



República de Moçambique
Ministério da Educação e Cultura
IEDA- Instituto de Educação Aberta e à Distância

PROGRAMA DO ENSINO SECUNDÁRIO À DISTÂNCIA

(PESD)

MATERIAL DE ESTUDO DE INGLÊS DA 10ª CLASSE



República de Moçambique
Ministério da Educação e Cultura
IEDA - Instituto de Educação Aberta e à Distância

Material de Estudo de Inglês 10ª Classe

Ficha Técnica:

Elaboração

- Artur Jorge Tembe
- Belmiro Nento Novele

Coordenação

- Departamento pedagógico

Digitação e formatação

- Repartição das TIC's

Direcção

- Messias Bila Uile Matusse

Índex

PREFACE	1
INTRODUCTION.....	2
AGRICULTURE AND SUSTAINABLE DEVELOPMENT	4
Food preservation methods	7
Agricultural sustainability in the community.....	8
AGRICULTURAL SUSTAINABILITY IN THE COMMUNITY	11
TOURISMS, WILDLIFE AND ENVIRONMENT.....	12
TOURISM AND THE COMMUNITY LIVING.....	14
NEGATIVE EFFECTS OF TOURISM.....	15
TOURISM, WILDLIFE AND ENVIRONMENT THE DEVELOPMENT OF THE COUNTRY.....	17
UNIT III	20
MEANS OF TRANSPORT AND COMMUNICATION.....	20
UNIT IV	23
SCIENCE, TECHNOLOGY AND INNOVATION.....	23
THE IMPACT OF S CIENCE, TECHNOLOGY AND INNOVATION IN THE ECONOMIC DEVELOPMENT OF THE COUNTRY	24
THE USE OF MODERN TECHNOLOGY IN MOZAMBIQUE.....	26
UNIT V	30
INDUSTRY, COMMERCE AND BUSINESS	30
UNIT VI.....	36
INTERNATIONAL TRADE AND DIPLOMACY.....	36
Globalisation heightening gender inequalities part 1.....	41
EQUALITY IN RIGHTS BETWEEN MEN AND WOMEN.....	42
HUMAN RIGHTS ORGANIZATIONS IN MOZAMBIQUE.....	44
GRAMMAR AND EXERCISES.....	47
First conditional.....	47
Unreal Present or Future Conditional (Second conditional).....	47
3. OBLIGATION AND NECESSITY	49
1. BE.....	51
PRESENT CONTINUOUS.....	53
PRESENT PERFECT CONTINUOUS	55
GOING TO FUTURE	56
PAST SIMPLE.....	59
PRESENT PERFECT (Complete the empty spaces as you read).....	61
BEEN and GONE.....	62
REPORTED SPEECH	62
SAY and TELL	64



PREFACE

TO THE LEANER

Welcome once again to this methodology of learning. We hope that you will find the study rewarding and that you will be able to apply Theoretical contents to this Educational System at this level.

We know you have made an excellent choice by choosing to study in this programme, (PESD).

This learning guide is not a textbook but is intended to be workbook and guide to your studies. This learning guide is divided into seven units each units focus on the expected learning outcomes.

Specific questions and activities also are found in this learning guide which we believe that will help you to reach the main goals of the grade 10 English subject programme.

The Guidance has been divided into practical lessons where you are asked to enjoy the exercises step by step.

After you have finished positively the exercises you will be asked to carry out the testes that have kindly been designed to assess your comprehension. Please, follow the structures attentively.



INTRODUCTION

This **Study guidance** aims to provide you with simple synopsis of the main objectives of the grade 10 English Subject Program.

The seven units readily available in this Guidance are the most important topics and thus the most important objectives to be reached by the end of grade 10 English Subject.

1. Agriculture and sustainable development
2. Tourisms, wildlife and environment
3. Means of transport and communication
4. Science, technology and innovation
5. Industry, commerce and Business
6. International trade and diplomacy
7. Human rights and gender

As your study will go by, the topics will invite you to discuss ideas, contrast, argue, ask and answer to questions, connect phrases, describe experiences and events, understand texts, understand facts, write simple texts, business letter or simple stories and so on. Provided that you will have to study alone or with friends, we strongly advice you to have bilingual and monolingual dictionary so as to check up difficult key words.

Throughout the guidance you will acquire relevant competences for political, social and economic integration in the country to the fast and effective resolution of possible problems of the society.

Thus, look for partner to share with him/her positively these new challenges of Education.



Dear student, throughout the year you will have to cover the following:

- Accept
- Agree and disagree
- Arguing/ explaining
- Asking and answering
- Asking for information, reasons,
- Comparing and contrasting
- Confirming and denying
- Describing activities, events, places,
- Expressing opinions, preferences,
- Giving advice, instructions, reasons, suggestions,
- Identify
- Inquiring about some specific things,
- Inviting, accepting and refusing
- Leading a discussion,
- Making predictions
- Persuading,
- Prediction
- Reporting events,
- Supporting ideas,
- Writing warm notices.

IEDA

UNIT I

AGRICULTURE AND SUSTAINABLE DEVELOPMENT

In this unit you are going to study about:

1. Agriculture and sustainable development
2. Tourism, wildlife and environment

Dear student, after this Unit you should be able to:

- Compare and contrast traditional and modern farming Technology;
- Identify problems that hinder the development of agriculture and suggest possible solutions;
- Describe food preservation methods;
- Talk about agricultural sustainability in the community.

Lesson 1

TRADITIONAL AND MODERN FARMING TECHNOLOGY;

NB: Do not spend more than 90 minutes in this lesson.

Step 1

Based on your own experience, figure up separately the descriptions of traditional and modern technology used in agriculture.

Traditional technology	Modern technology

Step 2

With a help of monolingual dictionary study the following vocabulary (you can also use bilingual dictionary although not strongly recommended):

- **Hoe,**
- **watering can,**
- **farming,**
- **Plots,**
- **Land,**
- **Livestock,**
- **Production,**
- **Crops,**
- **Droughts,**
- **Groundnuts,**
- **Vouchers,**
- **Seeds,**
- **Irrigation systems**
- **Food security.**

➤ Find up yourself some related vocabulary.

Step 3

Read the text bellow and find the descriptions of both technologies.

MOZAMBIQUE: Agriculture Input Fairs - A Chance to "Live in Dignity"

Despite a chain of misfortunes, 75-year-old Gonçalves Mandlate faithfully works his plot soon after sunrise each day, hoping that his life, and those of the five grandchildren who live with him, will improve. Their standard of living is miserable.

All six live crammed into a reed shack that is divided inside by a coarse, sack-like curtain. The space for the bedroom is completely occupied by a reed mat that they sleep on, under a ragged mosquito net. In the other half of the room the family sits to eat on the sandy floor among rusty pots and worn out shoes. There is no running water, no electricity and no latrine.



Recently, thieves stole Mandlate's prize possessions: a hoe, a watering can and his radio. But even then he did not give up farming. "I improvised. I used this to water the plots," Mandlate says, holding up a five-liter water carrier with its spout cut off. "I used my hands instead of a hoe. It took me longer to farm the land each day, but I managed." There is no trace of self pity in this account, perhaps because Mandlate -- a widower for the past 20 years -- has become accustomed



to hardship. As a child, he had to drop out of school to herd his family's livestock. Then he had to endure Mozambique's 16-year civil war that ended in 1992 after taking hundreds of thousands of lives and severely disrupting agricultural production. Mandlate has also lost crops due to frequent droughts and during the devastating floods of 2000.

Three of his six children died due to different illnesses. And three years ago he took on responsibility for the five grandchildren when his son, a bricklayer, left with his wife to take a job in neighbouring Gaza province. "The children were registered in school here," says Mandlate. "I'm not sure when their father and mother will be back."

The government gives the means to farmers in need of assistance to produce food for the coming year and moreover food that they choose -- and at the same time stimulates the local economy by (facilitating) buying from local companies."

The hope is that obliging farmers to support the local economy will strengthen it for years to come, enabling the immediate development gains of aid to be sustainable over the long term. Hendricks, who has visited several of the agricultural input fairs, says they have become lively events, with many members of the community drawn to participate: "One group of women in Gaza province, for example, borrowed money from the bank to hire a truck to follow the fairs held across the country so they could sell their groundnuts."

Mandlate says he used his vouchers to buy a new hoe and watering can "to replace the stolen ones, and seeds for carrots. I would have liked to have bought more seeds, but I didn't have enough vouchers. I am happy with the carrots; they are growing well. I have never grown them before."

Agriculture extension worker Moises Siteo, who has advised farmers for the past 25 years, uses demonstration plots to show farmers how to get the best out of their new seeds. He says the April fair boosted production in the region: "The fair has been a good incentive for crop diversification, because they (farmers) were able to afford good quality seeds of different varieties."

Many challenges remain, Niquisse concedes. These include addressing the lack of irrigation systems to ease the effect of droughts, and ensuring that farmers have access to stable markets. Yet, the fairs have given hope to some of the poorest farmers that their lives can improve. Mandlate looks with pride at his new crop of carrots. "One day I hope to increase my sales so that I can build a home for my grandchildren and myself, so we that we can live in dignity."

By Ruth Ayisi

Descriptions

Traditional technology	Modern technology

Step 4

According to the text write the problems that hinder the development of agriculture in Mozambique.

Ex. Frequent droughts and devastations

Step 5

What have you concluded?

I guess you have realized that modern technologies have positive impact in agriculture and consequently it is a key for sustainable development.

- Write in few words, the relationship between agriculture and sustainable development.

Lesson 2

Food preservation methods

NB: Do not spend more than 45 minutes in this lesson.

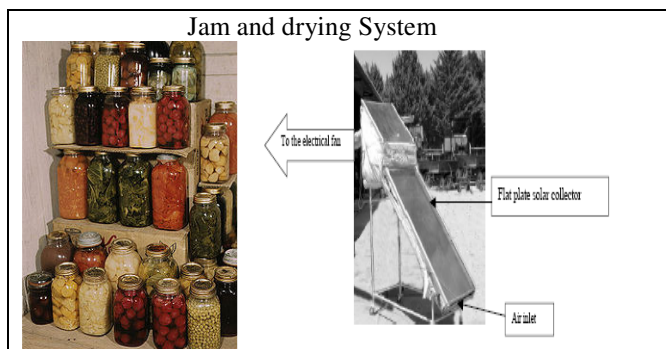
Step 1

To describe food preservation methods you firstly have to note down in a paper all the ways used to preserve food in your community.

Step 2

- Discuss your notations with your friend. See whether you agree or disagree yourselves. It is normal if you disagree one each other. So, suggest possible ways of improving your method of preserving food.

Step 3



➤ Enjoy the following exercises

1. **If** we **sack** the maize of our farm, we -----have food next year.
2. **If** we -----the maize of our farm, we **would** have food next year.
3. **If** we **had used** the drying up method, we -----have food next year.

NB: Revise the conditionals page(As you revise, complete the empty spaces)

Lesson 3

Agricultural sustainability in the community

NB: Do not spend more than 90 minutes in this lesson.

Beloved student, for this lesson, we suggest you to take the example of Mr. Gonçalves Mandlate. Do you remember him?

Step 1

Go back and read again the text.

Step 2

Revise the connectors

Underline all the connectors from the text and try different sentences using them

E.g. **“BUT”**- traditional agriculture nowadays is not efficient **but** helped the society centuries and centuries ago.

“AND”- this information is useful to you **and** to the rest of your community.

“INSTEAD OF”, ... we better use modern technology **instead of** traditional technology to foster the development of our community.



Step 3

- Underline all the modals from the text and try different sentences using them

E.g. CAN – you **can** talk about agricultural sustainability in the community.

Step 4

I. Revise the W.H. questions (Page.....)

What, where, how, which, when, why, who, whose, ...
Make diferente questions using WH

E.g. **How** did Mr. Mandlate come to achieve agricultural sustainability?

- Try to deduce the meaning of "I used my hands **instead of** a hoe. It took me longer to farm the land each day, **but** I managed."

We hope that you have interpreted this sentence positively. However, the objective is not just to interpret it. We want you to understand that determination and eagerness in work are very important aspects to the sustainability of agriculture in our community.

- Write in few words what do farmers in your community do to ensure agricultural sustainability.

To finish Unit 1, ask for the corresponding test.

Correction Key

Lesson 1

Traditional technology	Modern technology
Burning method Green fertilization Ox farming	Irrigation through helicopters Draining method Agro-Machines Seed selection Open fields system Plant pulverization

Step 3

Descriptions

Traditional technology	Modern technology
a hoe a watering can	irrigation systems demonstration plots

Step 4

- Frequent droughts
- Devastating floods
- Lack of enough vouchers
- Lack of irrigation systems
- Non access to stable markets.

Lesson 2

Step 3

- Enjoy the following exercises

I. Revise the conditionals

- Will
- **Sacked**
- **Would**



Lesson 3

AGRICULTURAL SUSTAINABILITY IN THE COMMUNITY

NB: Do not spend more than 90 minutes in this lesson.

Step 2

I. Revise the connectors

- **BUT-** traditional agriculture nowadays is not efficient **but** helped the society centuries and centuries ago.
- **AND-** this information is useful to you **and** to the rest of your community.
- **INSTEAD OF,** ... we better use modern technology **instead of** traditional technology to foster the development of our community.
- **Despite** – despite being poor, he bought a new irrigation system,
- **Faithfully-** I have been waiting for the help faithfully
- **Who-** he is the boy who brought the book
- **That-** he told me that he wanted to go.
- **But-** I like studying but I don't like mathematics.
- **Due to-** we lost everything due to the bad weather.
- **When-** bring the hoe with you when you come
- **And-** Your friend and you have been doing well the exercises.
- **So-** Kate didn't want to go so, she stayed at home.

Step 3

I. Revise the Modals

- **Can** – you **can** talk about agricultural sustainability in the community.
- **Would-** we would do if we wanted to
- **Could-** they know that they could have gone.
- **I have**

UNIT II

TOURISMS, WILDLIFE AND ENVIRONMENT

Dear student, after this Unit you should be able to:

- Discuss ways of improve tourism through preserving wildlife and environment
- Discuss ways tourism can improve the community living conditions
- Explain and discuss the relationship between tourism, wildlife and environment
- State the influence of tourism in the economic development of the country
- Suggest ways of improving and minimize negative effects on environment.

Lesson 1

TOURISM AND THE MAIN IMPACTS

NB: Do not spend more than 45 minutes in this lesson.

Step 1

Together with your friend discuss the possible impacts of tourism.

To make your discussion productive divide the impacts into areas such as Erosion, pollution, littering and so on.

➤ **During your discussion try to answer questions like**

1. How can tourism cause erosion?
2. On what extent can tourism pollute the environment?
3. What are the negative impacts of the amount of litter produced by tourist resorts?
4. What can we do to minimize the negative effects of environment for the development of our tourism?



Step 2

Study the following vocabulary

- **Erosion,**
- **Increased**
- **Pollution,**
- **Discharges,**
- **Water resources,**
- **Land degradation,**
- **Solid waste,**

- **Littering,**
- **Sewage.**

❖ *Remember that the study of the vocabulary aims to help you understand the key words that may hinder your comprehension of the text as well as the subsequent exercises.*

Step 3

Read the following text and say *True or False* to the questions bellow.

TOURISM AND THE MAIN IMPACT AREAS

Negative impacts from tourism occur when the level of visitor use is greater than the environment's ability to cope with this use within the acceptable limits of change. Uncontrolled conventional tourism poses potential threats to many natural areas around the world. It can put enormous pressure on an area and lead to impacts such as soil erosion, increased pollution, discharges into the sea, natural habitat loss, increased pressure on endangered species and heightened vulnerability to forest fires. It often puts a strain on water resources, and it can force local populations to compete for the use of critical resources. Tourism development can put pressure on natural resources when it increases consumption in areas where resources are already scarce.



1. Tourism negative impact is a result of non equilibrium between visitor use and environment's ability of coping with the use -----
2. Uncontrolled conventional tourism can never pose threats to natural areas -----
3. Tourism development doesn't depend on natural resources -----

Step 4

After you have discussed, read and answered the questions, we believe you are now ready to answer the question number 4 of the step 1.

- Now, write in short about what you can do to minimize the negative effects of environment for the development of tourism.

Dear student, we hope you have been doing well by now. Don't get nervous if you can't do well on one and another issue. The following lessons are exactly related to this. So, we ensure you that by the end of this unit you will understand nearly all the essential information.

Lesson 2

TOURISM AND THE COMMUNITY LIVING

NB: Do not spend more than 90 minutes in this lesson.

Step 1

Before you go forward, discuss the following questions.

- **Can community develop through tourism?**

Surely the conclusion of your discussions converged in YES. The point now is to discuss ways tourism can improve the community living conditions.

Step 2

Take enough time thinking on the following questions:

- Is there in your community any tourist resort?
- What is the name of the resort?
- How many people work in the place?
- What has it been built in your community mercy to the tourist resort?
- How many different people have you known thank to the resort?
- How many business posts were opened in the community due to tourism?

Dear student, your answers to the questions above will lead you to the right ways through which tourism contributes to the community living.

Step 3

Make affirmatives and interrogatives using **Do**, **Does** and **Did**.

E.g. **Does** the resort provide jobs to the community?
The resort **does** provide jobs to the community.

Step 4

At this point, my pleased student can detail the ways tourism can improve the community living conditions.

- Write about the subject in few words.

NB. Remember that your answers to the questions on step 2 are useful for this task

Lesson 3

NEGATIVE EFFECTS OF TOURISM

NB: Do not spend more than 90 minutes in this lesson.

In the lesson 2, we said that tourism has good contribution on the community living conditions. However, it has many negative impacts. The negative impacts of tourism can be grouped into different areas. Do you remember your discussion about possible impacts of tourism on the lesson 1? Here you will find them in details.

.Step 1.

Read the text about WATER RESOURCES and say True Or False to the sentences bellow.

Water resources

Water, and especially fresh water, is one of the most critical natural resources. The tourism industry generally overuses water resources for hotels, swimming pools, golf courses and personal use of water by tourists. This can result in water shortages and degradation of water supplies, as well as generating a greater volume of waste water..

Fresh water is one of the most critical natural resources -----

The tourism industry generally overuses water resources -----

Water supplies can never go into degradation -----

Step2

.The *step 1* just showed you problems related to water.

Read the following texts and underline the main problems within them

Sewage

Construction of hotels, recreation and other facilities often leads to increased sewage pollution. Wastewater has polluted seas and lakes surrounding tourist attractions, damaging the flora and fauna. Sewage runoff causes serious damage to coral reefs because it stimulates the growth of algae, which cover the filter-feeding corals, hindering their ability to survive. Changes in salinity and siltation can have wide-ranging impacts on coastal environments. And sewage pollution can threaten the health of humans and animals.



Construction of hotels, recreation and other facilities often leads to increased sewage pollution. Wastewater has polluted seas and lakes surrounding tourist attractions, damaging the flora and fauna. Sewage runoff causes serious damage to coral reefs because it stimulates the growth of algae, which cover the filter-feeding corals, hindering their ability to survive. Changes in salinity and siltation can have wide-ranging impacts on coastal environments. And sewage pollution can threaten the health of humans and animals.

Land degradation

Important land resources include minerals, fossil fuels, fertile soil, forests, wetland and wildlife. Increased construction of tourism and recreational facilities has increased the pressure on these resources and on scenic landscapes. Direct impact on natural resources, both renewable and non-renewable, in the provision of tourist facilities can be caused by the use of land for accommodation and other infrastructure provision, and the use of building materials.

Forests often suffer negative impacts of tourism in the form of deforestation caused by fuel wood collection and land clearing. For example, one trekking tourist in Nepal - and area already suffering the effects of deforestation - can use four to five kilograms of wood a day.

Step3

The steps 1 and 2 showed you problems related to water, sewage and land degradation.

Dear student, problems related to tourism are many. Nevertheless, our objective is to look for the ways to minimize the negative effect on environment to foster the development of the country.

Read the text below about the main problems related to pollution then, discuss with your friend the ways of minimizing them.

POLLUTION

Tourism can cause the same forms of pollution as any other industry: air emissions, noise, solid waste and littering, releases of sewage, oil and chemicals, even architectural/visual pollution.

Air pollution and noise

Transport by air, road, and rail is continuously increasing in response to the rising number of tourists and their greater mobility. To give an indication, the number of international air passengers worldwide rose from 88 million in 1972 to 344 million in 1994. One consequence of this increase in air transport is that tourism now accounts for more than 60% of air travel and is therefore responsible for an important share of air emissions. One study estimated that a single transatlantic return flight emits almost half the CO₂ emissions produced by all other sources (lighting, heating, car use, etc.) consumed by an average person yearly.

Transport emissions and emissions from energy production and use are linked to acid rain, global warming and photochemical pollution. Air pollution from tourist transportation has impacts on the global level, especially from carbon dioxide (CO₂) emissions related to transportation energy use. And it can contribute to severe local air pollution. Some of these impacts are quite specific to

tourist activities. For example, especially in very hot or cold countries, tour buses often leave their motors running for hours while the tourists go out for an excursion because they want to return to a comfortably air-conditioned bus.

Noise pollution from airplanes, cars, and buses, as well as recreational vehicles such as snowmobiles and jet skis, is an ever-growing problem of modern life. In addition to causing annoyance, stress, and even hearing loss for humans, it causes distress to wildlife, especially in sensitive areas. For instance, noise generated by snowmobiles can cause animals to alter their natural activity patterns.

Step4

Read again the text about Air pollution and noise and try to summarize it.

Lesson 4.

TOURISM, WILDLIFE AND ENVIRONMENT THE DEVELOPMENT OF THE COUNTRY

NB: Do not spend more than 45 minutes in this lesson

*Confident that we are still on the same board, we are sure that all along the previous lessons we could see the relationship between Tourism and Environment. We present in this lesson the third element which has strong relationship with them. **The Wild life.***



Good relationship among the three elements will result on the Development of the county.

Step 1

- Start this lesson by naming some wild animals and plants you know.

e.g.

Animals	Plants
Elephant Lion Rhino	Bamboo Cypress Willow



*The very long list of the animals and plants you may have is part of the wild life. Thus, when we talk about the relationship among **Tourism, Wildlife and Environment**, take into consideration the mutual dependence among them. I.e. for good tourism the protection of the wildlife is needed and so is the protection of the environment.*

Step 2

- Think on the possible ways of preserving wildlife and environment to develop tourism in your community.

Here are some questions to guide you.

- What do you think of killing all the animals in your community?
- Would the environment look healthy cutting down all the trees?
- Is burning good agriculture method?

Step 3

*Good relationship of **Tourism, Wildlife and Environment** will result on the development of the county.*

- **Say True or False to the following sentences.**

1. Well developed tourism provides job to community-----
2. If we protect wild animals and plants we will receive many tourists. -----
3. Tourism doesn't contribute to the economy of the country -----
4. Polluting less the environment, the country will waste less money in sanitation ---
5. The relationship among the three elements is weak and not useful. -----

ASK FOR THE CORRESPONDING TEST.

Correction Key

Lesson 1

Step 3

Read the following text and say *True or False* to the questions bellow.

- 1 - True
- 2 - False
- 3 - False

Lesson 2

Step 3

- **Does** the resort provide jobs to the community?
- The resort **does** provide jobs to the community.
- John does his home work.
- Did Peter wash his car yesterday?
- Kelvin did his first trip in 1998.
- You have to do your home works.

Lesson 3

Step 1

True

True

False

Step2

Wastewater has polluted seas and lakes
Damaging the flora and fauna.
Damage to coral
Stimulates the growth of algae
Wide-ranging impacts on coastal environments

Lesson 4.

Step 3

1. True
2. True
3. False
4. True
5. False

UNIT III

MEANS OF TRANSPORT AND COMMUNICATION

Dear student, by the end of this unit you have to be able to:

- Describe means of transport and communication
- Talk about the impact of Means of Transport and Communication in the economic development of the country
- Ask and answer questions about Means of Transport and Communication;
- Identify the advantageous and disadvantageous of the Means of Transport and Communication;
- Describe improvements in living standards as a result of the use of Means of transport and communication in your community

Lesson 1

MEANS OF TRANSPORT AND COMMUNICATION

NB: Do not spend more than 45 minutes in this lesson



Step 1

Start the lesson filling the following gaps:

1. Cisco uses the means of _____ to travel and to transport goods.
2. Janito always used the means of _____ to convey information.

Step 2

The three sentences in step one tells you exactly about the major importance of the means of transport, communication.

➤ Read the following.

Transport, means moving goods and people from place to place

Communication is the mutual exchange of information between individuals, a process central to human experience and social organization.

Step 3

Based on the information above, fill in the table:

Means of transport and communication	Descriptions
-Metro	-An underground railway system in a city, <i>esp.</i> that in Paris

Step 4

Read the text and answer the following questions

When you are going to travel by air, the first thing you have to do is to make a reservation and buy a ticket. You can do this at the airline office or at a travel agency. You should arrange your ticket well in advance.

On the day of your departure, before you leave your house, you should check that you have the following: your ticket, money for airport tax, money that you will need for your trip and your entire luggage! Your luggage should be well secured and within the weight allowance (usually 20 kgs). You should arrive at the airport at least an hour and a half before the departure time.

The first thing you have to do at the airport is to check in. There may be several check-in desks, so look for one with a sign indicating your flight number.

At the check-in desk, they take your luggage and give you a boarding card. Then you have to pay the airport tax. You can ask one of the airport staff to direct you to the appropriate place to do this. After that, you have to go through a control to the departure lounge. It is at this point that you have to leave the people who have come to see you off.

At the control, you have to show your boarding card, ticket and identity card.

Now you have to wait for your flight to be called. You can sit and wait. If there is a cafeteria, you can buy a snack. When your flight is called, you have to go to the appropriate gate, show your boarding card and then, finally, board the plane.

1. What is the mean of transport reported in the text?
2. Where can one buy his ticket for his trip?
3. What is important to do before you leave your residence?
4. What is the departure lounge?
5. If you don't know a place at the airport, to whom can you talk?
6. Write the overall idea of the text.

Correction Key

Lesson 1

Step 1

- 1-Transports
- 2 - Communication

Step 3

Means of transport and communication	Descriptions
-Metro	-An underground railway system in a city, <i>esp.</i> that in Paris
Cell phone	- Small object used to connects people who are at different places. It is a not fix. One can walk with. You can put it in a pocket or hold it in hands.
T.V	- A system for reproducing on a screen visual image transmitted by radio signals the vision of distant objects obtained by such a system.

Step 4

1. Airplane
2. Airline office or at a travel agency
3. I should check that I have ticket, money for airport tax, money that I will need for my trip and my entire luggage.
4. Is the place where you leave the people who have come to see you off
5. One of the airport staff
6. The text tells us about how to travel by air. It gives us all the procedures to be followed for a better air travel

UNIT IV

SCIENCE, TECHNOLOGY AND INNOVATION

Dear student, by the end you have to be able to:

- Describe the instruments used in science and technology
- Talk about the impact of the science, **technology and innovation** in the economic development of the country
- Science, technology and innovation
- Identify the advantageous and disadvantageous of science, **technology and innovation** in the community.
- Describe improvements in living standards as a result of the use of modern technology in Mozambique

Lesson 1

INSTRUMENTS USED IN SCIENCE AND TECHNOLOGY



Cell phone

Postal card

Microphone

computers

Step 1

Start the lesson filling the following gaps:

7. Luisa uses computer to process _____
8. My friends always use _____ to talk to me when I am far.
9. The use of the modernized agricultural _____ has helped a lot in minimizing the impact of hanger in my country.

Step 2

The three sentences in step one tells you exactly about the major importance of science and technology.

- Read the following.



Science, the state or fact of knowing; knowledge or cognizance *of* something specified or implied. Also knowledge (more or less extensive) as a personal attribute.

Technology, the study of the mechanical arts and applied sciences

Step 3

Based on the information above, fill in the table:

Instruments used in technology	Function
-Microwave ovens	- Microwave ovens heat food by causing loosely bound liquid molecules throughout the food to rotate

Lesson 2

THE IMPACT OF SCIENCE, TECHNOLOGY AND INNOVATION IN THE ECONOMIC DEVELOPMENT OF THE COUNTRY

NB: Do not spend more than 45 minutes in this lesson

Step 1

➤ **Study the following vocabulary:**

NB remember that the study of the vocabulary aims to help you understand the difficult key words that may hinder you comprehension to the text or subsequent exercises.

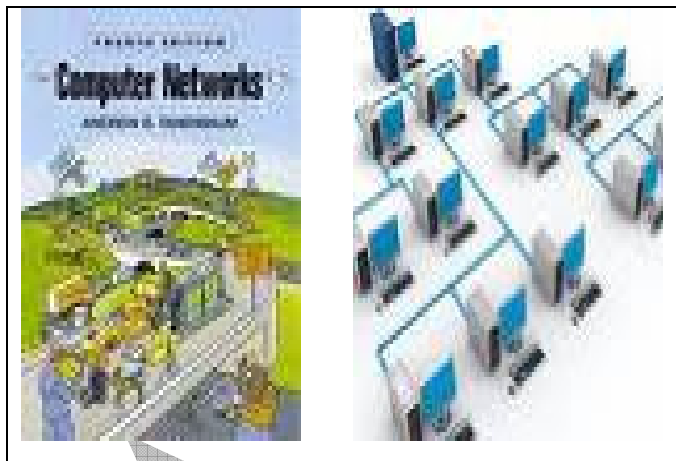
- **networks**
- **tools**
- **Systems**
- **Process**
- **Borderless**
- **Remote programs**
- **Data bases**

Step 2

Read the text and find the importance of computer.

Computer Networks

Information and communication are two of the most important strategic issues for the success of every enterprise. While today nearly every organization uses a substantial number of computers and communication tools (telephones, fax, and personal handheld devices), they are often still isolated. While managers today are able to use the newest applications, many departments still do not communicate and much needed information cannot be readily accessed.



To overcome these obstacles in an effective usage of information technology, computer networks are necessary. They are a new kind (one might call it paradigm) of organization of computer systems produced by the need to merge computers and communications. At the same time they are the means to converge the two areas; the unnecessary distinction between tools to process and store information and tools to collect and transport information can disappear. Computer networks can manage to put down the barriers between information held on several (not only computer) systems. Only with the help of computer networks can a borderless communication and information environment be built.

Computer networks allow the user to access remote programs and remote databases either of the same organization or from other enterprises or public sources. Computer networks provide communication possibilities faster than other facilities. Because of these optimal information and communication possibilities, computer networks may increase the organizational learning rate, which many authors declare as the only fundamental advantage in competition.

Because of the importance of this technology, decisions of purchase, structure, and operation of computer networks cannot be left to technical staff. Management as well has a critical need for understanding the technology of computer networks.

Step 3

Read the following sentences and say **True** or **False**

1. Information and communication are very important for the success of the enterprise. _____
2. Computer networks can manage to put down the barriers between information held on numerous systems. _____
3. Computer networks forbid the user to access remote programs and remote databases. _____
4. Computer networks delay to supply communication possibilities than other facilities. _____
5. Computer networks may raise the organizational learning rate. _____

Step4

- You have already seen the importance of computer networks. Now, in few words write the impact of computer in the economic development of the community.

Lesson 3

THE USE OF MODERN TECHNOLOGY IN MOZAMBIQUE

NB: Do not spend more than 90 minutes in this lesson

Step 1

Start the lesson studying the following vocabulary:

NB: We just supply you with some basic vocabulary. You are recommended to find some related ones.

- **LCD (Liquid Fight Crystal Display e.g. lap top screen, cell phone screen**
- **Metro**
- **Cell phone**
- **Satellite**
- **Video cassette**
- **Fax-machine**
- **Solar panel**

Step 2

The vocabulary you have just studied is related to Science, Technology and Innovation. As you could realize, they are advantageous and very helpful to the economic development of the country. However, they do have some disadvantages. In this step dear student, you have to try to lay down some advantages and disadvantages of Science, Technology and Innovation.

Example	Advantages	Disadvantages
Computer	Processes information	Replaces man in Works

Step 3

Adverbs of frequency

Sometimes, Usually, Often, Always, Never ...

Complete the following sentences using (cell phone, microwave oven, metro, Fax-machine,ina **always** uses her _____ to communicate with me.

1. **Sometimes** you use _____ to heat food.
2. She **rarely** uses _____ to send information because is expensive.
3. _____ stands for Digitl Video Diversity and is **often** used for pleasure.
4. _____ is **never** late. It is always there on time.

Step 4

NB: Revise the comparisons and superlatives (complete the empty spaces as you read)

- Choose from **More, Nicer** and **The Most** to complete the gaps.
- Cell phone is _____ **than** a phone.
- Information through TV has _____ impact **than** information through newspaper.
- Computer is _____ important instrument in technology

We hope you have come to a conclusion that modern technology can improve the living standards of people.

- Write in two paragraphs the way how modern technology can improve the living standards of Mozambicans.

ASK FOR THE CORRESPONDING TEST.

Correction Key

Lesson 1

Step 1

1. transports
2. communication
3. Information and data.

Step 3

Means of transport and communication	Descriptions	Instruments used in technology	Function
Cellphone	- Small object used to connects people who are at different places. It is not fix. One can walk with. You can put it in a pocket or hold it in hands.	-Microwave ovens	- . Microwave ovens heat food by causing loosely bound liquid molecules throughout the food to rotate
T.V	- A system for reproducing on a screen visual image transmitted by radio signals the vision of distant objects obtained by such a system.	- Computer	- An automatic electronic machine for making rapid calculations or processes, controlling operations.

Lesson 2

Step 2

- Success of every enterprise.
- Contributes to read access of much needed information and to communication.
- Contributes to overcome the obstacles of information and communication
- Process and store information
- Computer networks can manage to put down the barriers between information held on several systems.
- Computer networks builds the borderless environment between communication and information
- Computer networks allow the user to access remote programs and remote databases
- Computer networks provide communication possibilities faster than other facilities.
- Computer networks may increase the organizational learning rate,

Step 3

- True
- True
- False
- False
- True

Lesson 3

Step 2

Example	Advantages	Disadvantages
-Computer	-Processes data to produce information	- Replaces man in works
-Metro	- Is very fast, comfortable, is never late.	- Is very expensive
-Cellphone	-Connects people who are at different places.	- People don't visit each other frequently
T.V	-Visualizes events, information, entertains people.	-People spend much time watching T.V than doing other profitable thing.
Microwaves oven	-Heats food	-Is very expensive and wastes much electricity.

Step 3

- Cellphone.
- microwave oven
- Fax-machine
- DVD
- Metro

STEP 4

Nicer
More
The most

UNIT V

INDUSTRY, COMMERCE AND BUSINESS

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

- Raise the importance of industry, commerce and business for national economy and development
- Explain the relationship between Industry, business and commerce
- Ask and answer questions about industry, commerce, business and international trade and diplomacy

Lesson 1

INDUSTRY, COMMERCE AND BUSINESS IN MOZAMBIQUE

NB: Do not spend more than 45 minutes in this lesson

Step 1

- Mention the Mozambican industries you know then, with your friend discuss their location and what they produce.

Step 2

Study the following vocabulary:

- **Labor force**
- **Beverages,**
- **Chemicals**
- **Valued**
- **Growing**
- **Privatization**
- **Credit**
- **Outdated equipment**
- **Enterprises**
- **Manufacturing**

Step 3

- Read the **part 1** of the text and underline the kind of industries mentioned in it.

Mozambican Industry

Although only 6 percent of the Mozambican labor force is engaged in the manufacturing sector, industry accounted for 18 percent of GDP in 1998. Major industries in Mozambique include food, beverages, chemicals (fertilizer, soap, paints), petroleum products, textiles, cement, glass, asbestos, and tobacco. Virtually all manufacturing is located in the major urban areas of Maputo, Beira, and Nampula.



Mozal in the national park of Beluluane-Maputo

The value of the manufacturing sector as a whole has increased impressively throughout the past several years. In 1995, for instance, the sector was valued at Mt2,059,608, whereas this figure more than doubled to Mt4,584,352 in 1999.

The food-processing and beverage industries have been of paramount importance to this increase, with each respectively growing in value from Mt573,660 and Mt348,064 in 1995, to Mt1,189,610 and Mt1,604,142 in 1999.

As the U.S. Department of State's Background Notes on Mozambique points out, most manufacturing industries have either recently been privatized or are currently undergoing privatization under the guidance of the SAPs.

While the World Bank and the IMF argue that privatization will lead to increased efficiency since enterprises formerly-dependent upon government subsidies will have to become viable competitors, Mozambicans generally lack the credit necessary to purchase such enterprises and replace their highly outdated equipment.

Consequently, foreign firms rich in capital have taken over many enterprises, though they have not always been successful in revamping productivity. Indeed, the inability to increase the productivity of many manufacturing industries prompted several multi-national companies, including the Portuguese Barbosa e Almeida, which took over parts of the glassmaking industry, to recently sell shares back to the Mozambican government. On the whole, however, the record of foreign takeovers has been more or less positive for the investors.

Step 4

- Read again the part 1 of the text and underline the verbs in the past simple and present perfect. E.g:

Past simple-Engaged, was ...

Present perfect- has been,

- Write new different sentences using the verbs

Lesson 2

INDUSTRY, COMMERCE, BUSINESS

NB: Do not spend more than 90 minutes in this lesson

Step 1

- Study the vocabulary and use them in sentences of your own before you read the text:
 - **Glassmaking**
 - **Liberalization.**
 - **Foreign**
 - **Tariff barriers**
 - **Unprocessed**

Step 2

NB: Revise the question forms (see old grade 10 English Book page 36)

- Read the **part 2** of the text and use the question forms you know to make questions which answers are found in the text.

Mozambican Industry Part 1

In 2000, foreign direct investment (FDI) in Mozambique, which is mostly in the manufacturing sector, equaled \$730 million. South Africa and Portugal, respectively accounting for 63 percent and 14 percent of all FDI, are the largest foreign investors. The United States, the Netherlands, and Hong Kong are also significant investors. Major U.S. firms with a strong market presence in Mozambique include Coca-Cola and Colgate-Palmolive. A second development that has severely affected the manufacturing sector is trade liberalization. While liberalization may offer Mozambican industries increased access to foreign markets, it may also force them to compete with more efficient foreign counterparts in the domestic economy.

The so-called recent "cashew wars" exemplifies this latter possibility. The metaphorical wars centred on the elimination of tariff barriers blocking the exportation of unprocessed cashews. Such tariffs have existed in order to ensure protection for industries involved in processing cashews—high tariffs on exportations of unprocessed cashews means that cashews will inevitably be processed before leaving the country.

The World Bank, however, has argued that the cashew-processing industry is inefficient and that it must face competition from abroad. As part of its SAP, the World Bank forced Mozambique to begin phasing out tariffs in 1996, despite the protests of the government, the World Bank's major adversary in the cashew wars. The results of the liberalization process were disastrous.

E.g.

1. When direct investment was equalled \$730 million by foreign direct investment in Mozambique?
2. Who are the largest foreign investors?
3. Does Mozambique have other investors?

NB: Remember that we can make questions using different ways such as: Using the verb DO, Have, Be, using the Who. question form, raising and falling intonation etc. ,

Step 3

- Write the overall idea of the part 2.

Step 4

- Read and discuss the importance of Mozal Company to the National economy growth and to the development of the country.

NB: *The first task you have to do here is to read the text and underline the relevant information about Mozal. Then, you have to put separately all the information related to economy. Finally discuss the way how that economy can benefit our country*



Mozambican Industry Part 2

According to the Integrated Regional Information Network (IRIN), a United Nations humanitarian information unit, by 2000, half of the cashew-processing industry's 12,000 workers were laid off, while 10 of the largest cashew-processing factories were closed due to a lack of supplies.

The cashew-processing sector, which, in 1987, accounted for 31 percent of Mozambique's export earnings and employed about 25 percent of the country's workforce, has diminished in annual productive capacity from an average of Mt200,000 during the 1980s, to a current low of Mt50,000.

Despite some natural reserves of coal and titanium, mining in Mozambique is negligible. The one exception is the massive Mozal aluminium smelter outside of Maputo, which reached a full production capacity of 250,000 tons per year in December 2000. Mozal, a subsidiary of the South African company Billiton, employs 1,000 Mozambicans and represents the country's largest economic project to date. Mozal has created beneficial spill over effects (positive links) in the Mozambican economy, mainly in the form of new port facilities needed to handle the import of alumina and export of aluminium ingots.

Step 5

After all the information you have had about industry, you will now establish a relationship between **INDUSTRY, COMMERCE, BUSINESS.**

Remember:

Industry- *Work in manufacturing and production*

Commerce- *Buying and selling*

Business- *Transactions or engagements*

ASK FOR THE CORRESPONDING TEST.

Correction Key

Lesson 1

Step 3

- Food,
- Beverages,
- Chemicals (fertilizer, soap, paints),
- Petroleum products,
- Textiles,
- Cement,
- Glass,
- Asbestos,
- Tobacco.

Step 4

- Located
- Engaged
- Accounted
- Was
- Prompted
- Has increased
- Have been
- Have taken
- Has been

Lesson 2

Step 2

1. When direct investment was equaled \$730 million by foreign direct investment in Mozambique?
2. Who are the largest foreign investors?
3. Does Mozambique have other investors?
4. What can it be the impact of liberalization in Mozambique?
5. Could you tell me what the World Bank and IMF argued about?

Step 4

- Reached a full production capacity of 250,000 tons per year in December 2000.
- Mozal, a subsidiary of the South African company Billiton, employs 1,000 Mozambicans
- Represents the country's largest economic project to date.
- Mozal has created beneficial spillover effects (positive links) in the Mozambican economy, mainly in the form of new port facilities

UNIT VI

INTERNATIONAL TRADE AND DIPLOMACY

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

- Identify countries in the world which have good relationship with Mozambique
- Promote peace culture, Respect other people's view, Promote spirit of tolerance
- Talk about the importance of international organizations and trade fair.

Lesson 1

INTERNATIONAL TRADE AND DIPLOMACY

NB: Do not spend more than 90 minutes in this lesson

Step 1

- Write the international institutions you know and discuss their importance. What do they do? If possible give some examples.

e.g. HIPIC (highly Initiative for pardoning poor indebted Countries)

NEPAD (New partnership for African Development)

G8 (Group of most Developed Countries)



Step 2

Study the following vocabulary:

- Ambassador
- Embassy
- Cooperation
- Democracy
- Exchange-Rate
- Export
- Foreign
- Foreigner
- Import
- Investment
- Foreign Affairs
- Passport
- policy

Step 3

Discuss with your friend the following:

1. Importance of an Ambassador in a country
2. Is the cooperation useful? Why?
3. Is there an advantage on Uniting the Nations? Why?

Step 4

- Read the following text and then mention the countries that are member of the organization and have some relations with Mozambique.

Membership in the United Nations is open to all other peace-loving states which accept, to carry out the obligations

The admission of any such state to membership in the United Nations will be effected by a decision of the General Assembly upon the recommendation of the Security Council



The Security Council has 15 members. The United Nations Charter designates five States as permanent members and the General Assembly elects 10 other members for two-year terms. The term of office for each non-permanent member of the Council ends on 31 December of the year indicated in parentheses next to its name.

The five permanent members of the Security Council are China, France, Russian Federation, United Kingdom and the United States.

The 10 non-permanent members of the Council in 2007 are Belgium (2008), Congo (2007), Ghana (2007), Indonesia (2008), Italy (2008), Panama (2008), Peru (2007), Qatar (2007), Slovak Republic (2007) and South Africa (2008).



Lesson 2.

Step 1.

Read about the African Union and then **say what the most vital documents they focus on are.**

The African Union

The Commission of the African Union can now focus on three vital documents to discharge the mandate entrusted to it: the first of the three documents deals with the Vision of the African Union and the Mission of the African Union Commission; the second concerns the 2004-2007 Strategic Framework of the African Union Commission, while the third document contains the Action Plans of the various Departments of the Commission. The three documents are intended to structure a programme for the period 2004-2007 which the Commission will submit to the Policy Organs of the Organization in July 2004.

Step 2.

Dear student, we hope that you have realized that international trade and diplomacy have strong relationship with industry, commerce and Business. So, write in short what you understand can be the importance of the **international trade and diplomacy.**

ASK FOR THE CORRESPONDING TEST.

CORRECTION KEY

Lesson 1

Step 1

- HIPPIIC (highly Initiative for pardoning poor indebted Countries)
- NEPAD (New partnership for African Development)
- G8 (Group of most Developed Countries)
- African Union
- United Nations

Step 3

1. Represents his country establishing diplomatic relationship
2. Cooperation is useful because contributes for good economic and political development of the nations since it is union of capital and labour.
3. Uniting the Nations is very advantageous given that they strengthen their relations contributing positively on the global development and on the problem solving.

Step 4

China,
France,
United Kingdom
The United States
Congo
Ghana
Italy
South Africa.
Russian Federation,

Lesson2.

Step1. The most vital documents they focus on are.

- The Vision of the African Union and the Mission of the African Union Commission
- The 2004-2007 Strategic Framework of the African Union Commission,

The Action Plans of the various Departments of the Commission

UNIT VII

HUMAN RIGHTS AND GENDER

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

- Ask and respond on human rights in the community
- Discuss how human rights are violated and what can be done to stop it.
- Express opinions on people stigmatization
- Discuss the equality in rights between men and women at home and in the workplace.
- Identify human abuse and harassment
- Identify and discuss human rights organizations in Mozambique
- Talk about how to fight child abuse (sexual, physical, and mental) within families, school and community.

Lesson 1

GENDER EQUALITY VERSUS TRADITIONS AND CUSTOMS

NB: Do not spend more than 90 minutes in this lesson

Step 1

Discuss with your friend the following:

1. How is the relationship between men and women in your community?
2. Do women have the same rights with men in your community?
3. Who looks after the children and after the house issues? Why?



Step 2

Study the following vocabulary.

Remember that the study of vocabulary aims to help you understand the key words that may hinder your comprehension to the text and subsequent exercises.

- Inequalities
- Commitments
- Gender
- Poverty
- Advancement

Step3

Read the part 1 of the text and underline what has been said about **gender equality**.

Globalisation heightening gender inequalities part 1

New York, 10 Oct 2000 - Third World delegates are expressing fears that globalisation is leading to increased inequalities between men and women.

“Despite new initiatives and commitments, the sad reality is that the situation of the world’s women is progressively deteriorating due to globalisation,” Ramachandra Reddy of India told a meeting of the Social, Humanitarian and Cultural Committee of the General Assembly this week.

A number of speakers at the ongoing consultations of the General Assembly have drawn attention to the link between development and the rights of women.

Reddy pointed out that “societies with the greatest gender equality had grown the fastest, and it must be recognised that gender equality is critical to the development process”.

“The link between gender equality and development means that marginalisation of women must be stopped, along with the continued feminisation of poverty,” Reddy added.

Globalisation, a process whereby owners of capital are enabled to move their capital around the globe more quickly and easily, has resulted in the removal of state controls on trade and investment, the disappearance of tariff barriers and the spread of new information and communications technologies.

Andres Franco of Colombia, speaking on behalf of the Rio Group of Latin American and Caribbean nations, said “the opportunities created by the process of globalisation have opened clear avenues for development, but in some cases its benefits have not been equitably distributed, thereby impeding efforts to promote the advancement of women, particularly those living in poverty.”

Reda Bebars of Egypt, stressing that the advancement of women would not be achieved by passing legislation, said that social development on the national scale must be strengthened and a climate conducive to development must be created if the goals set in Beijing [at the 1995 Fourth World Conference on Women] are to be realised.



Step 4.

- Express your point of view on Reddy point “societies with the greatest gender equality had grown the fastest, and it must be recognised that gender equality is critical to the development process”.

Step 5

- Read again the part 1 and find the reported speech.

E.g. Reda Bebars of Egypt said that social development..... must be created if the goals set in Beijing are to be realized.

Revise the reported Speech. Page..... (Complete the empty spaces as you read)

LESSON 2

EQUALITY IN RIGHTS BETWEEN MEN AND WOMEN

NB: Do not spend more than 90 minutes in this lesson

In lesson 1 of this unit you discussed gender equality. We hope that you have tried to distinguish our traditions and customs from gender equality. In this following lesson you are asked to discuss equality in rights between men and women.

Step 1

- Read the text and find the ways women use to foster their inclusion in different sectors.

Globalisation heightening gender inequalities part 2

Problems of inclusion stem from the fact that women are very differently positioned in relation to the markets in different parts of the world. In certain places, where women are socially excluded from leaving their homes, the challenge is to find ways for women to participate. In other places, the challenge is to create markets which are more friendly to women’s participation.

Ilham Ibrahim Mohamed Ahmed of Sudan condemned the debt burden carried by developing countries, economic sanctions, arbitrary measures and denial of access to new technological developments as obstacles to the growth of women’s rights.

Women remain very much in the minority among Internet users and still face huge imbalances in the ownership, control and regulation of new information technologies.

“The gains of globalisation have not been equitably distributed and the gap between rich and poor countries is widening,” said Zhang Lei of the People’s Republic of China.

The gains of globalisation thus far have for the most part been concentrated in the hands of better-off women with higher levels of education and with greater ownership of resources and access to capital.

“Work in China and Vietnam shows that globalisation has brought new opportunities to young women with familiarity with English in new service sector jobs, but has made a vast number of over-35-year-olds redundant, because they are either in declining industries or have outdated skills,” Swasti Mitter of the UN’s Women Watch Online Working Group on Women’s Economic Inequality said.

Lei emphasised that most of the world’s poor were women and that poverty had become a major impediment to their development.

International commitments such as the Beijing Platform for Action and the Copenhagen Programme of Action addressed some of the problems of globalisation. However, it was pointed out that solutions proposed for women in these documents were largely microeconomic, with particular focus on enabling poor women to obtain access to credit, presumably to begin small businesses.

But many drawbacks have been identified to the use of microcredit as an enabling tool. One study in Bangladesh found that among female borrowers, a majority reported an increase in verbal and physical aggression from male relatives after taking out loans.

Step 2

Revise the connectors and the present perfect simple (page....)

- Read again the text and underline the connectors and the present perfect simple.

Connectors	Present perfect simple
However	have fought

Step 3

- Make different sentences using the connectors and the verbs form in the table.

E.g.

1. This lesson is not grammatical. **However**, you have to revise grammar for the accuracy of your English.
2. Women **have fought** for the equality of rights.

Step 4

- Write the overall idea of the text.

Lesson 3

HUMAN RIGHTS ORGANIZATIONS IN MOZAMBIQUE

NB: Do not spend more than 45 minutes in this lesson

Step 1

Dear student, start this lesson studying the following vocabulary:

- Rights
- Abuse
- Stigmatization
- Kidnap
- Sexual harassment

Step 2

- Beloved students, identify in this step the organizations which fight for the Human rights in Mozambique. Then, say how each organization contributes for the human rights in Mozambique.

Step 3

- Discuss with your friend the ways to fight child abuse (sexual, physical, and mental) within families, school and community.
- Describe the types of abuse in your community

Step 4

Write short human rights awareness notice talking about the need of ending stigmatization and develop good relationship between the humanity.

ASK FOR THE CORRESPONDING TEST.

Correction Key

Lesson 1

Step 3

- Societies with the greatest gender equality had grown the fastest, and it must be recognised that gender equality is critical to the development process”.
- Distributed, thereby impeding efforts to promote the advancement of women, particularly those living in poverty.”
- The link between gender equality and development means that marginalisation of women must be stopped, along with the continued feminisation of poverty

Step 5

- Reda Bebars of Egypt said that social development..... must be created if the goals set in Beijing are to be realized..
- Caribbean nations, said that the opportunities created by the process of globalisation have opened clear avenues for development, but in some cases its benefits have not been equitably
- Reda Bebars of Egypt said that social development on the national scale must be strengthened and a climate conducive to development must be created if the goals set in Beijing.

LESSON 2

Step 1

- Create markets which are more friendly to women’s participation.
- Concentrated the gains of globalisation in the hands of better-off women with higher levels of education and with greater ownership of resources and access to capital.
- Focus on enabling poor women to obtain access to credit, presumably to begin small businesses.

Connectors	Present perfect simple
However	have fought
Such as	
However,	Have been
But	
After	Had become
The fact that.	
And	
Thus far	
That	
With	
Because	

Step 3

3. This lesson is not grammatical. **However**, you have to revise grammar for the accuracy of your English.
4. Women **have fought** for the equality of rights.

Lesson 3

Step 2

- **Human rights league**
 - Discusses and fights against Human rights in general,
 - Helps on solving problems related to human rights violence, equality in rights between men and women, at home and in the workplace,
 - Identify human abuse and harassment and following the procedures the league gets the solutions.
- UCIFE- promotes human rights by providing lectures to the society.

ASK FOR THE CORRESPONDING TEST

GRAMMAR AND EXERCISES

First conditional

1.1 Form

It is formed with IF+ subject + Present simple + Subject + will +Verb Stem.

Eg.1. If You work hard, you will pass your exams.

_____ I have money I _____ travel around the world.

Note: SHALL can be used instead of will only in the first personal pronoun.

- a) CAN or MAY can be used instead of WILL, but the meanings changes. There is less certainty.

If you work hard, you may pass your exams.

- b) **The imperative form can be used .**

If you go out, buy some sugar.

1.2. USE

It implies that the event in the main clause will happen or does happen if the conditional in the IF- clause is satisfied:

A further implication is that that condition in the If clause is possibility.

If rains, I will stay at home.

IF I smoke I _____ feel ill.

Unreal Present or Future Conditional (Second conditional)

2.1. Form

Its formed with IF + Subject + Past Simple + Subject + would + verb stem.

If I lived in the country, I _____ grow vegetables

Note: WERE is often used instead of WAS after IF.

If the weather _____ (be) cooler, we would go to the beach.

If we live by the sea, we could go swimming.

USE:

It implies that the event in main clause would happen in the present or future if the conditional in the If-clause were satisfied, however, further implication is that the conditional in the IF- clause is a probable or impossible. This structure often expresses a desire or imaginary present.

UNREAL PAST CONDITIONAL (third conditional)

3.1. Form

- ii) It is formed with IF + subject + HAD + Past Participle + subject + WOULD + HAD + Past Participle.

If I had _____ (go) to bed early last night, I would _____ felt better this morning.

Note:

1. MIGHT and COULD can be used instead of WOULD , but with a change in meaning.

If I had seen Pedro yesterday, I _____ have given him his book.

2. The main clause can be formed with WOULD + Verb stem, when referring to a present rather than a past result.

If I had gone to bed early last night, I _____ feel better now.

3.2. USE

It implies that the event in the main clause would have happened if the conditional in the IF clause had been met in the past.

Correction Key

First Conditional

- 1.1 If----- will
- 1.2 will
- 2.1 would
- 2.2 were
- 3.1 ii) Gone had...
- Could
- 3.2 Would

I. Revise the Modals (complete the empty spaces)

- Modals
- Form

Modal auxiliaries are: CAN, COULD, MAY, MIGHT, OUGHT TO. They are followed by simple form of the verb.

Affirmative	Question form	Negative form
I must go	Must I go?	I must not/ Mustn't go.
You ought to eat more	Ought you to eat more?	You ought/oughtn't to eat more
He ought to eat more	Ought he to eat more?	He ought not/ oughtn't to eat more

They are the same for all personal pronouns

Past tense can be expressed with: modal: Modal + HAVE + PAST PARTICIPLE.

1. **You should have come to school yesterday.**
She could _____ seen us yesterday morning.

Note: 1. Related structures which behave like normal verbs are: HAVE TO, NEED.

2. **ABLE TO** is another related structure.

We have to be home early.	Do we have to be home early?	We do not/don't have to be home early.
I am <u>able to</u> run ten kilometres	Am I able to...	I am not able to...

3. OBLIGATION AND NECESSITY

- i) **You must be home at 10 o'clock. You have to go now.**

In this sense **MUST**, can only be used with present and future meaning. To make other forms, we use **HAVE TO**.

I had _____ go to my grandparent's house yesterday.

- ii) **You mustn't smoke here. You don't have to go home yet.**

NB: There is an important difference in meaning in these two structures in the negative. **MUSTN'T** implies prohibition. Since **MUST** has only one form, we use **TO BE ALLOWED** to make others forms.

We weren't _____ to have a party in your classroom .

DON'T HAVE TO implies lack of obligation, that there is no necessity to do something and no prohibition.

4.1. ADVICE

- i) We use **SHOULD** and **OUGHT TO** to express advice. The two structures are interchangeable. **They have a present and future meaning.**

You should eat more. You ought to eat more. You _____ study a lot.

- ii) To imply that someone did not do the right thing in the past, we use **SHOULD TO HAVE**.

You should have gone to the doctor's. You ought to have gone to the doctor's.

- iii) Strong advice or a recommendation to improve a specific situation is expressed with **HAD BETTER**. It has a present or future meaning.

You had better go to bed early tonight as we have to get up at 4 o'clock tomorrow.

4.2. PERMISSION

CAN, COULD and MAY are used to ask for permission. CAN and MAY are used to **give permission**.

Can I open the door?	- May I leave now?	- Could I ask a question?
- Yes you can	- Yes you May	- Yes you can /may
- No You can't	- No, you may not	- No, you can't / may not

4.3. ABILITY

- i) CAN is used to express ability

I can swim. I could swim when I was 3 years old.

- ii) ABLE TO is interchangeably with CAN in this sense.

I'm able to swim. I was able to swim when I was 3 years old.

- iii) To express past ability to do something at a particularly moment, we can't use COULD, only ABLE TO.

I was able to see the director yesterday.

They were _____ to understand the writing easily.

4.4. PROBABILITY

- i) MUST, MAY, MIGHT, COULD, are used to express different degrees of present or for future probability.

CAN'T and COULDN'T express negative probability.

Who is that knocking at the door ?

- It must be Joao. He said he would come at this time. (Believed certainty/ can think of no other possibility).
- **It may be Julia, she often comes at this time.** (Possibility but not certainty).
- **It might/could be George he sometimes comes to visit us** (possible but not certain)
- **It can't be Pedro, he never comes to visit us.**(very unlikely)
- **It couldn't be Roberto he's gone away.** (Believed impossible /impossibility).

ii) To express a past ability we use **MUST + HAVE + PAST PARTICIPLE**

Where is Canivete?

- **Don't know. He might _____ gone to visit his cousins.**

Correction Key

- 3.1 to
- 3.2 allowed
- 4.i Should/ ought to
- 4.3iii) able
- 4.4ii) have

Revise affirmatives and interrogatives: (complete the empty spaces as you read)

1. BE

Affirmative form	Interrogative form	Negative form
I am/ I'm	Am I?	I am not/ I'm not
You are/ You're	Are You?	
	Is he?	He is not/ He's not/ he isn't
She is/ She's/		She is not/She's not/she isn't
It Is it's	Is it?	
We are / we're	Are we?	We are not/ we're not/we aren't
They are/they're	Are they?	They are not/they're not/they aren't

2. TO HAVE/ HAVE GOT

Affirmative form	Interrogative form	Negative form
I have got/ I've got		I have not got/ I haven't got
	Have you got?	You have not got/ You haven't got
He has got/ He's got	Has he got?	He has not got/ He hasn't got
She has got/ She's got		She has not got/ She hasn't got
	Has it got?	It has not got/It hasn't got
We have got/ We've got	Have we got?	We have not got/ We haven't got
They have got	Have they got?	

Note: 1. HAVE+GOT can only **be** used to indicate possession.

3. HAVE + GOT can only be used in present.

Affirmative form	Interrogative form	Negative form
I have	Do I have?	I do not/ don't have
You have	Do you have?	You do not have/ don't have
He has	Does he have?	
She has		She does not/ doesn't have
It has	Does it have?	It does not/doesn't have
	Do we have?	We do not/don't have
They have	Do they have?	They do not/don't have

Note:

1. This form of Have can also be used to indicate possession and interchangeable with Have + Got.

Eg.1. I have two brothers. **Eg.2** I have **got** two brothers

2. This form can also be used in other senses and all tenses.

I **have** lunch at home

I **had** lunch at restaurant yesterday.

Correction Key

REVISE

1. You are not

He is

Is she

It isn't

2. Have I got

You have got

Has she got

It has got

They haven't got

3. He hasn't

Has she?

We have

NB: Revise the Continuous forms (complete the empty spaces as you read)

PRESENT CONTINUOUS

1.1. FORM

It is formed with the verbs **TO BE** and **ING** form of the verbs. (The verbs stem + **ING**).

Affirmative form	Interrogative	Negative form
I am working/I'm working	Am I working?	
You are working/You're working		You are not working/ you're not working
	Is he working?	He is not working/ he's not working
She is working/ She's working	Is she working?	
It is working/ it's working		It is not working/It's not working
We are working/we're working	Are we working?	We are not working/we're not working
You are working/You're working		
They are working	Are They working?	They are not working/They're not working

Correction Key

I am not working?
 Are you working?
 He is working
 She is not working
 Is it working?
 Are you working?
 You are not working

Note: Many verbs which end in a consonant, double the final consonant to form the **ING FORM**,

Eg: sit - sitting.

Not all verbs with a final consonant do this. What are the rules?

i) A one –Syllable verb ending in vowel+ consonant is doubled.
 But exceptions to this are verbs ending **–Y, W or X**.

Eg: **Sitting**, shopping Knowing, Playing

ii) If a verb consists of two or more syllables ending in vowel + consonant, the final consonant is doubled only if the final syllable is stressed.

An exception to this in British English is that we always double some words at the end of the verb, even if the syllables are not stressed.

Eg.: Visiting, forgetting, traveling



- iii) Normally if a verb ends by **E**- we drop the **E** in the *ING* form, except in cases where the verbs ends- by **EE**.

Examples: Live - Living, See- Seeing

If a verb ends by **-IE**, it change to **Y** in the *ing* form

Examples; **Die - Dying**.

1.2. USE.

IT expresses something in progress at the moment of speaking.

Mohmed _____ playing football at this moment.

It expresses a present, temporary state.

We are _____ with our grandparents until our new house is finished.

It expresses current trends or developments.

Prices _____ increasing rapidly.

It expresses concrete future events.

I'm going to study tonight.

My sister _____ going to have a baby

She's playing in an important basketball match tomorrow.

Correction Key

1.2 is, living, are, is

Past Continuous

2.1. Form

It is formed with the past simple of the verb **TO BE**+ the **-ING** form of the main verb.

Affirmative form	Interrogative	Negative form
I was working	Was I working?	
	Were you working?	You were not working/ you're not working
He was working		He was not working/ he's not working
She was working	Was she working?	
	Was it working?	It is not working/It's not working
We were working	Were we working?	We are not working/we're not working
You were working		You were not working/weren't working
They are working	Were they working?	They were not working/weren't working

2.2. USE

It expresses an event or states which were in progress at the past; it had started but had not finished at that time.

At 10 'o'clock yesterday morning we _____ having a maths lessons.

It is often used to express an action interrupted in the past, in this time form it often occurs in the same sentence as the past simple.

I was having a dinner when James called last night.

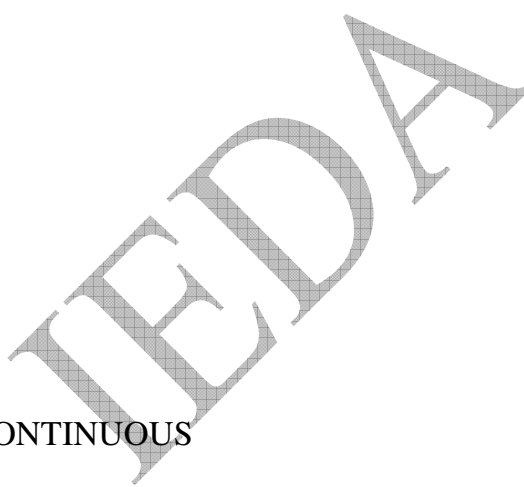
While I was _____ a dinner, Jaime called.

Note: the use of when to introduce the part of the sentence in the past simple, and while to introduce the part in the past continuous.

2.2 were, having

Correction Key

I wasn't working
 You were working
 Was he working?
 She was not working
 It was working
 Were you working?



PRESENT PERFECT CONTINUOUS

3.1 Form.

It is formed with the Verb To Have + Been+ The ING form of the verbs.

Affirmative form	Interrogative	Negative form
I've been working		I've not been/ haven't been working
You have been working	Have you been working?	
She has been working		She has not been\hasn't been working
	Has he been working?	He has not been\hasn't been working
It has been working	Has it been working?	It has not been\hasn't been working
We have been working	Have we been working?	We've not been/haven't been working
	Have you been working?	You've not been/haven't been working
They have been working	Have they been working?	

3.1. USE

- i) It expresses an action that may not or may be finished

I've been studying

- ii) It emphasises the period of time something has taken.

We've been studying all day

- iii) It can express situations which began in the past and continue into the present.

I've been working here for two months.

Correction Key

Have I been working?
 Have you been working
 Has she been working?
 He has been working
 You have been working
 They've not been/haven't been working

GOING TO FUTURE

4.1. Form

It is formed with the verb TO BE +verb stem.

Affirmative form	Interrogative	Negative form
I am / I'm going to work	Am I going to work?	I am not/I'm not going to work
You're going to work	Are you going to work?	You are not/you're not going to work
	Is she going to work?	She is not/she's not going to work
He is going to work		He is not/he's not going to work
	Are we going to work?	We are not/we're not going to work
You are going to work	Are You going to work?	
They are going to work	Are they going to work?	They are not/They're not going to work

4.2. USE

- i) It expresses something you want or have planned to do, but which is not **definite**.

I'm going to study tonight.

- ii) It expresses a future event, which we can see as a result of something in the present.

The sky is black; it's going to rain
My sister is going to have a baby soon.

Correction Key

She is going to work
 Is he going to work
 We are going to work
 You are not going to work

COMPARATIVE AND SUPERLATIVE OF ADJECTIVE

- i) Comparative adjective are used to compare one thing with another. They **are** usually used with **THAN**.

Joao is taller than sabao.

We can also use comparative adjectives for describing trends.

Eg. Price is getting higher.

- ii) Superlative adjective are used to compare one thing with two or more things in a group.

Canivete is the tallest boy in the class.

Short adjectives of one Syllable

- iii) Short adjectives use – **ER** to form comparative.

Smallerer youngerer
 Swaziland is smaller than Mozambique

- iv) Short adjectives use **EST** to form the superlative.

Smallestest youngestest

- iii) *A one – syllable adjective ending in one vowel + one consonant doubles to the consonant to form the comparative and superlative.*

But this does apply to adjective ending - Y, – W, or –X

Normal degree	comparative	superlative
Fat	fatter	fattest
Slow		slowest
Grey	greyer	
Nice		nicest.

- iv) adjectives ending -E, drop, the –E when forming the comparative or superlative.
- v) Many of the commonly used adjectives have irregular comparative and superlative forms.

Normal degree	comparative	superlative
	Better	Best
Bad		Worst
	Further/Farther	Furthest/Farthest
Little	Less	

Long Adjective of two Syllables or More

- a) Longer adjective take **MORE** to form the superlative.

More beautiful.

- b) Longer adjectives take **THE MOST** to form the Superlative.

The most beautiful.

Two Syllable Adjectives

- c) Most two syllable adjectives use **MORE** and **THE MOST** to form the comparative and Superlative.

1. Lucas is the **most** stupid boy in town
2. It is **more** exciting than what we saw last week.

- d) *Two syllable adjectives ending in consonant + -Y changes the Y to I and add –ER or –EST*

Pretty - Prettier – Prettiest

Some of two syllable adjectives use –ER and EST. Example: QUIETER, GENTLEST, SIMPLER,

Some two –syllable adjectives can use either –ER and EST, or MORE and THE MOST.

- e) **AS.....AS**

– AS + adjective + AS is used to indicate the similarity of two entities.

Eg, Charina is **as** attractive **as** her sister.

Our educational system is **as** interesting **as** the present learning system.

In a negative sentence we can use SO.... AS or AS.



Judite is not as ill today as she was yesterday. Judite is not so ill today as she was yesterday.

I'm running as fast as I can.

Correction Key

Greyer
Nicer
Good
Worse
Far
Most

NB: Revise the past simple and present perfect (complete the empty spaces as you read)

PAST SIMPLE

TO BE

Affirmative form	Interrogative form	Negative form
I was	Was I?	
You were	Were You?	You were not/ weren't
He was		She was not/ wasn't
She was	She was?	She was not/wasn't
It was	Was it	
We were		We were not/weren't
You were	Were you?	You weren't/weren't
They were	Were they?	

Correction Key

I was not
Was he?
It wasn't
We were
They weren't

OTHER VERBS

Regular verbs form their past with the simple form of the (verb stem) +ED

Affirmative form	Interrogative form	Negative form
I worked	Did I work?	
You worked		You did not work/ didn't work
She worked	Did she work?	She did not work/didn't work
He worked	Did he work?	He did not work/didn't work
It worked	Did it work?	It did not work/didn't work
	Did we work?	
You worked		You did not work/ didn't work
They worked	Did They work?	They did not work/ didn't work

i) Verbs ending –E-, drop the E.

Example: **Lived**

ii) Verbs ending in consonant + Y, the – Y- Changes to I.

Example: **carry- carried**

iii) One Syllable verbs ending in vowel + consonant, double the final consonant, but exceptions to this are verbs ending –Y, - W, or –X.

Eg. Play- Played.

iv) If a verbs consists of two or more Syllables ending in vowel + consonant , the final consonant is double only if the final Syllables is stressed .

Eg. : travelled.

v) Many of the most commonly used verbs are irregular such as **MADE, TOOK, HAD, SAW.**

NB. We regret we can't provide you detailed information about the irregular verb. As to help you we have enclosed many irregular verbs. Take your time to learn them by heart.

NB:USE

It expresses events or actions which happened at the specific or understood time in the past.

- **Eg.1 I played basketball yesterday.**
- **Eg.2 Martin Luther king was leader of civil rights movement in United States of America.**

Correction Key

I didn't work

Did you?

We worked

We didn't work

Did you work?

PRESENT PERFECT (Complete the empty spaces as you read)

1. Form

It's formed with the verb TO HAVE+ past participle.

Affirmative form	Interrogative	Negative form
I have / I've worked	Have I worked?	
You have worked		You have not/ haven't worked
She has worked	Has she worked?	She has not/ she hasn't worked
	Has he worked?	
It has worked		It has not/ it hasn't worked
We Have worked	Have we Worked?	We have not/we haven't worked
You Have worked	Have we Worked?	
They Have worked	Have they Worked?	They have not/they haven't worked

USE

- To expresses an action, state or event that began in the past and continuous up to the present. In this sense it is often used with **SINCE** or **FOR**.

I've worked in this town since 1998.

i) He has come to this town in 2006

- **To express an action, states, events that took place at unspecified time in the past.**
We often use it to talk about experiences we have had in our lives without mentioning when.

I've never played tennis.

ii) They have never cooked rice

To expresses an action, states or events that took place during period of time that continues up to present.

Have you read the newspaper this morning?

To express a past action, states or events hat has present result . This is why it is often used to unnonce news. In this sense it is often used with the adverbs **JUST**, **YET**, **AND ALREADY**.

iii) Julis has just Brocken her arm.

Correction Key

I haven't worked
Have you worked?
He has worked
He hasn't worked
Has it worked?
You have not worked

BEEN and GONE.

Amina has been in South Africa.

- a) Amelia _____ been to Tete
- b) Amina Has gone to South Africa.
- c) Amelia has _____ to Songo

Compare:

- **In the sentence a)** the implication is that Amina is not in South Africa Now, she went there at the some point in the past, and she has now returned.
- **In sentence b)** the implication is that Amina is in South Africa now: she went there at the same point in past but she has not yet returned. (Until now she is in **South Africa**)
- **In sentence c)** the implication is that Amelia is in Songo now: she also went at the same point in past but she has not yet returned. (Until now she is in **Songo**)

Correction Key

Hás, gone

REPORTED SPEECH

Reported speech or indirect speech is used to report what someone has said (direct speech). In reported speech, some of the words spoken by the person we are reporting change and no quotation marks are used.

Tenses Changes

Nyels: I want to be a doctor

Nyels: Says that he wants to be a doctor.

We can report this statement in the present, however, if the reporting verb is in the past tense, the statement move back as follow:

- Present and future become past.
- Past (past simple or continuous) either don't change or become past perfect.
- Present perfects become past perfect.
- Past perfect remains as past perfect.

Joana: “I arrived late” **Joana said that she had arrived late. Joana said that she arrived late.**
Mario “they are coming” **Mario Said that they were coming**

Person Changes

Pronouns and possessives adjectives change from first person to third person. (See the example above. If the person was speaking directly to you, second person changes to first person.

Mr Banze: “ I want to speak to you after the class.” Mr banze said that he wanted to speak to me after the class.

Francisco “my wife is nice” Francisco said that His wife was nice.

Changes in time and place expressions

Words reported at a different time and in a different place may require that references to the time and place be changed.

- **Last Monday, Susana said “I’ll call you tomorrow”.**
- **Last Monday Susana said she would call me the next day.**
- Today “I will come today at 2 PM”
- **Today he That that would come at 2 PM**

Reporting Questions

- i) when we report questions, we don’t invert the order of subject and auxiliary of verb as we do using the interrogative form in direct speech.
- ii) Another deference is that we don’t use the auxiliary DO/DOES or DID.
- iii) We don’t use a question mark.

Nelson: “What is your name”? Nelson asked me what my name was.

Nelson: “where do you live”? Nelson asked me where I lived.

Telma: How do you come to school? Telma asked me how I came to school

- iv) In YES/NO questions IF or WETHER can be used to introduce the question.
- v) Nelson: “ **Are You married “? Nelson asked if I was married**
Nelson: “ did you go to Primary school in Nampula” ? Nelson asked If I had been to Primary school in Nampula.

Reporting advice, orders, instructions, invitations, offers, requests.

These are normally reported using the infinitive form of the verb



Aissa: “ Go away” ! Aissa ordered Tomas to go _____.

The Doctor: “ You should go home and rest.”. The _____ advised me to go home and rest.

Sambuco: Can I help you? Sambuco _____ to Help me

The following are commonly used reporting verbs for these various functions:

Orders and instructions: **order, instruct or tell.**

Invitations:	invite	“he _____ me to go to the party”
Offers:	offer	“my father _____ me a new book”
Requests:	request or ask	“she _____ me if I loved her”
Persuasion:	persuade, encourage	“they _____ to continue”
Warnings:	warn	“the signal _____ us not to go by”
Promises	promise	“the boss _____ us good salary”

Correction Key

- away
- doctor
- offered
- invited
- offered
- asked me
- persuaded, encouraged
- warns
- promises

SAY and TELL

- i) TELL can be used to report statements in the same way as SAY. However, TELL requires a personal object pronoun. Compare:

Umби said he had lived there for ten years. Umби told me she had lived there for ten years.

If we want to use a personal object pronoun with SAY we have to use TO.

- i) Umби said to me that she had lived there for ten years.
- ii) TELL can be used without a personal object pronoun in certain expressions.

Examples:

- Tell** the truth,
- Tell** a lie,
- Tell** a story,
- Tell** the time.

REGULAR VERBS

Infinitive	Past tense	Past participle	Meaning
Abandon	Abandoned	Abandoned	Desertar/abandonar
To agree	Agreed	Agreed	Concordar
To Answer	Answered	Answered	Responder
To Ask	Asked	Asked	Perguntar
To Ask for	Asked for	Asked for	Pedir
To Bake	Baked	Baked	Assar
To Believe	Believed	Believed	Acreditar
To Boil	Boiled	Boiled	Ferver
To borrow	Borrowed	borrowed	Pedir emprestado
To Brush	Brushed	Brushed	Escovar
To Change	Changed	Changed	Mudar/alterar
To Close	Closed	Closed	Fechar
To Cook	Cooked	Cooked	Cozinhar
To Cry	Cried	Cried	Chorar
To Die	Died	Died	Morrer
To Enjoy	Enjoyed	Enjoyed	Divertir-se
To explain	explained	explained	Explicar
To Fry	Fried	Fried	Fritar
To Frighten	Frightened	Frightened	Assustar
To Greet	Greeted	Greeted	Cumprimentar
To Hate	Hated	Hated	Detestar/Odiar
To Join	Joined	Joined	Juntar
To Jump	Jumped	Jumped	Saltar
To Kill	Killed	Killed	Matar
To Kiss	Kissed	Kissed	Beijar
To Land	Landed	Landed	Aterrorar
To Laugh	Laughed	Laughed	Rir
To Learn	Learned	Learned	Aprender
To Like	Liked	Liked	Gostar
To Listen	Listened	Listened	Escutar
To Lock	Locked	Locked	Fechar a chave
To Love	Loved	Loved	Amar
To Look At	Looked At	Look At	Olhar para
To Look After	Looked After	Looked After	Cuidar
To loose	Loosed	Loosed	Libertar/Soltar
To Mix	Mixed	Mixed	Misturar
To Need	Needed	Needed	Precisar
To Offer	Offered	Offered	Oferecer
To Open	Opened	Opened	Abrir
To Organize	Organized	Organized	Organizar
To Pick	Picked	Picked	Colher/Apanhar

To Pick up	Picked up	Picked up	Apanhar
To Plant	Planted	Planted	Planttar
To Play	Played	Played	Brincar
To Pull	Pulled	Pulled	Puxar
To Point	Pointed	Pointed	Apntar
To Polish	Polished	Polished	Polir
To Punish	Punished	Punished	Punir\ castigar
To Push	Pushed	Pushed	Empurarr
To Question	Questioned	Questioned	Questionar
To Queue	Queued	Queued	Bichar
To Receive	Received	Received	Receber
To Remember	Remembered	Remembered	Lembrar
To Register	Registered	Registered	Registrar
To Remove	Removed	Removed	Remover/Afastar
To Repeat	Repeated	Repeated	Repetir
To Revise	Revised	Revised	Rever/Reler
To Risk	Risked	Risked	Riscar
To Rule	Ruled	Ruled	Mandar/Governar
To Salute	Saluted	Saluted	Saudar
To Save	Saved	Saved	Salvar/poupar
To Serve	Served	Served	Servir
To Sign	Signed	Signed	Assinar
To Show	Showed	Showed	Mostrar
To Smile	Smiled	Smiled	Sorrir
To Stay	Stayed	Stayed	Ficar
To Study	Studied	Studied	Estudar
To Subtract	Subtracted	Subtracted	Subtrair
To Supply	Supplied	Supplied	Fornecer
To support	Supported	Supported	Suportar
To Surprise	Surprised	Surprised	Surpreender
To Surround	Surrounded	Surrounded	Rodear/Cedear
To Talk	Talked	Talked	Falar
To Touch	Touched	Touched	Tocar
To Train	Trained	Trained	Treinar/Formar
To Treated	Treated	Treated	Tratar
To Shout	Shout	Shout	Gritar
To Trouble	Troubled	Troubled	Pertubar/molestar
To Trust	Trusted	Trusted	Confiar/ter fé
To Quit	Quitted	Quitted	Parar
To Try	Tried	Tried	Tentar
To Unite	United	United	Unir
To Use	Used	Used	Usar
To Visit	Visited	Visited	Visitar
To Vote	Voted	Voted	Votar
To Wait	Waited	Waited	Esperar

To Walk	Walked	Walked	Andar
To Want	Wanted	Wanted	Querer
To Wash	Washed	Washed	Lavar
To Waste	Wasted	Wasted	Desperdiçar/Perder
To Watch	Watched	Watched	Assistir
To Work	Worked	Worked	Trabalhar
To Worry	Worried	Worried	Preocupar(se)

IRREGULAR VERBS

Infinitive	Past tense	Past participle	Meaning
To Arise	Arose	Arose	Levantar-se
To Awake	Awoke	Awoke	Acordar
To Be	Was/were	Been	Ser/Estar/Ficar
To Bear	Bore	Born	Levar/Aguentar/suportar
To Beat	Beat	Beaten	Bater
To Became	Became	Become	Tornar-se
To Beget	Begot	Begotten	Gerar
To Begin	Began	Begun	Começar
To Behold	Beheld	Beheld	Ver/Contemplar
To Bend	Bent	Bent	Dobrar/Curvar/
To Beseech	Besought	Besought	Ecomendar
To Bespeak	Bespoke	Bespoken	Suplicar
To Bite	Bit	Bitten	Moderr
To Bleed	Bled	Bled	Sangrar
To Blow	Brew	Blown	Soprar
To Break	Broke	Broken	Quebrar
To Breed	Bred	Bred	Gerar/Criar/Educar
To Bring	Brought	Brought	Trazer
To Build	Built	Built	Construir
To Burn	Burnt	Burnt	Queimar/Arder
To Burst	Burst	Burst	Rebentar
To Buy	Bought	Bought	Comprar
To cast	Cast	Cast	Atirar/derreter
To Catch	Caught	Caught	Apanhar
To Chide	Chide	Chidden	Ralhar
To Choose	Chose	Chosen	Escolher
To Cleave	Cleft	Cleft	Rachar
To Cleave	Cleave	Cleaved	Aderir
To Cleave	Clad	Clad	Vestir
To Cling	Clung	Clung	Pegar-se
To Cost	Cost	Cost	Custar
To Creep	Crept	Crept	Arrastar-se/Rastejar

To Crow	Crew/Crowed	Crowed	Cantar De Galo
To Cut	Cut	Cut	Cortar
To Dealt	Dealt	Dealt	Negociar/Tratar
To Dig	Dug	Dug	Cavar
To Do	Did	Don	Fazer/Realizar
To Draw	Drew	Drawn	Desenhar/Sacar
To Dream	Dreamt/Ed	Dreamt/Ed	Sonhar
To Drive	Drove	Driven	Guiar/Impedir
To Dwell	Dwelt/Dwelled	Dwelt/Dwelled	Habitar
To Feed	Fed	Fled	Alimentar
To Fight	Fought	Fought	Combater/Lutar
To Flee	Fled	Fled	Fugir De
To Fly	Flew	Flown	Voar
To Forget	Forgot	Forgotten	Esquecer-se De
To Freeze	Froze	Frozen	Gelar
To Get	Got	Got	Alcançar/Atingir/Ganhar
To Give	Gave	Given	Dar
To Grind	Ground	Ground	Moer
To Grow	Grew	Grown	Crescer/Cultivar
To Hang	Hung	Hung	Pendurar
To Have	Had	Had	Ter/Possuir
To Hide	Hid	Hidden	Esconder
To Hit	Hit	Hit	Bater
To Hold	Held	Held	Segurar
To Hurt	Hurt	Hurt	Magoar/Ferir
To Keep	Kept	Kept	Guardar/ter/conserver
To Arise	Arose	Arisen	Surgir/Levantar-se
To Come	Came	Come	Vir
To Do	Did	Done	Fazer
To Eat	Ate	Eaten	Comer
To Drink	Drank	Drunk	Beber
To Fall	Fell	Fallen	Cair
To Find	Found	Found	Encontrar
To Feel	Felt	Felt	Sentir
To Forget	Forgot	Forgotten	Esquecer
To Get	Got	Got	Ter/Obter/Conseguir
To Give	Gave	Given	Dar
To Go	Went	Gone	Ir
To Grow	Grew	Grown	Crescer
To Have	Had	Had	Ter
To Hear	Heard	Heard	Ouvir
To Keep	Kept	Kept	Manter/Guardar
To Know	Knew	Know	Conhecer/Saber
To Learn	Learnt	Learnt	Aprender
To Leap	Leapt	Leapt	Saltar

To Lean	Leant	Leant	Inclinar-se/Encostar-se
To Let	Let	Let	Permitir/Deixar/Abandonar
To Lie	Lay	Lain	Estar Deitado
To Light	Lit	Lit	Iluminar/Acender
To Lose	Lost	Lost	Perder
To Make	Made	Made	Fazer/Fabricar
To Meet	Met	Met	Encontrar/Reunir
To Pay	Paid	Paid	Pagar
To Quit	Quit	Quit	Abandonar/Deixar
To Ride	Rode	Ridden	Andar A Cavalo /Bicicleta
To Rive	Rived	Raven	Rachar
To Rise	Rose	Risen	Levantar-se/Nascer Do Sol
To Ring	Rang	Rung	Tocar Sino/Campainha
To Rot	Rotted	Rotted/Rotten	Apodrecer
To Run	Ran	Run	Corre
To Saw	Sawed	Sawed/Sawn	Serrar
To Say	Said	Said	Dizer
To See	Saw	Seen	Ver

To Seek	Sought	Sought	Procurar
To Sell	Sold	Sold	Vender
To Send	Sent	Sent	Enviar/Remeter
To Set	Set	Set	Pôr
To Shake	Shook	Shaken	Abanar/Apertar a Mão
To Shave	Shaved	Shaven	Barbear
To Shine	Shone	Shone	Brilhar
To Shoe	Shod	Shod	Calçar
To Shoot	Shot	Shot	Atirar/Disparar
To Shut	Shut	Shut	Fechar
To Sing	Sang	Sung	Cantar
To Sink	Sank/Sunk	Sunk/Sunken	Afundar
To Sit	Sat	Sat	Sentar
To Slay	Slew	Slain	Matar
To Slide	Slid	Slid/Slid	Escorregar
To Sleep	Slept	Slept	Dormir
To Smell	Smelt	Smelt	Cheirar
To Sow	Sowed	Sown	Semear
To Speak	Spoke	Spoken	Falar
To Speed	Sped	Sped	Apressar-se
To Spell	Spelt	Spelt	Solettrar/Engarrafar/
To Spend	Spent	Spent	Gastar/Passar o tempo
To Spread	Spread	Spread	Espalhar
To Stand	Stood	Stood	Estar De pé

To Stay	Stayed	Stayed	Ficar/Demorar-se
To Steal	Stole	Stolen	Roubar
To Stick	Stuck	Stuck	Colar/Pregar
To Stride	Strode	Stridden	Montar/dar Largas Passadas
To Strike	Struck	Struck	Pôr-se Em Greve
To String	Strung	Strung	Afinar
To Strive	Strove	Striven	Esforçar-se
To Swear	Swore	Sworn	Jurar
To Sweep	Swept	Swept	Varrer
To Swell	Swelled	Swollen	Inhar
To Swim	Swam	Swum	Nadar
To Swing	Swung	Swung	Balançar
To Take	Took	Taken	Tomar/Levar
To Teach	Taught	Taught	Ensinar
To Tear	Tore	Torn	Rasgar
To Tell	Told	Told	Dizer/contrá
To Think	Thought	Thought	Pensar/Supor
To Throw	Threw	Thrown	Atirar
To Understand	Understood	Understood	Compreender
To Wake	Woke	Woken	Acordar
To Wear	Wore	Worn	Usar
To Weep	Wept	Wept	Chorar
To Wet	Wet	Wet	Molhar
To Win	Won	Won	Ganhar
To Withdraw	Withdrew	Withdrawn	Retirar
To Write	Wrote	Written	Escrever



BIBLIOGRAPHY

Barbara Webb (1995), *The Commutating in English Grade 10 Overseas*, Development, Administration – Mozambique

J. Thomson, and, A.V. – Matinet, *Oxford Pocket English Grammar*. Oxford University Press.

Active your English Pre-intermediate – Self study workbook – University of Cambridge

Saraiva, Maria do Ceu Jorge, (1996), *English Grammar – Portugal*

INDE/MEC, (2007), *English Language Teaching Syllabus II Cicle Grade 10 Mozambique*
Chambers, Macmillan (1996) *South Africa School Ditoinary*

IEDA