



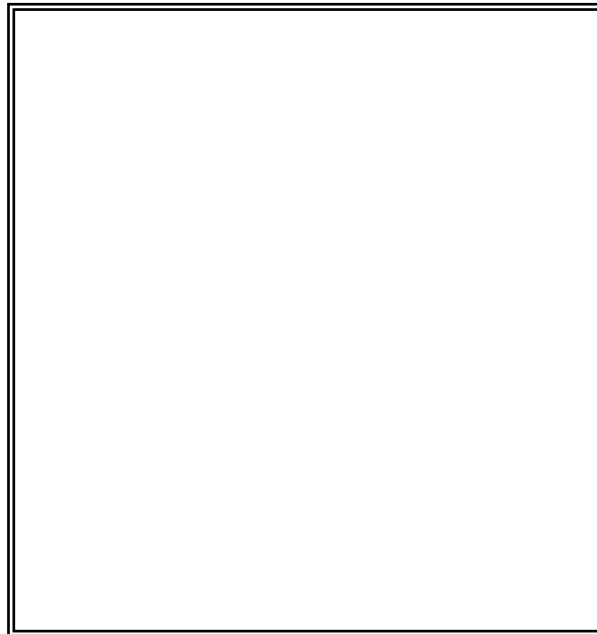
REPÚBLICA DE MOÇAMBIQUE

MINISTÉRIO DA EDUCAÇÃO E DESENVOLVIMENTO HUMANO

Instituto de Educação Aberta e à Distância - IEDA

# ENGLISH

**School subjects and future professions,  
Relationships, identity,  
Initiation rites Style**

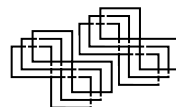


## MÓDULO 1

PROGRAMA DO ENSINO SECUNDÁRIO À DISTÂNCIA, II CICLO (PESD II)



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# Visão geral do curso

Neste curso à distância não fazemos a distinção entre a 11ª e a 12ª classes. Por isso, logo que terminar o estudo dos módulos da disciplina estará preparado para realizar o exame nacional da 12ª classe, que é feito nas escolas presenciais deste nível de ensino.

O conteúdo geral deste curso está dividido por módulos auto-instrucionais. Cada módulo vai ser o seu professor em casa, no trabalho, na machamba, enfim, onde quer que você deseje estudar.

Este curso é apropriado para você que já concluiu a 10ª classe mas vive longe de uma escola onde possa frequentar a 11ª, 12ª classes, ou está a trabalhar e à noite não tem uma escola próxima onde possa continuar os seus estudos, ou simplesmente gosta de ser auto didacta e é bom estudar à distância.

O tempo para concluir o estudo de cada módulo vai depender do seu empenho e entrega no auto estudo. Esperamos que consiga concluir todos os módulos o mais rápido possível.

No Centro de Apoio e Aprendizagem, também poderá contar com a discussão das suas dúvidas com outros colegas de estudo que possam ter as mesmas dúvidas que as suas ou mesmo dúvidas bem diferentes que não tenha achado durante o seu estudo mas que também ainda tem.

Nesta disciplina de Inglês, você, terá, ao todo, 6 módulos para estudar. Concluído o estudo com sucesso, você esatará habilitado a realizar o exame de conclusão do ciclo na disciplina.

## A cerca deste Módulo

Caro aluno, este é o 1º Módulo da disciplina de Inglês, do Programa do Ensino Secundário à Distância do 2º Ciclo, oferecido pelo Ministério da Educação e Desenvolvimento Humano, através do Instituto de Educação Aberta E À Distância.

O conteúdo deste Módulo encontra-se subdividido em lições. O que facilita, sobremaneira, a sua aprendizagem, pois, você, não precisará de lutar por reter toda a matéria da disciplina, ao mesmo tempo, mas sim o fará em partes (lições).

Em termos de estrutura, cada lição, apresenta:

- **Título temático;**
- **Introdução** – linhas gerais do que vem abordado no módulo;
- **Objectivos específicos** – que respondem à pergunta: o que é que você (aluno) deve saber, ou, deve saber fazer no fim da aprendizagem de cada uma das lições? A indicação destes objectivos, em cada lição, é sumamente vantajosa para você, como

estudante à distância. Ajuda-lhe a ajuizar-se do que anda e do que não anda bem, na sua aprendizagem. Isto é, a controlar a sua progressão na construção do conhecimento.

- **Actividades e Avaliações** - ao longo da aprendizagem das lições, você, vai ter a oportunidade de testar o seu conhecimento. Por essa razão, é convidado, desde já, a resolver cada um destes tipos de exercícios, para seguidamente consultar o resultado correcto (chave de correcção) que aparece, geralmente, no fim da lição, no caso da Actividade, e no fim de módulo, em relação à Avaliação.
- **Resumo** - um pouco antes do fim de cada lição, encontrará o resumo do conteúdo principal da lição.
- **Teste de Preparação** - já na parte final do módulo, vai encontrar uma espécie de último teste do módulo. Ele tem a função de lhe assegurar e garantir uma boa preparação para o teste de Fim do Módulo, que vai realizar no Centro de Apoio e Aprendizagem, CAA.

Caro, aluno, você só poderá passar ao estudo do módulo subsequente depois de realizar o teste de fim do módulo, que se realiza no CAA, sob supervisão do gestor do CAA.

Caro aluno, faça bom proveito deste material de auto-aprendizagem.

A equipa de trabalho do IEDA deseja-lhe, desde já, um bom trabalho académico!

# Lesson 1

---

## School Subjects and Future Professions

### Introduction

In this lesson you will read an extract about school subjects and carriers. Furthermore, you will find some more extracts about professions.

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



#### Objectives

- *Discuss* the school subjects.
- *Identify* the core subjects that are related to different professions and courses.

### School Subjects and Future professions

**Here is a list of school subjects:**

English, Portuguese, French, History, Geography, Philosophy, Biology, Entrepreneurship, Physics, Chemistry, Physical Education, Mathematics and Drawing.

*This is to say that:*

The list of subjects a student takes in grades 11 and 12 depends on the course he/she wants to take after grade 12.

In addition to this, there are core subjects in each of the courses one is to take at university. For example, if one wants to be an electronic engineer, he/she has to take Physics, Mathematics, Chemistry, and Drawing; or if one wants to be a lawyer, he/she has to take, History, Geography, English, Philosophy and so on.

Languages seem to be crucial for all courses. Whatever course you take there is at least English or Portuguese or French to be chosen as the medium of instruction.

**Having read the text that describes some of the school subjects, time has come for you to read more about an extract which describes careers.**

Note that when there is something that you have not understood, you are welcome to go back and read the text as many times as you can.

### **Careers**

**Isabel:** I want to become an international newspaper journalist so English is very important to me. One day I will be a famous foreign correspondent for an international paper. The biggest newspapers in the world are written in English so I will have to write good English.

**Paulo:** I want to become a famous builder. Recently there have been so many houses holding bad quality. As consequence citizens build in every six years because their houses do not take long. So Drawing is very important to me.

**Chafin:** I want to be a famous man of the last two centuries finding out a vaccine to cure HIV and AIDS. Human beings are threatened in the world especially in Africa because of this disease. Doctors around the world are working hard to find a vaccine to cure AIDS but still none reached this objective. I think I will be the one of those who can find solution to save lives.

**Nacohiwa:** It is a shame to see my country becoming poorer and poorer while we have so many mineral resources which should enrich our country. Another problem is that: in some provinces, there are many foreigners who explore our wealth illegally. So Geography is my favourite subject because I want to be a good Geologist to manage resources so that I can contribute to the enrichment of my country.

---

## **Summary**



### **Summary**

In this lesson you listed the school subjects for students doing grades 11 and 12 of the General Secondary Education. Then you read a passage and got information about core subjects that Isabel, Paulo, Chafin and Nacohiwa are taking as a result of the careers or courses they have chosen.

---

## Exercises



### Exercises

Now exercise yourself by answering the questions that follow.

1. Why is English important for Isabel?
2. Why do citizens build houses in every six years?
3. What has encouraged Chafin to take the course he has chosen?
4. Nacohiwa seems worried about two major problems. Jot them down.

### Key to exercise1

1. Because she want to international newspaper journalist
2. Because their houses hold bad quality
3. Human being are threatened by disease, HIV AIDS
4. We are becoming poor while there are natural resources, foreigners are exploring illegally.

---

## Evaluation



### Evaluation

Choosing a career is important to everyone in the world. Depending on where you are and where you live you are able to identify problems of different nature that directly will lead you in your choice for a career.

In about 160 words, write a short paragraph describing what you would like to be in future and why?

### Key to Evaluation

No Key



## Lesson 2

---

### Job description and responsibilities in a profession

#### Introduction

In the previous lesson you read extracts about school subjects, careers and the choice of subjects that were important for the future professions. You might have realised that in each of the above course there are core subjects to be taken by the four students.

In this lesson you are going to read a text about Bennie's profession and a detailed description of his job and discuss prepositions.

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



#### Objectives

- Discuss Bennie's profession
- Discuss prepositions.

### Job description and responsibilities in a profession

#### Read the text about Bennie's profession

#### A New Future

I think the best thing about my job is meeting people because it's nice to make new friends. I also like the e-mail communication with the women I work with in Eastern Europe. We write every week just to say hello. That's really nice. One thing I don't like is writing reports. I work a lot on projects so I write a lot of project reports, which is very boring!

Every day is different. There is no typical day! But I travel a lot to places like Lisbon or Rome where I usually meet people and talk about political problems for women in these countries – that kind of thing. But this week is good – I have no business trips!

Well, I am part of a consulting company in German called Springboard. We're active in eight countries and we work with money we get from European Union for our projects. We are small at the moment, with four employees, who are all women.

Well, I am a consultant and I give training to women and men in the former Soviet Union countries about politics.

I'm responsible for helping women to begin in politics, both locally and nationally. We discuss problems a lot and think about how to make a new future. My target is to help 100% more women into politics in these countries.

### **Read the text again and answer these questions**

1. What is Bennie's main responsibility?
2. Why is Bennie's job challenging?
3. What is the company's main purpose for providing consultancy?
4. What does she like most about her job?

### ***Prepositions***

A preposition is a word that is used before a noun, pronoun, or gerund to show word's connection with another word, such as *of* in 'a house made of wood' and *by* in 'we open it by breaking the lock'.

1. Many verbs have the structure: *verb + preposition + object*

*Example:*

We talked about the problem.

You must apologise for what you say.

Note: if the object is another verb, it ends in *-ing*

*Example:* We talked about going to Chocas Mar.

She apologised for not telling the truth.

2. There are other verbs which can have the structure *verb + object + preposition + -ing*.

*Example:* I congratulated Ana on passing the exam.

Nobody suspected the man of being a spy.

I forgot to thank them for helping me.

Prepositions are also used when you talk about professions and responsibilities.

*Example:*

I'm part **of** a small consultant.

I'm part **of** a big government department.

I work **for** a small organization.

I'm responsible **for** developing democracy.

I work **in** the former Soviet Union countries.

---

## Summary



### Summary

In this lesson you discussed prepositions, read the text about Bonnie's profession and discussed the use of prepositions for some responsibilities or professions.

After having described prepositions, time has come for you to exercise yourself.

---

## Exercises



### Exercises

**Choose the correct preposition for each sentence.**

1. I'm part                    of/for        a consulting company.
2. I work                    on/for        Springboard.
3. I work                    in/at        training.
4. I'm responsible        of/for        developing democracy.
5. I work close        with/for        three female colleagues.
6. I'm in charge        for/of        Eastern Europe.
7. An important part    of/at        my job is email contact.
8. I work                    at/in        the former Soviet Union.

### Key to exercise1

1. of                    2. for                    3. in                    4. for
5. with                    6. of                    7. of                    8. in

---

# Evaluation



Would you like to be on Bennie's place? What do you like about her job?  
What do you dislike about it?

## Evaluation

Write a paragraph about a profession you like most. Include job title,  
main responsibilities and other information you may find relevant.

## Key to Evaluation

No Key

# Lesson 3

---

## Will

### Introduction

In the previous lesson you discussed prepositions and read a passage about job description.

In this lesson you are going to analyse the structure and use of will and practise.

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

- *Discuss* the structure and use of will.
- *Practise* the use of will.



### Objectives

## Will

**We use will to talk about what we think or believe will happen in the future.**

Example:

- That boat doesn't look very safe. It'll sink in that heavy sea.
- Don't climb up the tree. You'll fall and hurt yourself
- I think the weather will be nice tomorrow.

**In questions will is placed as follows:**

- Will you shut the door, please?
- Do you think the weather will be nice later?
- Will Ancha like the present you bought for her?
- What shall I do tomorrow? I know I will paint the kitchen

**In spoken English the negative of will is usually won't (= will not)**

**In negative sentences will is placed as follows.**

- I can see you are busy, so I **won't** stay long.
- The car **won't** start. I wonder what's wrong with it

- I **won't** tell anyone what happened.
- Abdala **won't** pass the examination, he hasn't worked hard enough.

**Now read the following prompts and make short dialogues, as in the example.**

John said, *I'll go to the bakers and I'll buy a loaf of bread.*

Look at the list of items. What would Anna ask?

What would John say?

**Example:**

- *some stamps*

*Anna: Could you get some stamps?*

*John: OK. **I'll go** to the post office and buy some.*

1. a newspaper
2. a bottle of wine
3. a joint of beef
4. a film for her camera
5. some shampoo

---

## Summary



### Summary

In this lesson you discussed the structure and use of will in the three forms namely affirmative, negative and interrogative.

Now that you have read about the use of will exercise yourself by completing these sentences.

---

## Exercises



### Exercises

1. “It’s a bit cold in this room.” “Is it? \_\_\_\_\_ (turn/switch/put) on the heating then?”
2. “We haven’t got any milk.” “Oh! Haven’t we? \_\_\_\_\_ (go) and get some?”
3. “Goodbye! Have a nice holiday” “Thanks \_\_\_\_\_ (send) you a post card”
4. “Would you like tea or coffee?” “\_\_\_\_\_ (have) coffee, please”
5. “Are you coming with us?” “No, I think \_\_\_\_\_ (stay/wait) here”
6. Thank you for lending me your camera. \_\_\_\_\_ (give/bring) it back to you on Monday, OK?
7. “I don’t know how to use this computer.” “OK, \_\_\_\_\_ (show/teach) you.”

### Key to exercise 1

1. turn
2. will you go
3. I’ll send
4. I’ll have
5. I’ll stay/wait
6. I’ll give/bring
7. I’ll show/teach

---

# Evaluation



## Evaluation

Write five sentences saying what your program will be like for the forthcoming weekend. Use the situation given below.

Now, imagine it is Friday morning. You need to arrange to meet someone over the weekend. First, fill in your diary with what you are doing this weekend and when are you free.

<b>Friday</b>		
Morning	Afternoon	Evening
	✓ go to the supermarket	
<b>Saturday</b>		
Morning	Afternoon	Evening
<b>Sunday</b>		
Morning	Afternoon	Evening

Now, make sentences with **will**, using your plan:

*Example: On Friday afternoon I'll go to the supermarket.*

## Key to Evaluation

No Key

# Lesson 4

---

## Family

### Introduction

In the previous unit you read about school subjects and carriers, job description and discussed the structure and use of will.

In this lesson you are going to discuss the relationships in a family.

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



#### Objectives

- *Discuss* relationships.
- *State* relationships each member of a family holds.

## Family

Family is a group of people who are related to each other.

A family is usually made up of a father, a mother, and children. Depending on where you live, this concept of family can be extended to suit the local needs. For example a typical Mozambican family can be made up of the mentioned members plus the distant and close relatives.

### Learn this glossary

***Relations/relatives*** are members of your family

***Close relations*** are sisters, brothers, aunts, uncles, cousins, grandparents, etc.

***Distant relations*** are third cousins, etc

***Ancestors*** are members of your family who lived before you and are now dead

***Descendants*** are children, grandchildren, great-grandchildren, etc

***A family tree*** is a diagram which shows the relationship between members of a family

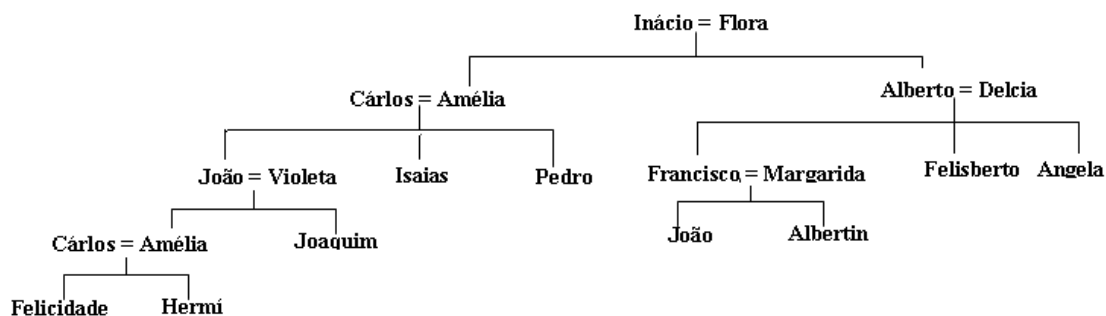
***Given names*** are the names used

The equal sign (=) in a family tree means that two people are married

Now, read this extract which describes family tree which follows

Inacio and Flora are married; Amelia and Alberto are their children. Joao, Isaias, Pedro, Francisco, Felisberto and Angela are Inacio and Flora's grandchildren.

Carlos is Inacio and Flora's son-in-law and Delcia is their daughter-in-law. Carlos and Delcia are not blood relatives.



---

## Summary



### Summary

In this lesson you read a short text describing family relationships and identified the relationship each member of the family holds.

---

## Exercises



### Exercises

What's the relationship between:

*Example:* Felicidade/Hermínio

- Felicidade is Herminio's sister and Herminio is Felicidade's brother.
- 1. Inacio/Carlos?
- 2. Pedro/Violeta?
- 3. Flora/Francisco?
- 4. Joaquim/José?
- 5. Each level in the family tree represents one generation. So show how many generations are shown in this family tree.
- 6. Say how some of the members of this family are related, using these words: **uncle, aunt, nephew, niece and cousin.**

### Key to exercise1

1. Inácio is Carlos' father in law and Carlos is Inácio's son in law
2. Pedro is Violeta's sister in law and Violeta is Pedro's brother in law
3. Flora is Francisco's grandmother and Francisco is Flora's grandson
4. Joaquim and José are cousins
5. 4 generations
6. No key

---

## Evaluation



### Evaluation

Draw your family tree. And describe the relationship that each member of your family holds.

### Key to Evaluation

No Key

# Lesson 5

---

## The possessive case ('s)

### Introduction

In the previous lessons you discussed the relationships in a family tree and named each member of a family.

In this lesson you are going to discuss the use and structure of possessive ('S) and the possessive...of...

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



#### Objectives

- Discuss the use form of possessive.
- Practise possessive case.

### The possessive case

We often add the possessive ('s) to personal nouns (e.g. Inácio, Francisco) to show the relationship of the person to something or someone else.

*Example: Inácio's* motorbike (a motorbike which belongs to Inácio).

*Francisco's* bedroom (the bedroom where Francisco sleeps)

*My sisters'* school (the school where my sisters go to).

We also use the possessive ('s) with the personal indefinite pronouns.

e.g. someone, nobody.

*Example: someone's* passport, *somebody's* problem.

We can also use the possessive ('s) with the names of animals.

*Example: a dog's* life      the *cat's* milk      *horse's* tail

In addition, we can also use possessive ('s) with a group of people or with a place where one works, lives, etc.

*Example: the company's* office      the *club's* rules

The *world's* problems      *London's* traffic

We also use possessive ('s) in some expressions of time

*Example:* **yesterday's** newspaper      last **week's** football match

Next **year's** plans

We use **possessive ('s)** with period of time.

*Example:* a **week's** holiday      to **days'** work

### **Form**

After a singular noun, we add ('s)

*Example:* My father's car

Francisco's room

After plural noun ending in -s we add only (')

*Example:* My parents' car

The ladies' room

But it is more common to add 's

### **Possessive (...of...)**

Let's discuss the possessive **...of ...**

We normally use **...of...** with things.

*Example:* The door **of the bedroom**

The middle **of the book**

The front **of the car**

The smell **of the food**

### Summary



### Summary

In this lesson you discussed the structure and use of possessive case which is used to show the relationship of a person to something or someone else and did practice.

---

## Exercises



### Exercises

After discussing the use and the form of possessive, you are asked to do some exercises. The example is given below:

Join the two (or the three) nouns. Sometimes you have to use ('s) or (?); and sometimes you have to use (...of...)

*Example:* The mother/Ann – Ann's mother.

1. the owner/that car
2. the jacket/that man
3. the top/the page
4. the birthday/my father
5. the name/this street
6. the result/the football match
7. the wedding/the friend/Helen

### Key to exercise 1

1. that car's owner
2. that man's jacket
3. the top of the page
4. my father's birthday
5. the name of this street
6. the result of the football match
7. the wedding of Helena's friend

---

## Evaluation



### Evaluation

Draw a friend's family tree, write a short description and finally identify the relationships each member of the family holds using the possessive case.

### Key to Evaluation

No Key

# Lesson 6

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## Where did we can from? (*Our Origin*)

### Introduction

In previous lesson you discussed the structure of possessive case and practised it.

In this lesson you are going to read a text about the origin of the human race and have a discussion about genes.

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



#### Objectives

- *Discuss* the genes.
- *Discuss* the origin of the human race.

## Where did we can from?

### Read this text

In which part of the world did the human race begin? The science of genetics supports those who believe that the human race started in Africa and that all people on the earth are descended from people who migrated out of Africa at some time in the past.

In fact, at least three branches of the science point to an African origin for the human race. One of these branches is palaeontology, the start of fossils. Fossils show that our ancestors appeared in Africa about 100,000 years ago. They also show that humans lived in Africa before they were living anywhere else.

Like palaeontology, genetics also suggests an African origin for the human race. The argument is concerned with the question of whether a person's genes are similar to those of his neighbours or whether they are rather different. It's fact that there is a lot more variation between the genes of people living inside Africa than between people living outside Africa. That is, on average you will find that the genes of a person from Alaska and those of a person from South America are more alike than the genes of two Africans. We will now see how this fact tells us that the human race started in Africa.

Consider what happens when a group of people, small section of large community, leaves that community and migrate to another country. When they move, they take their genes with them. These genes are just a small selection from the total range of genes in the original community, just as their “owners” are a small selection of the community. They will pass on their genes to their children and grandchildren, and there will be a lot of similarity between these descendants (because they take their genes from a limited supply as we have noted). At the same time, there will be more variation in the genes of the descendants of the community they originally came from. So if Africa has the greatest genetic variation, Africa is the place people moved away from: so it is the place we have all come from.

One can see parallel situations with people’s surnames. Take the examples of Afrikaners, the white people who came from Holland and started to colonise South Africa in the 1650s. They were a very small section of the population of Holland. They passed on their surnames and their genes to their children. Some names, of course, have died out, but others have become very common. Today a million of South Africa’s Afrikaners (there are 2.25 million altogether) share just 20 names. Botha is one of them.

And something similar has happened with the genes. One woman Geerit van Jansz must have brought one copy of the gene which causes an illness called porphyria. This is a painful disease which causes abnormal skin colour and sensitivity to light. The porphyria gene is rare in Europe. But about 30,000 of Geerit van Jansz’s South African descendants have it.

When genes are examined, it’s possible to see sets of the hundreds of “letters” that make them up. Research shows that outside Africa there is far less difference between these “genetic surnames” than inside Africa. People outside Africa are like the Afrikaners who migrated, except that they migrated away from Africa. Modern genetics now suggest that the whole of the world’s population outside Africa may have descended from a group of less than hundred people who left their native continent 100,000 years ago.

There is theory about the origins of languages, too. Some say that all the languages in the world can be classified into 17 separate groups. It is possible to make diagram showing how these languages are related. This diagram, like the diagram of genetic relationship, points to Africa as its starting point. It is likely, therefore, that both human beings and human languages have their origins in Africa.

*You may eventually have heard about genes in Biology lessons. Genes are the instructions in our bodies which make us the way we are. They allow us, or do not allow us to roll our tongues. They cause the left or right thumb to be on top when clasping hands. They give us the colour of our skin.*

*Genes consist of several hundreds or thousands microscopic biological substances.*

---

## Summary



### Summary

In this lesson you read a text about the origin of the human race, which is believed to have started in Africa and defined genes that are the instructions in our bodies, which make us the way we are. Either genes or fossils are both important in the process of identifying the origin of the human race.

---

## Exercises



### Exercises

**Read the text again and answer these questions:**

1. Where (according to the writer) did the human race start?
2. What two things do fossils tell us about our ancestors?
3. Name the branches of science which points to an African origin for the human race.

### Key to exercise

1. The human race started in Africa.
2. Fossils show that our ancestors appeared in Africa about 100,000 years ago and that humans lived in Africa before they were living anywhere else.
3. Palaeontology, genetics ...

---

## Evaluation



### Evaluation

Discuss the concept of origin of human race which you are familiar with or which reflects the concerns of your community.

### Key to Evaluation

No Key



# Lesson 7

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## Eating around the world

### Introduction

In the previous unit you discussed and described the relationships in a family, the use and structure of possessive case, genes and the origin of the human race.

In this unit you are going to read an interview, discuss the different kinds of food and vitamins.

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

- *Compare* the different kinds of food.
- *Discuss* the concept of vitamins.



### Objectives

## Eating around the world

*In this interview Abdala is talking about food he eats when he travels on business.*

**INTERVIEWER:** Abdala, you're from Mozambique. Could I ask you to say something about English food?

**ABDALA:** Well, English food for me can be very, very good, perhaps a little heavy but very good. I think the idea of bad English food is a cliché now. The food is better than in the past.

**INTERVIEWER:** But you think English food is heavier than Mozambican food?

**ABDALA:** Yes, it is heavier than Mozambican food. It is lighter. In England I think you often have a big

piece of something like meat, and often fatty food, which might be too heavy.

**INTERVIEWER:** What about price? Is English food more expensive?

**ABDALA:** I think, generally, the price is similar. But in London, it's interesting, it's more expensive than you find in Maputo, much more expensive.

**INTERVIEWER:** Which food do you like the most?

**ABDALA:** Mozambican food. Because it is very simple. There is a lot of rice, chips, vegetables, chima, a lot of sauces, so I think it's quite light, not heavy. But I have to say, if I have a birthday party, I mix Mozambican and English food.

**INTERVIEWER:** Finally, just a question about food and business. People say that eating is an important part of business. Do you agree?

**ABDALA:** Yes, you meet a lot of people in business around lunch or dinner times. Restaurants are the best place to discuss business, with good food and good atmosphere. So it's good because, for me, eating good food is one of the most important things in life.

## **Food and Vitamins**

For healthy living our bodies need proteins, fats and carbohydrates. We also need vitamins and minerals in small quantities. Vitamins are chemicals which our bodies need to stay and keep healthy. Where can we get vitamins? We can get vitamins from food and sunlight.

Look at the following list which describes vitamins, their importance and source.

**Vitamin A** is important for growth, and to keep our skin and eyes healthy. It is found in oil fish, carrots, spinach, liver and dairy products.

**Vitamin B** is important for health. It helps to release energy from our food and to keep our skin healthy. It is found mainly in cereals, leafy vegetables, liver, eggs and milk.

**Vitamin C** is important to keep our blood and gums healthy, and to prevent colds. Vitamin C cannot be stored in the body. We need vitamin C every day. It is found in fresh fruit and vegetables.

**Vitamin D** is important to keep our bones and teeth healthy. It is found mostly in oil fish, eggs, and dairy products. It is also made in small amounts by sun on the skin.

**Vitamin E** is important for cell growth and to heal wounds. It is found in many foods, especially cereals and green leafy vegetables.

**Vitamin K** is important to help blood clot which stops the loss of blood from wounds. It is found in green vegetables.

---

## Summary



### Summary

In this lesson you were able to read an interview and a text that compared English and Mozambican food and vitamins respectively. Finally you got to know that proteins, fats and carbohydrates are necessary for a healthier living.

---

## Exercises



### Exercises

Read the interview again and say whether these statements are **TRUE (T)** or **FALSE (F)**

1. English food is heavier than Mozambican.
2. London restaurants are more expensive than restaurants in Maputo.
3. Restaurants are the best place to discuss business.
4. What elements do we need for our body in order to stay and keep healthy?
5. List some of the most consumed products on your region and say which vitamins can we get from them.
6. Make up a similar dialogue. Imagine different dishes available in your region.

### Key to exercise

1. True
2. True
3. True
4. proteins, fats, carbohydrates, vitamins and minerals in small quantities.
5. No key
6. No key

---

## Evaluation



### Evaluation

1. Make a list of your favourite food and say which vitamins you get from each of them.

### Key to Evaluation

No Key

# Lesson 8

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## Comparative and Superlative

### Introduction

In the previous lesson you read an interview comparing English and Mozambican food and discussed vitamins.

In this lesson you will have look at different ways of forming adjectives, their comparative and superlative forms.

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



#### Objectives

- *Form* adjectives from nouns, suffixes or prefixes.
- *Discuss* their comparative and superlative forms.

## Comparative and Superlative

### Forming adjectives from other words.

We can form adjectives from nouns by adding a suffix after a noun.

<i>Example:</i>	beauty	beautiful
	worry	worrisome
	day	daily
	child	childish
	child	childlike
	care	careless
	finance	financial
	love	lovely
	economy	economic

We can derive adjective from verbs by adding suffix after the verb.

<i>Example:</i>	suit	suitable
	act	active
	satisfy	satisfactory

We can compare things using the comparative and superlative forms of adjectives as shown:

1. One syllable: add **-er/ -est**

adjective	comparative	superlative
cheap	Cheaper	cheapest
fat	Fatter	fattest
big	Bigger	biggest

2. Two syllables adjectives ending in **-y**: change **y** to **i** and add **-er/-est**

**Note:** Most other two syllables adjectives use **more/less** and **most/least**.

adjective	comparative	superlative
tasty	tastier	tastiest
heavy	heavier	heaviest
healthy	healthier	healthiest
polite	politer	politest
modern	more modern	most modern

3. Three or more syllables adjectives: use **more/less** and **most/least**

adjective	comparative	superlative
expensive	<b>more/less</b> expensive	<b>most/least</b> expensive
attractive	<b>more/less</b> attractive	<b>most/least</b> attractive
courageous	<b>more/less</b> courageous	<b>most/least</b> courageous

4. Some irregular adjectives.

<b>adjective</b>	<b>comparative</b>	<b>superlative</b>
good	better	best
bad	worse	worst
far	further/farther	farthest/furthest
little	less	least

**Note:** 5. Some two syllables adjectives take **-er/-est**. Some can take both forms.

<b>adjective</b>	<b>comparative</b>	<b>superlative</b>
quiet	quieter/more/less quite	quietest/most/
polite		

---

## Summary



### Summary

In this lesson you identified different ways of forming adjectives, their use in comparative and superlative forms.

---

## Exercises



### Exercises

Fill in the blank spaces with an adjective formed from the word in brackets

1. Ancha was \_\_\_\_\_ about her holidays. (excite)
2. I was really \_\_\_\_\_ when I didn't win the competition. (disappoint).
3. Do you know anything about the \_\_\_\_\_ situation in Ghana? (economy)
4. Have you learnt those \_\_\_\_\_ verbs yet? (regular)
5. Did Ancha feel \_\_\_\_\_ when she saw the snake at her feet? (fright)

### Key to exercise

1. excited
2. disappointed
3. economic
4. regular
5. frightened

---

## Evaluation



### Evaluation

Read this part of Ancha's letter to her friend Angela about her new job. Then look at the answers after the letter and write the correct answer in each space.

My new job is great. I like it much better than my old one. The people here are .....(1)than I expected. Luckily my new boss isn't as rude .....(2)my old boss, Mrs Crossley, was. I hated her. She was the .....(3)friendly person I've ever met. Everyone here is older .....(4)In fact I'm the youngest person .....(5)the office. But I don't mind.

The good thing about the job is that I get a .....(6)more money, although not much more than I did before. The bad thing is that the journey isn't .....(7)simple as it was in my old job, where the bus took me straight there. Now I have to change buses. But I'm allowed to start

work early. The earlier I leave home, .....(8) the journey is

because the buses aren't so crowded.

1. a. more nice    b. most nice    c. nicer    d. nicest
2. a. as    b. so    c. than    d. that
3. a. least    b. less    c. less and less    d. so
4. a. as I    b. as me    c. than I    d. than me
5. a. from    b. in    c. of    d. out of
6. a. bit    b. less    c. lot    d. much
7. a. as    b. less    c. more    d. same
8. a. more easier    b. more easy    c. the easier    d. the easy

### Key to Evaluation

1. nicer
2. as
3. least
4. than me
5. in
6. bit
7. as
8. the easier

# Lesson 9

---

## Expressing past habit

### Introduction

In the previous lesson you discussed the structure and use of adjectives, their comparative and superlative forms.

In this lesson you are going to discuss the structure of *used to/would* for past habits.

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



#### Objectives

- Express past habits.
- Practise using *used to* or *would*.

## Expressing past habit

### Form

Positive	Question	Negative
I used to go	Did I use to go?	I did not/didn't use to go
		I used not to go

### We use *used to* + the verb infinitive.

**Used to** is used when we talk about a habit in the past that has now stopped.

*Example:* When I was young my mother used to feed me.

As a boy my Dad used to play football for his school.

**Note:** When we talk about present habits, we usually use present simple.

*Example:* I go to Resource Centre every month.

For an action that lasted a long time or happened again and again.

*Example:* My uncle used to go to the cinema every Saturday when he was a teenager.

or

For an action or situation that happened sometimes or a long time ago.

*Example:* People in Ancient Greece used to have slaves.

***Note the forms in this box***

Actions done often or regularly, but not now.

ONE ACTION REPEATED	He <b>would</b> visit his grandfather twice a week. He <b>used to</b> enjoy swimming.
TWO OR MORE ACTIONS REPEATED	He <b>used to/would</b> get into computer and leave messages.
NEGATIVE COLOQUIAL NEUTRAL FORMAL	He <b>didn't use to</b> visit his sister He <b>never used to</b> visit his uncle He <b>used not to</b> visit his sister
QUESTION	<b>Did he used to</b> visit his sister?
NEGATIVE QUESTION	<b>Didn't he use to</b> visit his sister at all?

---

## Summary



### Summary

In this lesson you described the different uses of used to/would which are normally applied to situations or actions that make part of past habits.

---

## Exercises



### Exercises

Now write out this dialogue as follows: If a verb is in brackets expresses past habit, *rewrite* it using *would* or *used to*, otherwise use the *past simple*

**VIOLETA:** Do you know what Hermínio was like when he was at Primary school?

**FLORA:** I expect he (1. *work*) hard and (2. *please*) his teachers.

**VIOLETA:** Not at all! He (3. *stay*) away from school. He (4. *miss*) lesson. He (5. *play*) all kinds of tricks on his teachers.

**FLORA:** What sort of things (6. *he, do*)?

**VIOLETA:** You know what a good actor he was? Well, sometimes he (7. *put*) on a suit and pretend to be an adult - an important official, perhaps - and he (8. *make*) up a story to tell the headmaster. One day, he (9. *pretend*) to be his own father and (10. *tell*) the headmaster that his son (11. *have*) to attend a wedding and (12. *can't*) come to school for several days.

**FLORA:** And did the headmaster believe him?

**VIOLETA:** Yes, he (13. *believe*) him at first, until he (14. *hear*) a knock on the door, and Herminio's real father (15. *enter*) the room!

### Key to exercise

1. would work
2. to please
3. would stay
4. would miss

5. used to play
6. would he do
7. would put on
8. used to make up
9. would pretend
10. would tell
11. had
12. couldn't
13. would believe
14. heard
15. entered

---

## Evaluation



### Evaluation

Write a short paragraph describing situations or habits in your childhood that no longer happen in the current moment.

### Key to Evaluation

No Key



# Lesson 10

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## Initiation Rites in Mozambique

### Introduction

In the previous unit you read an interview comparing English and Mozambican food and discussed the concept of vitamins, adjectives and the structure of used to/would for past habits.

In this unit, you are going to read a text about initiation rites in three regions of Mozambique and identify the similarities and differences between them.

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



#### Objectives

- *Read* the text about initiation rites.
- *Identify* similarities and differences between them.

### Initiation Rites in Mozambique

In Mozambique there are several ways in which young boys and girls undergo initiation rites. These ways vary from region to region.

#### Read this text

#### Initiation Rites in Mozambique

In many parts of the country, mostly in the northern and central regions, there is a traditional ceremony named initiation rites, which involves teenagers from 10 to 13 years of age both boys and girls.

This ceremony may take place in different ways according to each regional ethnic group wills.

Let me tell you a bit about a ceremony called *Unyagu* which takes place in Niassa province. In the months of November, December and sometimes in January, usually when learners are on holidays, there are young people being taken to the bush to be traditionally taught very

important rules of their communities. For example: if it is a group of boys, they are taught how to respect people. They also learn ways of getting marriage; respect their wives, taught how to do several activities in their homes and in the community.

When the ceremony is over, they are considered adults and they can take part in all events in their communities.

Unlike the boys, the girls' rites are viewed from a different perspective in the sense that they are taught also how to make their *husbands happy* when they get marriage.

This ceremony is similar to that which is considered common in Nampula province, where people take teenagers by surprise although there had been a previous parents' arrangement.

Like in Niassa province, Nampula boys are taken to the bush to spend a month being taught all traditional rules stated by their own local counsellors. They learn how to do several men activities in their community and so on. Men who haven't undergone these rituals are considered children. In the local language this ritual is called **alukhu**.

While the boys depend on the age, the initiation rites of the girls take place in their first menstruation.

In the central region they only have initiation ritual for girls. In here, the girls are not taken anywhere. They are simply taught the basic rules of the community

In the southern region of Mozambique the ritual is totally different as there is no initiation ceremony for both boys and girls. Anyhow, they manage to grow up and find their own way of behaving in their communities.

*Adapted from Learning English 11-Longman*

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## Summary



### Summary

In this lesson you read a text describing initiation rites in different regions of Mozambique and identified similarities and differences.

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## Exercises



### Exercises

Now read the text again and identify the similarities and differences between the three regions: Northern, Central and Southern.

	Northern Region	Central Region	Southern Region
Similarity			
Differences			

### Key to Exercises

Similarities: North centre girls are initiated;

Differences: Boys are initiated only in the north. There is no such thing as initiation rites in the southern Mozambique.

---

## Evaluation



### Evaluation

Depending on where you are and where you live, write a paragraph that describes initiation rites in your community or town.

### Key to Evaluation

No Key



# Lesson 11

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## Forming adjectives and adverbs from nouns

### Introduction

In the last lesson you read a text about describing initiation rites and identified the similarities and differences between them in the three regions.

In this lesson you are going to look at the ways of forming adjectives and adverbs from nouns.

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

- *Form* adjectives and adverbs from nouns.
- *Practise* adjectives and adverbs formed from nouns.



### Objectives

## Forming adjectives and adverbs from nouns

Adjectives tell us about a noun. We use adjectives before nouns and after some verbs, especially *be*

*Example: Abdala is a careful driver*

Adverbs tell us about a verb. An adverb tells us how somebody does something or how something happens.

*Example: Abdala drove carefully along a narrow road.*

Many adjectives that end in **-al** and adverbs that end in **-ally** can be formed from nouns. Copy and complete this table.

Noun	Adjective	Adverb
Nation Tradition Occasion	National _____ _____	Nationally _____ _____
Nature Universe	Natural _____	_____ _____
Race Commerce	Racial _____	
Geography History	Geographical _____	
Colony Industry		

---

## Summary



### Summary

In this lesson you formed adjectives and adverbs from nouns and did some exercises using them.

---

## Exercises



### Exercises

Form an adjective or an adverb from the following words for each gap in the conversation below.

*education, history, commerce, person, occasion, geography, region, industry*

**TEACHER:** I plan to take you all on an (1 \_\_\_\_\_) visit. Since we are studying Geography, it must be to a dam or mine or other place of (2 \_\_\_\_\_) interest.

**STUDENT A:** Can we go to the capital? There are factories to see and other (3 \_\_\_\_\_) sites.

**TEACHER:** I think you want to go to capital for (4 \_\_\_\_\_) reasons, not to improve your education.

**STUDENT B:** The capital is very good for history, too, sir

**TEACHER:** We are not going there to see places of (5 \_\_\_\_\_) interest.

**STUDENT C:** Sometimes, sir, I mean just (6 \_\_\_\_\_) we go to places of general interest, don't we? Anyway, the big markets in the capital are important (7 \_\_\_\_\_) centres which we ought to see.

**TEACHER:** It's the regions you need to know more about. We will go to place of (8 \_\_\_\_\_) interest. You can't persuade me to take you to the capital.

## Key to Exercise

1. educational
2. geographical
3. industrial
4. personal
5. historical
6. occasional
7. commercial
8. regional

---

## Evaluation



### Evaluation

Now that you managed to complete the dialogue, read it again and imagine a similar situation whereby you are part of the crew trying to negotiate with the teacher and persuade him to change his mind. Write a paragraph describing it.

## Key to Evaluation

No Key

# Lesson 12

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## Describing parts of a home

### Introduction

In the previous unit you discussed adjectives and did practice using adjectives and adverbs.

In this unit you are going to read a text about what home means to some people and discuss the different parts that a house is made up of.

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



#### Objectives

- *Express* the meaning of home.
- *Identify* the parts of a house.
- *Describing* features of the local houses.

## Describing parts of a home

**Read the text about the meaning of home.**

How do you say home in your language? Although people usually know what the word means, it often has no exact translation. It's not surprising really, because the idea of home varies from country to country and from person to person. A home is more than a roof and four walls. It's the cooking, eating, talking, playing and family living that go on inside which are important as well. And at home you usually feel safe and relaxed.

But it's not just, there's a fire in the living room or kitchen that homes look different in different countries, they also contain different things and reveal different attitudes and needs. For example, in cold northern Europe and all the chairs face it. In the south, where the sun shines a lot and it's more important to keep the heat out, there are small windows, cool stone floors and often no carpets.

*Adapted from Reward, Pre-intermediate, Student's Book - By Greenall*

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## Summary



### Summary

In this lesson you described what is meant by home, described parts of a house, named it and finally grouped them.

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## Exercises



### Exercises

#### A. Answer the following questions.

1. What does the word home mean to you?
2. What's considered the main room in your home?
3. What are typical features of homes in your region/town or community?
4. Read the text again and say what does home mean to the writer?

#### Key to Exercise

1. No Key
2. No Key
3. No Key
4. It's the cooking, eating, talking, playing and family living that go on inside which are important as well. And at home you usually feel save and relaxed.

---

# Evaluation



## Evaluation

Group the words in the list below according to the place or part of the house where they can be found.

*basin, bath room, bedroom, bed, carpet, chair, cooker, cupboard, curtains, dining room, dishwasher, door, house, flat, fridge, garden, kitchen, lamp, living room, shower, sink, sofa, video, toilet, washing machine, window.*

## Key to Evaluation

Bathroom/toilet: basin, bath, shower, sink, washing machine,

Bedroom: bed, lamp, window, curtains

Kitchen: dishwasher, fridge, etc

Living room: sofa, lamp, window, etc

House: garden, door, etc

Flat: door, window, etc



# Lesson 13

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## Fashion

### Introduction

In the last unit you read a text describing initiation rites in three regions of Mozambique and identified the similarities and differences between them. Furthermore, you formed adjectives and adverbs from nouns or verbs, read a text about home and its parts.

In this lesson you are going to discuss about fashion and establish the difference between elegance and fashion.

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



#### Objectives

- *Discuss* elegance and fashion.
- *Identify* the differences between elegance and fashion.

### Fashion

**Read this interview about elegance.**

**INTERVIEWER:** What is elegance? Does it have universal features which are valid at all times and in all places?

**PACO RABANNE:** It's obviously a matter of convention. For me this is the best definition: True elegance does not come from any particular item of clothing: it comes from a person's bearing. Another point about elegance is that one day it goes out of fashion, since it is of the nature to do this. Women who seemed to be elegant in 1950 seem absurd to us today.

**LORIS AZZARO:** I don't entirely agree with this last point. Of course, it is true to say that elegance is to do with bearing - that is a way of walking, of sitting down, of getting out of a car, but in that case it cannot become unfashionable. Dress one woman in a potato sack and will still be elegant while another will still be awkward even in the most fashionable dress. A great actress once said: My legs aren't all that beautiful, but I know how to use them.

Fashion is the popular style of clothes, hair, behaviour, etc at a particular time, that is likely to change.

**The following extract is about ancient Egyptians and Greeks.  
Read it**

Most of the people of the ancient wore sandals with soles of leather or wood. They have been found in tombs of the ancient Egyptians, who sometimes painted the portraits or names of their enemies on the soles of their sandals, the idea being that they trod them underfoot when they walked. The Greeks, on the other hand, had pictures of the people on their soles, so as to leave an impression of them wherever they went.

**Now you are now going to read another text about fashion.**

Walk down any street in Abidjan, Yaoundé, Dakar, Niamey, Lagos, Kinshasa or Cairo and you can feast your eyes on the colour and the creativity of African design.

In Bamako, the capital of Mali, you can see the dark blue of a traditional Tuareg Toga. Blink, and that changes to the bright and bolt dye of a swaying boubou and headtie in burnt orange, pea green or blood red.

Move to Nigeria and a group of Alhajis in a sea of shimmering whit brocade, throwing metres of cloth over their shoulder in their customary way. Their finely embroidered hats complete the perfect picture.

Boubous, worn by men and women in a variety of shapes and colours, have become very popular in West Africa and are now an essential part of any wardrobe. In Mali and Senegal, the majestic flowing boubou has always been the height of elegance. Its popularity has now spread outside the continent. It is immensely fashionable especially Americans who are hungry for African Culture.

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## Summary



### Summary

In this lesson you discussed elegance which is something from a person's bearing and fashion which is the popular style of clothes, hair, behaviour, etc at a particular time that is likely to change. Finally, the differences between them were established.

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## Activities



### Activities

#### A. Now answer these questions

1. What two points does Paco Rabanne make?
2. How does Loris Azzaro define bearing?
3. Why, according to Loris Azzaro, does elegance not become unfashionable?
4. What point is illustrated by the potato sack and the actress's legs?

#### B. Now read the extract again and answer the following questions.

1. What did the ancient Egyptians use the soles of their shoes for?
2. What did ancient Greeks use the soles of their shoes for?

### Key to Exercise

1. The elegance comes from the person's bearing; that what is elegant goes out of fashion after a time.
2. Bearing is a way of walking, of sitting down, of getting out of the car.
3. Because it depends on the person and not on what the person wears.
4. The elegance depends on the individual and how the individual carries herself.

#### B

1. They painted the portraits or names of their enemies
2. They painted the pictures of people they loved on them.

---

## Evaluation



### Evaluation

Read the texts again and make notes on the similarities and differences between fashion and elegance.

### Key to Exercise

No Key

# Lesson 14

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## Picture interpretation

### Introduction

In the previous lesson you discussed fashion and elegance and established the differences between both.

In this lesson you are going to describe clothing through picture interpretation.

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



#### Objectives

- *Describe* clothes.
- *Interpret* pictures using given vocabulary.

### Picture interpretation

**Look at these pictures:**

#### Extract 2

A weekend in the life of Britain's catwalk queen. Naomi Campbell has the fashion world at her feet. We accompanied the supermodel to Paris for her hectic weekend. First she attended a fitting for a Versace's show. Then we rushed off to Guy Laroche where swarm of seamstresses buzzed around Naomi with tape measures round their necks and pins at the ready. The filters grumbled that she has lost weight. There was only a day before the show and everything had to be taken in by several centimetres. 'I faxed them my new measurements', Naomi said, 'but they didn't believe them'. Into the first outfit and out into the studio for the approval of designers Angelo Tarlazzi.

**After reading extract 2, do the exercise below**

**Choose labels from the list for these pictures.**

---

## Summary



### Summary

In this lesson you were able to describe clothes through picture interpretation, chose labels from a given list and gave examples of clothes worn in different occasions.

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## Exercises



### Exercises

**Look at the pictures again and answer the following questions.**

1. Is the man wearing formal European clothes? Give reasons for you answer.
2. What features of his clothes suggest a uniform?
3. What features of his clothes suggest casual wear?
4. What features of the woman's dress are African? What features are European?
5. Is this a dress for everyday wear? Give your reasons.

### Key to Exercise

1. No. His jacket is sleeveless, he has no tie and is wearing sandals
2. The cap, the belt, the waistcoat
3. Sunglasses, sandals, short sleeves.
4. No Key (different learners may have variety of ideas, based on the pattern of cloth, hair style, etc )
5. They are both standing in a formal way. The man has his arms behind his back and his legs slightly apart. The woman has her hands on her hips. They are looking straight to us. They are probably posing for fashion photographs.

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# Evaluation



Evaluation

1. What clothes do you like wearing and why?
2. Discuss fashions and other things like popular music and hobbies and pastime.

## Key to Evaluation

No Key

# Lesson 15

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## Reported Speech

### Introduction

In the previous lesson you described clothing through picture interpretation.

In this lesson you are going to deal with the structure of reported speech.

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



#### Objectives

- *Discuss* the structure of reported speech.
- *Practise* reported speech.

### Reported speech

There are two ways to say what someone has said: direct and reported speech.

1. Direct speech – is exactly what someone said; the words are between speech marks ‘...’ above the line.

*Example:* ‘I am your friend’, said Abdala.

2. Reported speech – is when we report what someone said. We do not use exactly the same words.

*Example:* Ancha said she was my friend.

	<i>Direct speech</i>	<i>Report</i>
1. L. AZZARO	1. I <b>try</b> to create dresses which <b>make</b> women beautiful and attractive. Nothing else <b>interests</b> me.	1. L. Azzaro said that he <b>tried</b> to create dresses that <b>made</b> women beautiful and attractive. Nothing else <b>interested</b> him.
2. PACO	2. Clothes that <b>are</b> fashionable now <b>will</b>	2. Paco Rabanne observed that clothes that

RABANNE	go out of fashion. But they <b>will</b> become fashionable again in 25 years' time.	<b>were</b> fashionable then <b>would</b> go out of fashion. But he predicted they <b>would</b> become fashionable again in 25 years' time.
3. MME TORRENTE-METT	3. Before the war there <b>were</b> many women designers. But when I <b>joined</b> in 1972, haute couture <b>was dominated</b> by men. Now they <b>have made</b> it their business, just like cooking and politics.	3. Mme Torrente-Mett said that before the war there <b>had been</b> many women designer. But when she <b>joined</b> in 1972, haute couture <b>was dominated</b> by men. Now they <b>had made</b> it their business just like cooking and politics.

When we change something from direct to reported speech we change the pronoun as well. (*I, me, him, mine, etc*) and possessive adjectives (*my, your, his, etc*)

*Example:* 'My brother **will** meet you **next** week', said Helen to Peter.

Helen told Peter (that) **her** brother **would** meet him the **following** week.

People use words like *her, now, today* to talk about the place and time where they are speaking. If you report these words in a different place or time, they often change.

<i>Speaker's words</i>	<i>Reported speech</i>
Here	There
This	That/the
Now	Then
Today	That day
Tonight	That night
Tomorrow	The next day/the following day
Yesterday	The day before/the previous day
Next Monday	The following Monday
Last Monday	The previous Monday

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## Summary



### Summary

In this lesson you discussed the structure and use of reported speech in a number of different contexts and were explained how the pronouns change from speaker's words to reported speech.

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## Exercises



### Exercises

Put these statements into reported speech, as in the examples:

"I'm tired:" she said. *She said (that) she was tired.*

"I need to borrow some money." my brother told me. *My brother told me (that) he needed to borrow some money.*

1. "I can't swim very well", I told her.
2. "Mr Junior has gone out", the secretary told me.
3. "I don't want to go swimming" Andrew said.
4. "We're leaving on Friday" we said
5. "We had lunch at Piripiri's restaurant" they said.
6. "I'll phone you later", Sara told Simon.

### Key to Exercise

1. I told her (that) I couldn't swim very well.
2. The secretary told me (that) Mr Junior had gone out
3. Andrew said (that) he didn't want to go swimming
4. We said (that) they were leaving on Friday
5. They said (that) they have had lunch at Piripiri's restaurant
6. Sara told Simon (that) she would phone him later

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## Evaluation



### Evaluation

Suppose that you have headache and you have seen a doctor. Imagine some recommendations the doctor made. Like rest a lot, drink water sleep enough, etc. Report them to your friend.

You may start by saying the following:

The doctor said.....

### Key to Evaluation

No Key

# PREPARATION TEST

Questions 1 to 4 are based on the following passage

## School Subjects

The subjects in our school timetable were English Language, English Literature, Scripture, History, Geography, Arithmetic, Algebra, Geometry, Hygiene and Psychology, Physical Training, Drawing, Sewing and Singing.

In Arithmetic, we worked seemingly endless problems on stocks and shares; wallpapering a room, and filling a bath - tub with hot and cold water (“a bath can be filled by a cold water tap in 10 minutes and by a hot tap in 15 minutes. How long does it take to fill the bath if both taps are turned on?”).

It was a very good mental exercise and much of what I studied I found extremely interesting, but how odd it all seems today to realize that much of what we were taught had little relevance to our daily lives or experience. Local people hardly bought any stocks and shares as they do today and we poor kids really hadn’t the foggiest idea as to what stocks and shares really were. We had also never seen. And we had no long baths but took our baths Malayan style-standing up and sloshing water from the earthenware jar over ourselves with a dipper.

In English lessons, we read all about snow and robin red-breasts. And in Hygiene, we had to write in an examination how water cistern worked when most of us had never seen one.

During Physical Training periods, we were taught the English Maypole Dance and English folk dances like “Pop Goes the Weasel”, “Epping Forest”, “Newcastle” and “Merry, Merry Milkmaids”. We performed the Maypole Dance once as an exhibition on sports day and anyone who has done it knows what a tricky business it is to get all the ribbons plaited correctly. One mistake and the dancer could be disgraced for ever.

Sewing classes were our favourite periods as we could sit in groups and talk a lot. We did samples of chain stitch, satin stitch, feather stitch, herring-bone stitch, etc; embroidery on table runners, cross-stitch woollen purses-but not a single garment did we sew which would have been more practical and useful. Once a year, an English lady would come to inspect our needlework, and woe betide the girls whose work was not presentable, for it was not displayed, and they were banished to the toilets for the duration of the examiner’s visit!

*From: RAINBOW MY SHOULDER. By Ruth Ho*

1. **Two of the subjects which were not taught in Ruth Ho's school were:**
  - a. Religious Knowledge and Art
  - b. Physics and Chemistry
  - c. Physical Education and Mathematics
  - d. Natural Science and Sewing
  
2. **To have a bath in those days, a Malayan family would**
  - a. use the water in a jar to fill the bath
  - b. jump into a long bath
  - c. use a shower, not a bath
  - d. put water over themselves with a dipper
  
3. **Maypole Dance was difficult because...**
  - a. it wasn't interesting dance.
  - b. it was performed once as an exhibition.
  - c. it was difficult to get all the ribbons plaited correctly
  - d. if one committed one mistake they could be disgraced for ever
  
4. **The girls with poor needlework on the day of inspection were...**
  - a. banished to the toilets for the duration of the examiner's visit
  - b. were given less prices
  - c. their work was displayed
  - d. invited to live the school

**For the following questions decide which word or phrase is correct.**

5. A: Let's go to the carnival, shall we?  
B: Yes, good idea. I expect ..... fun.
  - a. it'll be
  - b. it's
  - c. it's being
  
6. A: Could I have a word with you, please?  
B: Sorry, I'm in a big hurry. My train..... in fifteen minutes.
  - a. is going to leave
  - b. leaves
  - c. will leave
  
7. A: Have you decided about the course?  
B: Yes, I decided last weekend. .... for a place.
  - a. I apply
  - b. I am to apply
  - c. I'm going to apply
  
8. A: I'm trying to move this desk, but it's very heavy.  
B: Well, ..... you, then.
  - a. I help

- b. I'll help
- c. I'm going to help

9. A: Is the bookshop open yet?

B: No, but there's someone inside. I think .....

- a. it opens
- b. it's about to open
- c. it will open

10. A: Do you mind not leaving your papers all over the table?

B: Oh, sorry. I'll take them all with me when .....

- a. I go
- b. I'll go
- c. I'm going

11. A: It's a public holiday next Monday.

B: Yes, I know. .... anything special?

- a. Are you doing
- b. Do you do
- c. Will you do

**Rewrite the underlined phrases using a possessive form.**

12. The prices this year are even lower.

.....  
.....

13. From here it's a drive of two hours.

.....  
.....

14. I read about it in the paper yesterday

.....  
.....

15. I just want a rest for five minutes.

.....  
.....

16. I'll see you in a week

.....  
.....

**Decide which word is correct.**

17. I'm not speaking to Oliver. I've fallen ..... with him.

- a. away
- b. back
- c. out
- d. through

18. **Everyone complained ..... the awful food.**  
a. about  
b. for  
c. on  
d. over
19. **You don't need this word. You should cross it.....**  
a. down  
b. out  
c. over  
d. up
20. **It's late. How much longer are you going to go ..... studying?**  
a. along  
b. on  
c. through  
d. with
21. **My shoes are dirty. I'd better take them ..... before I come in.**  
a. away  
b. off  
c. on  
d. up
22. **We all laughed ..... the cartoon.**  
a. at  
b. for  
c. on  
d. to
23. **all decided to go on holiday together, but the plan fell....., I'm afraid.**  
a. away  
b. back  
c. out  
d. through
24. **We gave ..... a meal.**  
a. at the visitors  
b. for the visitors  
c. the visitors  
d. to the visitors
25. **I'm busy at the moment..... on the computer.**  
a. I work  
b. I'm work  
c. I'm working  
d. I working
26. **My friend ..... the answer to the question.**  
a. is know

- b. know
  - c. knowing
  - d. knows
- 27. I think I'll buy these shoes ..... really well.**
- a. They fit
  - b. They have fit
  - c. They're fitting
  - d. They were fitting
- 28. At nine o'clock yesterday morning we ..... for the bus.**
- a. wait
  - b. waiting
  - c. was waiting
  - d. were waiting
- 29. When I looked round the door, the baby..... quietly.**
- a. is sleeping
  - b. slept
  - c. was sleeping
  - d. were sleeping
- 30. I've ..... made some coffee. It's in the kitchen.**
- a. ever
  - b. just
  - c. never
  - d. yet

**The End**

**Key to Preparation Test**

1. b	13. a two hour's drive	21. b
2. d	14. yesterday's paper	22. a
3. c	15. (a) five minute's rest	23. d
4. a	16. in a week's time	24. c
5. b	17. c	25. c
6. b	18. a	26. d
7. c	19. b	27. a
8. b	20. b	28. d
9. b		29. c
10. a		30. b
11. a		
12. this years' price		