stink      | stank          | stunk           |
| stride     | strode         | stridden        |
| strike     | struck         | struck          |
| string     | strung         | strung          |
| strive     | strove         | striven         |
| swear      | swore          | sworn           |
| sweep      | swept          | swept           |
| swell      | swelled        | swelled/swollen |
| swim       | swam           | swum            |
| swing      | swung          | swung           |
| take       | took           | taken           |
| teach      | taught         | taught          |
| tear       | tore           | torn            |
| tell       | told           | told            |
| think      | thought        | thought         |
| thrive     | thrived/throve | thrived         |
| throw      | threw          | thrown          |
| thrust     | thrust         | thrust          |
| tread      | trod           | trodden         |
| understand | understood     | understood      |
| uphold     | upheld         | upheld          |
| upset      | upset          | upset           |
| wake       | woke           | woken           |
| wear       | wore           | worn            |
| weave      | weaved/wove    | weaved/woven    |
| wed        | wed            | wed             |
| weep       | wept           | wept            |
| wind       | wound          | wound           |
| win        | won            | won             |
| withhold   | withheld       | withheld        |
| withstand  | withstood      | withstood       |
| wring      | wrung          | wrung           |
| write      | wrote          | written         |



### Romão Beatus Paulo

Mestre em Educação (Ensino do Inglês como Língua Estrangeira) na Universidade de Sydney – Austrália. Colabora no Departamento de Inglês na Universidade Pedagógica de Maputo. É também facilitador na Universidade São Tomás e no Instituto de Relações Internacionais. Participa na elaboração do *curriculum* do Inglês do Ensino Secundário Geral no Instituto Nacional do Desenvolvimento da Educação (INDE).



### HINO NACIONAL

#### 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  
Milhões de braços, uma só força  
Ó pátria amada vamos vencer.

Povo unido do Rovuma ao Maputo  
Colhe os frutos do combate pela Paz  
Cresce o sonho ondulado na Bandeira  
E vai lavrando na certeza do amanhã.

Flores brotando do chão do teu suor  
Pelos montes, pelos rios, pelo mar  
Nós juramos por ti, ó Moçambique  
Nenhum tirano nos irá escravizar.



# I<sub>12</sub>



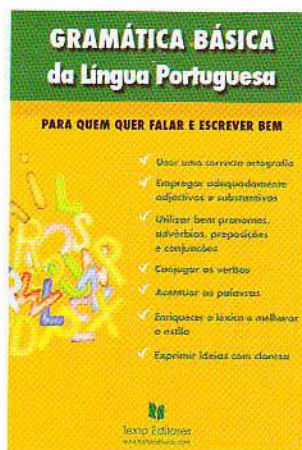
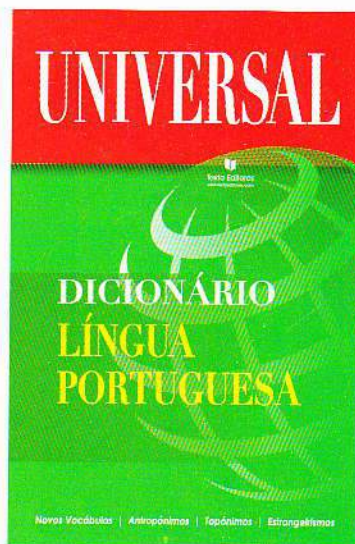
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