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MINISTÉRIO DA EDUCAÇÃO E DESENVOLVIMENTO HUMANO
DIRECÇÃO NACIONAL DE ENSINO SECUNDÁRIO

INGLÊS

11ª Classe

O meu caderno de actividades



STOP Sida

STOP Covid -19

FICHA TECNICA

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PREFÁCIO

No âmbito da prevenção e mitigação do impacto da COVID-19, particularmente no processo de ensino-aprendizagem, o Ministério da Educação e Desenvolvimento Humano concebeu um conjunto de medidas que incluem o ajuste do plano de estudos, os programas de ensino, bem como a elaboração de orientações pedagógicas a serem seguidas para a melhoria da qualidade de ensino e aprendizagem.

Neste contexto, foi elaborado o presente Caderno de Actividades, tendo em consideração os diferentes conteúdos programáticos nas diferentes disciplinas leccionadas no Ensino Secundário. Nele é proposto um conjunto alargado de actividades variadas, destinadas a complementar as acções desenvolvidas na aula e também disponibilizar materiais opcionais ao desenvolvimento de competências pré-definidas nos programas.

A concepção deste Caderno de Actividades obedeceu à sequência e objectivos dos programas de ensino que privilegiam o lado prático com vista à resolução dos problemas do dia-a-dia e está estruturado em três (3) partes, a saber: I. Síntese dos conteúdos temáticos de cada unidade didáctica; II. Exercícios; III. Tópicos de correcção/resolução dos exercícios propostos.

Acreditamos que o presente Caderno de Actividades constitui um instrumento útil para o auto-estudo e aprimoramento dos conteúdos da disciplina ao longo do ano lectivo. O mesmo irá permitir desenvolver a formação cultural, o espírito crítico, a criatividade, a análise e síntese e, sobretudo, o desenvolvimento de habilidades para a vida.

As actividades propostas no Caderno só serão significativas se o caro estudante resolvê-las adequadamente, com a mediação imprescindível do professor.

"Por uma Educação Inclusiva, Patriótica e de Qualidade!"

CARMELITA RITA NAMASHULUA
MINISTRA DA EDUCAÇÃO E
DESENVOLVIMENTO HUMANO

GRADE 11 WORKBOOK

WITH PRACTICAL EXERCISES

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UNIT 1 SCHOOL SUBJECTS

Look at the description of some of school subjects

Ideally, grade 11 students in Mozambique should start high school with a basic plan of the classes they will need to take in order to graduate. Every state or country has different requirements for obtaining a high school diploma, and each school varies greatly in what they offer to give students a chance to fulfill them.

The school's guidance/counseling division can help students understand the requirements for graduation and how their coursework aligns with them. The basic requirements generally include the following:

Portuguese

Studying the Portuguese language and literature is an important part of high school for every student regardless of their post-school plans.

Mathematics

In high school, students dig into several different types of math. Algebra and geometry are required at most high schools, and students may choose to take advanced math classes if they are offered.

Science

Basic life sciences (e.g. biology) and physical sciences (chemistry, physics, etc.) are required at most high schools. These classes often include laboratory components that allow students to perform hands-on experiments.

Social Studies/History/ Geography/Philosophy

Understanding how the world works and describing its physical features is important for young adults. In high school, students will study history and government and learn about how social studies affects their lives.

Foreign Languages

Learning a second or foreign language is important in today's global world. High school students in Mozambique can fill these requirements by learning the basics of at least one foreign language, and they may be able to choose to take advanced classes to learn more.

Common foreign languages offered in high school include:

- English
- French

Physical Education and Health

Physical education classes can teach high school students how to care for their body's fitness and nutritional needs. Many high schools in Mozambique require at least one positive mark in Physical Education to graduate.

Reading comprehension

Exercise 1

Read the description of the school subjects again and say:

- Which of the described subjects are you taking at school?

……..

- What are your favourite subjects and why?

……..

- Which of the described subjects do you find difficult?

……..

Vocabulary

Exercise 2

Put the correct school subject on the right definition

(Physics, Music, Geography, Art, Chemistry, Mathematics)

…….. is the study of the structure of substances and the way they reach with other substances.	…….. the study of numbers shapes and space using reason and usually a special system of symbols and rules for organizing them.
…….. the study of the stars, planets and other natural objects in space.	……..the study of sounds made by musical instruments or people singing.
…….. the study of forces such as heat, light, sound, pressure, gravity, and electricity, and the way that they affect objects. ……..	……..the study of paintings, sculptures and other objects made by famous artists. Also creating paintings, etc. for people to look at and admire.

SCHOOL SUBJECTS VS FUTURE PROFESSION



Very often school leavers say they do not know what they are good at yet. That is OK too. Learning to recognise ones skills, interests and values takes time. Talking to other people can help including friends, family, people they know through sport or other communities they are part of.

Choosing to pursue a career they already know or perhaps choosing one a friend or family member does is a great start but it can also be limiting. Many careers have changed in recent years. Some are disappearing while new careers are always on the horizon, so going with something a parent does may not be suitable anymore. Some of the fastest growing career areas include the personal care (such as aged care), health and technology sectors.

Take every opportunity your school offers to explore the world of work. There might be industry tasters, VET immersion days, career expos or fairs, presentations, mentoring programs, workplace and university visits, or school-university partnership programs.

When it comes to subject selection, you might decide to combine vocational training with mainstream academic subjects that will help you work towards a university course.

Source: gettyimages.com/photos/different jobs

Reading comprehension

Exercise 3

Answer these questions

a. How long does it take someone to recognize his/her skills?

b. Why choosing to pursue a career from a friend or family member is no longer good?

c. What does the author suggest instead?

UNIT 2 RELATIONSHIPS



https://www.unicef.org/mozambique/historias/

A family constitutes people who are related to each other and share an emotional bond and similar values. Family members can be related by birth, marriage, or adoption, and your extended family includes people you are related to, such as grandparents, cousins, aunts & uncles, nephews, nieces etc

There are six types of family

- Nuclear Families, which are made up of two adults and their children.
- Single-Parent Families (a woman/a man living with her/his children)
- Blended Families (step Families)
- Grandparent Families
- Childless Families (a child looking after his/her siblings)
- Extended Families. ...

Reading comprehension

Exercise 1

Read the description of the family again and write a short paragraph describing your own family.

……..
……..
……..
……..
……..
……..
……..
……..

Vocabulary

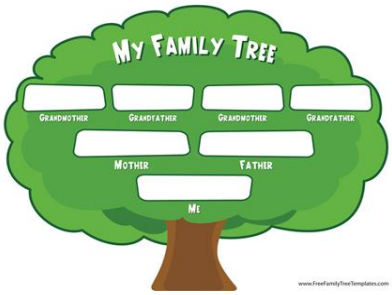
Exercise 2

Find 5 words that are related to the noun in the box

Friendship	

Exercise 3

Look at this family tree.



Names:

Me – Kellen

Mother – Lucrecia Vicente

Father – Patricio Vicente

Grandmother – Alzira

Grandfather – Marcos

Grandmother – Anabela

Grandfather – Vicente

Complete the sentences using the possessive case

a. Lucrecia is Kellen´s ……..

b. Kellen is Patricio´s ……...

c. Patricio is Lucrecia´s ……..

d. Lucrecia is Patricio´s ……

e. Alzira is Kellen´s ……..……

f. Lucrecia is Vicente´s ……

g. Patricio is Alzira´s ……..

h. Vicente is Lucrecia´s ……...……

Exercise 4

Draw your own family tree

UNIT 3 IDENTITY

Look at these symbols







They are part of Mozambique´s **identity**.

Identity is the qualities, beliefs, personality, looks and/or expressions that make a person.
One can regard the awareness and the categorising of identity as positive or as destructive.

What is cultural identity?

Cultural identity is **the feeling that you belong to a group of people like you**. This is often because of shared qualities like birthplace, traditions, practices, and beliefs. Art, music, and food also shape your cultural identity





Available on 03/02/2021

The role and importance of Mozambican languages

Mozambique is a multicultural and multilingual country. A number of Bantu Languages that are spoken in the country are indigenous to Mozambique. Portuguese, inherited from the colonial period, is the official language, and Mozambique is a full member of the Community of Portuguese Language Countries.

Portuguese was selected as the official language of the new state as it was ethnically neutral of those Mozambicans who speak Portuguese; the majority are non-native speakers, thus spoken with accents of the African languages.

The traditional cuisine of the Mozambicans revolves around fresh seafood, corn porridge, millet, stews and cassava. It is common to find Beef streak and chicken served with beans, cassava chips, coconut and cashew nuts.



Source:https://en.m.wikipedia.org.wiki

Mozambique is best known for its wildlife and beautiful beaches but it is also rich in cultural heritage.



Source:https://en.m.wikipedia.org.wiki



Source:https://en.m.wikipedia.org.wiki

Reading comprehension

Exercise 1

True or false?

Read the passage about the role and importance of Mozambican languages again and say whether the sentences that follow are true or false.

a. There are many languages and cultural groups in Mozambique. ……

b. Portuguese is one of the indigenous languages spoken in Mozambique……

c. Most of the non-native languages are spoken with no accents…….……

d. There is a variety in the traditional cuisine of Mozambique……..……..

e. The Mozambican wildlife and lovely beaches have always made Mozambique be known across the globe……

The meaning of some names and Surnames

Certain names and surnames have meaning in some communities, tribes, ethnical, cultural and religious groups.

a. Is that true that some names and surnames have meaning in your own community?

……..

……..

……..

……

……..

UNIT 4 INITIATION RITES





Niassa

Initiation rites are ceremonies that determine the passage making entrance or acceptance into a group or society.

They can also be defined as a formal admission to adulthood in a community or one of its formal components. In an extended sense, they can also signify a transformation in which the initiate is reborn into a new role.

These ceremonies provide structures for instruction in traditional knowledge, but more important, they reintegrate an individual into kin, community and cosmos when new status is attained. Ceremonial initiation into adulthood is widely practiced among African, south American and Asian people for both man and women.

Look at the pictures and read the description of the initiation rites above.

Writing

Exercise 1

Write a short paragraph describing how the initiation rites take place in your city, village or community

……..

……..

……..

……..

……..

……..

Male circumcision

Why do boys get circumcised?

Circumcision reduces the bacteria that can live under the foreskin. This includes bacteria that can cause urinary tract infections or, in adults, STIs. Circumcised infants appear to have less risk of urinary tract infections than uncircumcised infants during the first year of life.

The passage you have just read describes the benefits of male circumcision.

Exercise 2

Imagine that you are a community or local leader wanting a healthier community or population.

Write a short paragraph persuading your population or community to participate in the campaign for male circumcision.

……..
……..
……..
……..
……..
……..
……..
……..
……..
……..

UNIT 5 STYLE



Source: lionessesofafrica.com/blog/2019/8/31/startup-story-of-paula-matsinhe

What inspired you to start your company?

I fell in love with Afro Fashion in 2010 when I moved to Luanda - Angola, at the height of my school career, and then onto my work career (in the banking sector) to join my companion who was already working there. At that time, I had dreadlocks, and to my disillusionment, nobody understood or cared about dreads, and I saw myself having to hide poorly cared-for hair with handkerchiefs and bandanas. Therefore, my personal adventure with capulana (which was the fabric used to make the scarves and bandanas) began. I started looking for tutorials of turbans in order to find an easier and practical way of tying them. However, it was not enough, I needed to create my own identity to differentiate myself from the other women in Luanda, and the African style would be the most appropriate. I started by importing the accessories from Brazil, but it was not viable, so I decided that I would do it myself. However, I did not understand anything about business or these accessories, so the need arose to associate myself with my mother and my sister. Besides making the accessories, they sold the capulanas from Luanda for resale. During this time, I discovered that I was in love with the capulana, which is the main element even in my own clothing. Later in 2014, I travelled to Brazil where I did training in art, sewing and assembly of semi-precious jewellery, as well as turban workshops with experts. They taught me easier ways to use a practical turban. I was finally able to do this correctly after several attempts, frustrations, and money.

Reading comprehension

Exercise 1

a. When did Paula Matsinhe fall in love with fashion?

……..…

b. What kind of hairstyle did she have?

……..

c. What did she do after realizing that nobody cared about her hairstyle?

……..

d. What had made Paula Matsinhe look for her own identity?

……..

e. What kind of courses did she take in Brazil?

……..

Vocabulary

Exercise 2

Find 5 words related to style

Style	

UNIT 6 MADE IN MOZAMBIQUE







Exercise 1

Look at the pictures and say what products are there in the picture.

……..

……..

……..

Writing

Exercise 2

Below is a table with typical Mozambican products

potatoes, cashew nuts, onion, cassava, maize, beans, peas tomatoes, sugar, milk, cucumber, carrots, cabbage, rice, sugar cane, fish, crabs

Choose 3 products that you know very well or that are common in your community or town and describe them.

1. ……

……

2……

……

……

3……

……

……

UNIT 7 AT THE BANK





Some of the common banks in Mozambique

The Bank of Mozambique is the central bank of Mozambique. The bank does not function as a commercial bank, and has the responsibility of governing the monetary policies of the country. The president of the Republic appoints the governor. The bank is situated in the capital, Maputo, and has two branches, one in Beira and one in Nampula. The Bank of Mozambique is active in developing financial inclusion policy and is a member of the Alliance for Financial Inclusion.

Chapter5:
Commercial Bank Services

I- Commercial Banks

Banks are legal entities licensed to carry out banking operation as:

-It make commercial loans
-It accepts deposit
-The provision of means of payment

The point is that a commercial bank would have been able to accommodate all of these needs, in addition to providing other services to all other: business, government units, correspondent banks, and consumers. It is a full-services institution.

Reading comprehension

Exercise 1

About the Bank of Mozambique:

a. What is the main function of the Bank of Mozambique?

……..

b. Who appoints the governor of the Bank of Mozambique?

……..

c. Where are the two branches of the Bank of Mozambique located?

……..

Exercise 2

About the Commercial Bank:

a. What kind of services can a commercial bank offer?

……..

b. Are ATM withdrawals and deposit part of the services offered by a commercial bank?

……..

UNIT 8, 9 & 10

CITIZENSHIP, DEMOCRACY, POLITICS & ELECTIONS

From Wikipedia, the free encyclopedia

Citizenship is a relationship between an individual and a state to which the individual owes allegiance and in turn is entitled to its protection.



Each state determines the conditions under which it will recognize persons as its citizens, and the conditions under which that status will be withdrawn. Recognition by a state as a citizen generally carries with it recognition of civil, political, and social rights which are not afforded to non-citizen.

Types of citizenship: citizenship by family, citizenship by birth, citizenship by marriage, naturalization, citizenship by investment or Economic Citizenship.

Democracy is a form of government in which the people have the authority to deliberate and decide legislation ("direct democracy"), or to choose governing officials to do so ("representative democracy"). Who is considered part of "the people" and how authority is shared among or delegated by the people has changed over time and at different rates in different countries, but over time more and more of a democratic country's inhabitants have generally been included.

Cornerstones of democracy include freedom of assembly and speech, inclusiveness and equality membership, consent, voting, right to life and minority rights.



The notion of democracy has evolved over time considerably. The original form of democracy was a direct democracy. The most common form of democracy today is a representative democracy, where the people elect government officials to govern on their behalf such as in a parliamentary or presidential democracy.

Elections in Mozambique

Mozambique usually elects its representatives at several levels namely:

- at national level a head of state – the president - and a legislature. The president is elected for a five-year term by the people. The Assembly of the Republic has 250 members, elected for a five-year term by proportional representation.
- at provincial level, since 2009 Provincial Assemblies, elected at the same time that the national elections are held.
- at local level, since 1998 Municipal Elections to elect the leaders of the growing number of municipalities in the country.



Reading comprehension

Exercise 1

a. What are the 3 components of the citizenship?

……..

b. What types of citizenship are there in a country or nation?

……..

Exercise 2

a) What kind of a thing is democracy?

……..

b) Name the Cornerstones of democracy.

……..

c) What was the original form of democracy called?

……..

d) What form of democracy do countries or nations have today?

……..

Exercise 3

a) At what levels does Mozambique elect its representatives?

……..

b) When were the first provincial elections held?

……..

UNIT 11 THE COCONUT TREE



Plant

Cocos nucifera is a large palm, growing up to 30 m tall, with pinnate leaves 4–6 m long, and pinnae 60–90 long; old leaves break away cleanly, leaving the trunk smooth. On fertile soil, a tall coconut palm tree can yield up to 75 fruits per year, but more often yields less than 30. Given proper care and growing conditions, coconut palms produce their first fruit in six to ten years, taking 15 to 20 years to reach peak production.

Source: https://en.wikipedia.org/wiki/Coconut

Reading comprehension

Exercise 1

a. According to the passage, how tall can an adult palm tree be?

……..

b. How many fruits can a coconut palm tree yield on a fertile soil?

……..

c. How long can a coconut palm tree take to produce its first fruits?

……..

Fruit

Botanically, the coconut fruit is a drupe, not a true nut. Like other fruits, it has three layers: the exocarp, mesocarp, and endocarp. The exocarp is the glossy outer skin, usually yellow-green to yellow-brown in color. The mesocarp is composed of a fiber, called coir, which has many traditional and commercial uses. Both the exocarp and the mesocarp make up the "husk" of the coconut, while the endocarp makes up the hard coconut "shell". The endocarp is around 4 mm thick and has three distinctive germination pores the distal end. Two of the pores are plugged (the "eyes"), while one is functional.

Exercise 2

a. What kind of fruit does a coconut palm tree have?

……..

b. Name the three layers of the coconut fruit.

……..

Roots

Unlike some other plants, the palm tree has neither a tap root nor root hairs, but has a fibrous root system. The root system consists of an abundance of thin roots that grow outward from the plant near the surface. Only a few of the roots penetrate deep into the soil for stability. This type of root

system is known as fibrous or adventitious, and is a characteristic of grass species. Other types of large trees produce a single downward-growing tap root with a number of feeder roots growing from it. 2,000-4,000 adventitious roots may grow, each about 1 cm (½ in) large. Decayed roots are replaced regularly as the tree grows new ones.

Exercise 3

a) What kind of roots does a coconut palm tree have?

……

b) What does the root system of a coconut palm tree consist of?

……..

c) What is the function of the few roots that penetrate into the soil?

……..

Flowers

The palm produces both the female and male flowers on the same inflorescence; thus, the palm is monoecious. However, there is some evidence that it may be polygamomonoecious, and may occasionally have bisexual flowers. The female flower is much larger than the male flower. Flowering occurs continuously. Coconut palms are believed to be largely cross-pollinated, although most dwarf varieties are self-pollinating.

Exercise 4

a. What is the difference between female and male flowers in a coconut palm tree?

……..

b. When does the flowering occur on a coconut palm tree?

……..

Grammar

Adjectives - are **words that give more information about a noun or pronoun** and can go in different positions in a sentence.

Examples from the text: Large palm, old leaves…

Exercise 5

Underline all other adjectives that were used in the text.

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UNIT 12 DROUGHTS AND FLOODS IN MOZAMBIQUE





Droughts





Floods

Exercise 1

Look at the pictures and select one for you to describe what is happening. Use the following adjectives, nouns, verbs, phrases… to help you:

- No rain, too much rain for a long time, waves, stop, dry soil, crops
- Dust, sunny, cloudy, floods, droughts, height,
- Houses, shops, infra-structures, schools…
- Heavy rains, hurricane, cyclone, muddy, destroy, strong winds...

……..
……..
……..
……..
……..
……..
……..

Exercise 2

Beira, Chimoio and Pemba cities were severally affected by Idai and Kenneth cyclones. Imagine that you were a Mayer of these cities. What projects/plans would you design to rebuild these cities?

……..
……..

.

UNIT 13 BED &BREAKFAST

Sommerschild Guest House ***

Source: https://www.booking.com/hotel/mz/sommerschield-guest-house.html?





What did the guests love the most?

They said:

- ✓ Accommodating and professional in all booking arrangements.
- ✓ Quick responses to requests.
- ✓ Staff verification of orders.
- ✓ Variety of vegetables, their availability and the way they are properly cooked.
- ✓ Assistance with taxi booking.

From the comments above, we can say that the guests who stayed at Sommerschild Guest house are very happy because they were offered services of very good quality.

Writing

Exercise 1

Think about a bed and breakfast in your local town, village or township. Imagine you have a friend that would like to come to Mozambique for holidays or tourism.

Write a short publicity that will make your friend come quickly to Mozambique using the following expressions:

- ❖ Good weather
- ❖ Nice beaches, lakes, rivers, mountains, forests, parks
- ❖ Marvelous landscape, wildlife, museums, galleries
- ❖ Zoo

……..

……..

……

……..

……..

UNIT 14 & 15 DRESSING CODES AND WEDDING

Source: dressing+code+for+wedding+in+Mozambique&tb

Look at these pictures representing different dressing codes for different occasions

(1)



(2)



Shona wedding (3)



(4)



(5)



(6)



Vocabulary

Exercise 1

Complete these sentences

1. The dress code in picture nº 1 is appropriate for ……

2. The typical colours in a Mozambican wedding are …….. and …….

3. The shona traditional wedding dress code is made up of ……

4. The dress codes in picture nº 4 is appropriate for …….. workers.

5. The child in picture nº 5 uses …….. to wrap/carry the baby on her back.

6. Students in most Mozambican schools wear…… ……..…...

Writing

Exercise 2

What kind of dressing codes would you suggest for:

- Party

……

……

……

- Community ceremony

……

……

……

- Conference

……

……

……

- Get together

……

……

……

- Funeral

……

……

……

KEY TO EXERCISES

Unit 1: School Subjects

Exercise 1

Free answer within the limits of the exercise

Exercise 2

Chemistry is the study of the structure of substances and the way they reach with other substances.	Mathematics the study of numbers shapes and space using reason and usually a special system of symbols and rules for organizing them.
Geography the study of the stars, planets and other natural objects in space.	Music the study of sounds made by musical instruments or people singing.
Physics the study of forces such as heat, light, sound, pressure, gravity, and electricity, and the way that they affect objects.	Arts the study of paintings, sculptures and other objects made by famous artists. Also creating paintings, etc. for people to look at and admire.

Exercise 3

a. It takes a long time or unlimited time.

b. Because it is limiting due to many careers that have changed in recent years.

c. He suggests that school leavers should take every opportunity the school offers, combine vocational training with mainstream academic subjects.

Unit 2: Relationships

Exercise 1

Free answer within the limits of the exercise

Exercise 2

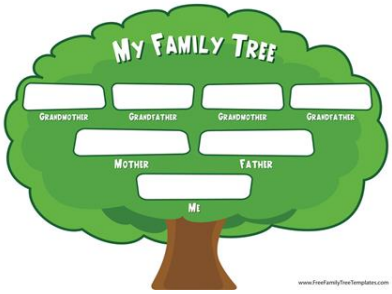
Friendship	Alliance
	Companionship
	Bond
	Care

	Love

Other synonyms can also be accepted.

Exercise 3

Look at this family tree.



Complete the sentences using the possessive case

a. Lucrecia is Kellen´s **mother**.
b. Kellen is Patricio´s **daughter**.
c. Patricio is Lucrecia´s **husband.**
d. Lucrecia is Patricio´s **wife**
e. Alzira is Kellen´**s grandmother**.
f. Lucrecia is Vicente´s **daughter in law**.
g. Patricio is Alzira´s **son in law**.
h. Vicente is Lucrecia´s **father in law**.

Exercise 4

Free answer within the limits of the exercise

Unit 3: Identity

Exercise 1

True or false?

a. There are many languages and cultural groups in Mozambique. True
b. Portuguese is one of the indigenous languages spoken in Mozambique. False
c. Most of the non-native languages are spoken with no accents. False
d. There is a variety in the traditional cuisine of Mozambique. True
e. The Mozambican wildlife and lovely beaches have always made Mozambique be known across the globe. True

Exercise 2

Free answer within the limits of the exercise

UNIT 4: INITIATION RITES

Free answer within the limits of the exercise

UNIT 5: STYLE

Exercise 1

a. In 2014.

b. She had dreadlocks.

c. She had to hide it with handkerchiefs and bandanas.

d. Because she wanted to differentiate herself from the other women in Luanda.

e. She took courses in art, sewing and assembly of semi-precious jewellery.

Exercise 2

Find 5 words related to style

Style	Clothes
	Smartness
	Dress
	Fashion
	Shops/malls…

UNIT 6: MADE IN MOZAMBIQUE

Exercises 1

There is Cabbage, lettuce and prawns

Exercise 2

Free answer within the limits of the exercise

UNIT 7: AT THE BANK

Exercise 1

a. It has the responsibility of governing the monetary policies of the country

b. It is the President of the Republic of Mozambique.

c. They are located in Beira and Nampula cities.

Exercise 2

a. It can offer services like: commercial loans, deposit and provision of means of payments.

b. Yes, they are.

c.

UNIT 8, 9 & 10: CITIZENSHIP, DEMOCRACY, POLITICS & ELECTIONS

Exercise 1

a. The 3 components of the citizenship are as follow: equality, justice and diversity?

b. There are family, birth, marriage, naturalization, investment or economic citizenships

Exercise 2

a. Democracy is a form of government in which the people have the authority to deliberate and decide or to choose their governing officials.

b. The Cornerstones of democracy are freedom of assembly and speech, inclusiveness and equality , membership, consent, voting, right to life and minority rights.

c. It was called direct democracy.

d. Most countries or nations have a representative democracy.

Exercise 3

a. Mozambique elects its representatives at national, provincial and local levels.

b. They were held in 2009.

UNIT 11: THE COCONUT TREE

Exercise 1

a. It can grow up to 30 m tall.

b. It can yield up to 75 fruits a year.

c. It takes 6 to 10 years.

Exercise 2

a. It has a drupe fruit.

b. The 3 layers are as follow: exocarp, mesocarp and endocarp.

Exercise 3

a. It has a fibrous root system.

b. It consists of an abundance of thin roots that grow outward from the plant near the surface.

c. Their function is to ensure stability.

Exercise 4

a. The female flower is much larger that the male flower.

b. It occurs continuously.

Exercise 5

Cocos nucifera is a large palm, growing up to 30 m tall, with pinnate leaves 4–6 m long, and pinnae 60–90 long; old leaves break away cleanly, leaving the trunk smooth. On fertile soil, a tall coconut palm tree can yield up to 75 fruits per year, but more often yields less than 30. Given proper care and growing conditions, coconut palms produce their first fruit in six to ten years, taking 15 to 20 years to reach peak production.

Fruit

Botanically, the coconut fruit is a drupe, not a true nut. Like other fruits, it has three layers: the exocarp, mesocarp, and endocarp. The exocarp is the glossy outer skin, usually yellow-green

to yellow-brown in color. The mesocarp is composed of a fiber, called coir, which has many traditional and commercial uses. Both the exocarp and the mesocarp make up the "husk" of the coconut, while the endocarp makes up the hard coconut "shell". The endocarp is around 4 mm thick and has three distinctive germination pores the distal end. Two of the pores are plugged (the "eyes"), while one is functional.

Roots

Unlike some other plants, the palm tree has neither a tap root nor root hairs, but has a fibrous root system. The root system consists of an abundance of thin roots that grow outward from the plant near the surface. Only a few of the roots penetrate deep into the soil for stability. This type of root system is known as fibrous or adventitious, and is a characteristic of grass species. Other types of large trees produce a single downward-growing tap root with a number of feeder roots growing from it. 2,000-4,000 adventitious roots may grow, each about 1 cm (½ in) large. Decayed roots are replaced regularly as the tree grows new ones.

Flowers

The palm produces both the female and male flowers on the same inflorescence; thus, the palm is monoecious. However, there is some evidence that it may be polygamomonoecious, and may occasionally have bisexual flowers. The female flower is much larger than the male flower. Flowering occurs continuously. Coconut palms are believed to be largely cross-pollinated, although most dwarf varieties are self-pollinating.

Note. Other adjectives have to be accepted

UNIT 12: DROUGHTS AND FLOODS IN MOZAMBIQUE

Exercise 1

Free answer but the student shout for instance write a paragraph using the following expressions:

The first /second picture is about droughts in one of our Mozambican villages, towns or districts. There has not had rain for a long time and the crops died out…

The third/fourth picture is about floods in Maputo, Beira, Nampula or Lichinga city…there was too much rain and all infrastructures got flooded.

Exercise 2

Free answer but students should write a short passage saying, for example:

If I were the Mayer of Beira, Chimoio or Pemba cities, I would look for partnerships or donors who could help me to identify the needs and design a real plan to reconstruct the properties that were destroyed…

UNIT 13: BED &BREAKFAST

Exercise 1

Free answer but the student should at least write a publicity persuading the friend to come to Mozambique.

UNIT 14 & 15: DRESSING CODES & WEDDING

Exercise 1

1. The dress code in picture nº 1 is appropriate for a wedding, chorus festival or church ceremonies.
2. The typical colours in a Mozambican wedding are black and white.
3. The shona traditional wedding dress code is made up of capulanas.
4. The dress codes in picture nº 4 is appropriate for office workers.
5. The child in picture nº 5 uses capulana to wrap/carry the baby on her back.
6. Students in most Mozambican schools were school uniforms.

Exercise 2

- Party: colourful/plain dress/ trousers/ T.shirt/shirt/askirt…
- Community ceremony: capulanas, dress, skirts, t.shirt, blouse, jeans…
- Conference: smart/business atair
- Get together: informal – jeans, t.shirts, shirts, shorts, dress
- Funeral: black or blue suits, black dresses…