



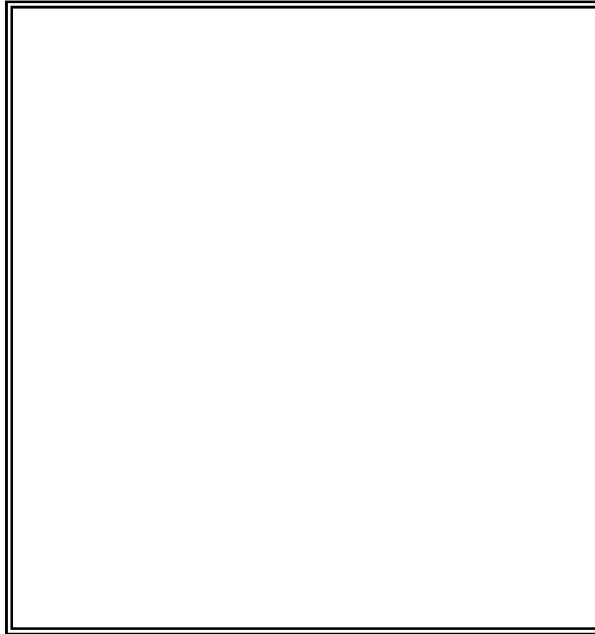
REPÚBLICA DE MOÇAMBIQUE

MINISTÉRIO DA EDUCAÇÃO E DESENVOLVIMENTO HUMANO

Instituto de Educação Aberta e à Distância

ENGLISH

**Drugs, Religion & Belief,
Life after school
News, Life in2025**



MÓDULO 6

PROGRAMA DO ENSINO SECUNDÁRIO À DISTÂNCIA, II CICLO (PESD2)



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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 deseja 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 estará habilitado a realizar o exame de conclusão do ciclo na disciplina.

A cerca deste Módulo

Caro aluno, este é o 6º 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

Drugs

Introduction

In this first lesson of module 6 you are going to discuss the concept of drugs and identify the different kinds of drugs as well as the effects of such drugs.

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



Objectives

- *Discuss* the concept of drugs.
- *Identify* different Kinds of drugs.
- *Describe* the effects of drugs.

Study this glossary

Drug

- 1. It is a chemical substance that affects the process of the mind or body.*
- 2. Any chemical compound used in diagnosis, treatment or prevention of a disease or other normal condition*
- 3. A non-food physical material that alters an organism's normal functioning by affecting physiologic process.*

Drug abuse

Use of a drug whether over the counter or prescription, for purposes other than those prescribed on the product label

As you can see from the definitions, the word drug can be defined in many different ways depending on what you want to describe.

Read the extracts that follow. They are describing some types of common drugs

Tobacco

1 in 5 grade 12 students is a daily smoker. Tobacco can be consumed through cigarettes, cigars, pipes, and smokeless tobacco. Effects of the tobacco consuming include addiction, heart disease, cancer of the lung, larynx, oesophagus, bladder, pancreas, kidney, and mouth. Emphysema and chronic bronchitis, spontaneous abortion, low birth weight.

Marijuana

The average age of its first use is 14. It can be smoked using homemade pipes and bongs made from soda cans or plastic beverages containers. Its effects include bloodshot eyes, dry mouth, reduced comprehension, altered sense of time, reduced ability to perform tasks requiring concentration and coordination such as driving a car, paranoia,

intense anxiety attacks, altered cognition, making acquisition of new information difficult, impairments in learning, memory, perception, and judgement, difficulty speaking, listening effectively, thinking, retaining knowledge, problem solving.

Cocaine

Cocaine is a powerful addictive drug. Heavy use may produce paranoia, hallucinations, aggression, insomnia and depression. Its effects include addiction, pupil dilation, elevated blood pressure and heart rate. Increased respiratory rate seizures, heart attack, insomnia, anxiety, restlessness, irritability, increased blood temperature and death from overdose.

Alcohol

25% percent of teenagers are believed to have tried at least once the consumption of alcohol. Other names used for alcohol are beer, wine, liquor, etc. Its effects include addiction (alcoholism), dizziness, nausea, vomiting, hangovers, disturbed sleep, impaired motor skills, violent behaviour, fatal alcohol syndrome, respiratory depression and death (high doses).

Mushrooms

Mushrooms are part of hallucinogens types. Many mushroom users purchase hallucinogenic spores via mail order. Other names include shrooms, caps, magic mushrooms. Its effects include increased blood pressure, sweating, nausea, hallucinations.

Summary



Summary

In this lesson you were given the definition of drug, drug abuse, types of drugs and a description of each type of drug as well as the effects of each of them.

Now, do the exercise that follows using information from the text you have just read.

Exercises



Exercises

Answer these questions

1. How many drug types are mentioned in the extracts?
2. How many grade 12 students are considered daily smokers?
3. What kind of drug is cocaine?
4. What is the percentage of teenagers are believed to have tried the consumption of alcohol?

Now, compare your key to exercise with the key to exercise provided below.

Key to activity

1. There are five types.
2. 1 in 5.
3. It is a powerful addictive.
4. 20%

Dear student, after comparing your key with the key provided above, try to evaluate what you have understood from the lesson in the evaluation that follows:

Evaluation



Evaluation

The extracts describe four types of drugs. Describe the side effects of each of them.

Now, compare your key to evaluation with the key to evaluation provided at the end of this module.

Lesson 2

Prevention Principles of Drugs

Introduction

In the previous lesson you discussed the concept of drugs and identified the different kinds of drugs as well as the effects of such drugs.

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

- *Describe* in detail the principles used for preventing drugs.



Objectives

Prevention Principles of Drugs

Read

Prevention Principles

Prevention programs should be designed to enhance "protective factors" and move toward reversing or reducing known "risk factors."

Prevention programs should target all forms of drug abuse, including the use of tobacco, alcohol, marijuana, and inhalants.

Prevention programs should include skills to resist drugs when offered, strengthen personal commitments against drug use, and increase social competency (e.g., in communications, peer relationships, self-efficacy, and assertiveness), in conjunction with reinforcement of attitudes against drug use.

Prevention programs for adolescents should include interactive methods, such as peer discussion groups, rather than didactic teaching techniques alone.

Prevention programs should include a parents' or caregivers' component that reinforces what the children are learning-such as facts about drugs and their harmful effects-and that opens opportunities for family discussions about use of legal and illegal substances and family policies about their use.

Prevention programs should be long-term, over the school career with repeat interventions to reinforce the original prevention goals. For example, school-based efforts directed at elementary and middle school students should include booster sessions to help with critical transitions from middle to high school.

Family-focused prevention efforts have a greater impact than strategies that focus on parents only or children only.

Community programs that include media campaigns and policy changes, such as new regulations that restrict access to alcohol, tobacco, or other drugs, are more effective when they are accompanied by school and family interventions.

Community programs need to strengthen norms against drug use in all drug abuse prevention settings, including the family, the school, and the community.

Schools offer opportunities to reach all populations and also serve as important settings for specific subpopulations at risk for drug abuse, such as children with behavior problems or learning disabilities and those who are potential dropouts.

Prevention programming should be adapted to address the specific nature of the drug abuse problem in the local community. The higher the level of risk of the target population, the more intensive the prevention effort must be and the earlier it must begin.

Prevention programs should be age-specific, developmentally appropriate, and culturally sensitive.

Effective prevention programs are cost-effective. For every dollar spent on drug use prevention, communities can save 4 to 5 dollars in costs for drug abuse treatment and counseling.

Unity Summary



Summary

In this lesson you discussed the prevention principles at all levels as well as the steps that need to be followed in the prevention of the drug abuse.

Now, do the exercise that follows to check your understanding of the lesson you have just finished.

Exercises



Exercises

Say whether the sentences that follow are **true** or **false**

1. The second prevention principle says that we need to identify the drug types before we design a prevention program.

2. Before running any prevention program we need to make sure that there are enough skills for that. _____
3. Parents need to be open to their children so that together they are involved in the prevention programs. _____
4. Prevention programs should include long term planning.

5. Family intervention in the drug prevention has strong impact.

6. Community involvement is not crucial in the drug prevention.

7. Drug abuse leads to drug dependence. _____

Now, compare your key to activity with the key to activity that is provided below.

Key to activity

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

Dear student, after comparing your key with the key provided above, try to evaluate what you have understood from the lesson in the evaluation that follows:

Evaluation



Evaluation

On a separate piece of paper, suggest steps that you will/would take to prevent drug abuse by someone close to you. What approaches, concepts, methods, resources, etc. would you use and why would you use them in this particular case?

Or

Suggest ways you would use to implement 5 of the prevention principles you have just read about in your community.

Now, compare your key to evaluation with the key to evaluation provided at the end of this module.

Lesson 3

Role of the parents/society in the prevention of drugs

Introduction

In the previous lesson you described some principles used for preventing drugs and identified some steps used for preventing them. You also did an activity and finally an evaluation as to check your understanding of the lesson.

In this lesson you are going to read a passage that is describing youth drug prevention for parents.

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

- *Read* the passage and get the main points.
- *Identify* the parents' role in the prevention of drugs.



Objectives

Read this extract.

Youth Drug Prevention for Parents

How your child will grow into adulthood is greatly influenced by your actions and words. Their behaviours, decisions, and filters are shaped at a very early age and clear and consistent communication between parent and child is critical to help them understand what's expected of them. Keep talking, the most powerful tool you have with your teenagers is communication.

Unity Summary



Summary

In this lesson you read a passage that was describing the role the parents must play to avoid their children going for drugs.

Now, do the exercises that follow as a way of checking your understanding of the lesson you have just finished.

Exercises



Exercises

Answer these questions

1. Do you believe that the future of a child depends on the parent's way of communicating with the child? _____
2. Why should everything be shaped at a very early age?

3. The text mentions a very strong instrument used to deal with teenagers, what is it? _____
4. Do you think that parents should keep communicating with their children?

Now, compare your key to exercises with the key to exercises provided below.

Key to exercises

1. Yes, I do.
2. Because after the childhood it will be very difficult for the parents to shape certain aspects.
3. It is communication.
4. Yes, I do.

Dear student, after comparing your key with the key provided above, try to evaluate what you have understood from the lesson in the evaluation that follows:

Evaluation



Evaluation

Read this passage and then suggest better ways our Mozambican government should use to avoid illicit drug use.

Illicit drug use is a serious concern for all Canadians. In the 2007 Federal Budget, the Government of Canada announced the National Anti-Drug Strategy with a goal of improving the health, safety and security of Canadians by addressing both the demand for and supply of illegal drugs in Canada. Building on existing drug-related initiatives, it enhances collaboration and strong working partnerships between the federal, provincial and territorial governments, non-government organizations and communities.

You should take your suggestions to the Learner Support Centre to discuss them with your partners.

No key to evaluation

Lesson 4

Prevention and Treatment of Drugs

Introduction

In the previous lesson you read passages that described youth drug prevention principles.

In this lesson you are going to read a passage that is describing drug prevention and its treatment.

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



Objectives

- *Name* some ways for preventing drugs.
- *Describe* drug treatment procedures.

Prevention and Treatment of Drugs

Read this text

Drug Prevention and Treatment

The use of substances is associated with negative social, public safety and economic consequences for all Canadians. Part of Health Canada's role is to increase awareness among youth of the dangers of experimenting with illicit drugs, and to assist parents in keeping their kids drug-free.

Health Canada also collaborates with provincial and territorial governments through the Federal/Provincial/Territorial Committee on Substance Use and Abuse. The purpose of this Committee is to advise the federal government on problematic substance use matters of national scope and to act as a Liaison Committee to the Pan-Canadian Public Health Network.

Health Canada, through the Drug Strategy Community Initiatives Fund (DSCIF), will contribute to reducing illicit drug use among youth through health promotion and prevention projects.

Projects could include:

- activities that build awareness and understanding of youth specific issues related to cannabis, methamphetamine, etc., the stigma of addictions, and emerging issues in the area of illicit drug use.
- the development of pilot prevention models, school-based prevention initiatives, and educational products and tool kits based on best practices. Projects could involve parents, educators, community leaders, youth organizations and health and allied professionals who influence or support children and youth to prevent illicit drug use.
- activities that focus on hard to reach youth such as street youth.

Meaningful youth engagement is considered essential for success in designing and implementing a project. Projects must show measurable results in the prevention or reduction of illicit drug use among youth.

Unity Summary



Summary

In this lesson you discussed different ways and strategies that are being used by the Canadian government to reduce illicit drug use among youth. You were also able to identify and suggest ways that can be used by your local community in an attempt of fighting drug down.

Now, do the exercises that follow as a way of checking your understanding of the lesson you have just finished.

Exercises



Exercises

Answer these questions

1. What does the public health do to avoid youth experimenting with illicit drugs?

2. What is the major objective of the Canadian Committee?

3. What strategies have been used to reduce illicit drug use among youth?

Now, compare your key to exercises with the key to exercises provided below.

Key to exercise

1. It is increasing awareness among youth of the dangers of experimenting with illicit drug and to assist parents in keeping their kids drug-free.
2. It is to advise the Federal Government on problematic substance use matters of national scope and to act as a liaison committee to the Pan Canadian Public Health Network.
3. The strategies include health promotion and prevention projects.

Dear student, after comparing your key with the key provided above, try to evaluate what you have understood from the lesson in the evaluation that follows:

Evaluation



Evaluation

Design a local drug prevention project aimed at discouraging illicit drug use among youth.

After designing your project you should take it to the Learner Support Centre to show your teacher so that he or she can mark it.

Or

You should take it to the Learner Support Centre to compare it with your partner.

No key to evaluation

Lesson 5

Religions and Belief

Introduction

In the previous unit you described some principles used for preventing drugs, identified some steps used for preventing drugs as well as their treatment. You also did an activity and finally an evaluation as to check your understanding of the whole unit.

In this lesson you are going to discuss the concept of religion and belief.

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



Objectives

- *Define* religion and belief .
- *Discuss* what is meant by religion and belief.

Look at this glossary

Religion – people’s belief in the life of the spirit and usually in one or more gods.

Belief – the feeling that something is definitely true or definitely exists or an idea you believe is true.

Read this passage that describes religion from the sociological perspective.

In every society people are frightened about certainty of their deaths; they need some explanation for their brief stay here on earth. Surely it must all have some meaning? It is precisely this question that religion answers. Life does have meaning and there is a life after this one on earth.

The relationship between religion and society has been the subject of furious debates amongst sociologists. They agree on one thing only: that religion is important to society and does affect the way people act. Basically there are three views on religion:

- It is good for society, helping to draw people together and creating a sense of community;

- That is a bad thing for the majority of people, stopping them complaining about the unfairness of society;
- That it can be important in bringing about social change.

Unity Summary



Summary

In this lesson you were introduced to the concepts of religion and belief and had a description of each of them. In the end you were asked to find the synonyms of the selected words.

Now, you are asked to do the exercises that follow as a way of checking your understanding of the lesson you have just finished.

Exercises



Exercises

Find synonyms for the words that follow

- Religion
- confidence
- Life
- Society
- Earth
- Change

Now, compare your key to exercises with the key to exercises provided below.

Key to exercises

- Religion - faith
- confidence - confidence
- Life - existence
- Society - humanity
- Earth - world
- Change – transform/adjust

Dear student, after comparing your key with the key provided above, try to evaluate what you have understood from the lesson in the evaluation that follows:

Evaluation



Evaluation

Choose the correct answer from the multiple choice

1. The text says that there is always
 - a) certainty about people's death.

- b) doubt about people's death.
 - c) an agreement with regard to people's death.
 - d) a mistake in people's lives.
2. The text suggest that
- a) people should avoid religion.
 - b) people should go to church everyday.
 - c) people should be threatened by the society.
 - d) there should be a relationship between religion and society.
3. The sociologists only overlap when they consider religion as
- a) an important tool to society.
 - b) an instrument to unify society.
 - c) a weapon to fight against belief.
 - d) something that changes people's character.
4. The three views show
- a) bad aspects of religion.
 - b) good aspects of religion.
 - c) positive and negative aspects of religion.
 - d) only positive aspects of religion.

Now, compare your key to evaluation with the key to evaluation that has been provide at the end of this module.

Lesson 6

View of religion

Introduction

In the previous lesson you read a short passage that described the concept of religion and belief.

In this lesson you are going to describe four of the common religions in the world, that is, the Hinduism, Islam, Judaism and the Christianity

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

- *Name* some religions.
- *Identify* the characteristics of each of them.
- *Find* common aspects.



Objectives

View of religion

Read the passages that follow

Hinduism

All Hindus worship one Supreme Being – Brahman. The origins of Hinduism are linked to several cities in the plain of the river Indus. Hindus believe that, in the whole maelstrom of existence, the only constant is Brahman. Central to Hinduism is the belief that a soul inhabits many bodies before it reaches its final goal, which is to become as one with Brahman.

Islam

The teachings of Islam were revealed by Allan (or God) to the prophet Muhammad (“Peace Upon Him”, which you have to recite every time you mention his name). Scholars concur that the prophet Muhammad was born in 570AD. When Muhammad hit 40, suffering a religious mid-life crisis, he wandered into a dark cave where he was visited by the Angel Jibril (or Gabriel) who told Muhammad the teachings of Allan and demanded he write them down. As Muhammad was illiterate, this proved difficult, so he had to memorise them instead. These teachings were documented in what is known as the Koran.

Judaism

For those amongst you who respect tradition and history, it should be gratifying to learn that Judaism, founded 5,755 years ago, it is the oldest religion known to humankind. Unlike Christianity, the Jews are still waiting for the Messiah; they consider Jesus to be a false prophet. So, while Christians have been waiting 2,000 years for an encore, the Jews have been patiently waiting for the show to start.

Christianity

Christianity was viewed, as no more than a movement among a small group of Jews, around 30 CE; his followers began to spread their beliefs. Almost immediately there emerged two main divisions. Those who tried to keep to the Mosaic Law while acknowledging Jesus as their Messiah, and those who believed that Mosaic Law was done with, and that Jesus was their Saviour in a new religion. The latter group consisted mainly of non-Jews who followed the teachings of Christ and believed him to be God.

Unity Summary



Summary

In this lesson you read four passages that were describing four religions namely Judaism that believes in Messiah that is still to come, Islam that believes in Muhammad, Hinduism which believes in Brahman and Christianity that believes in God. You were also able to do some exercises and give your own point of view.

Now, do the exercises that follow as a way of checking your understanding of the lesson.

Exercises



Exercises

Work with a colleague of yours. Read the passages again and answer the questions that follow.

a) What do Hindus believe in?

b) According to them, where does the soul inhabit?

c) What happened to Muhammad at the age of 40?

d) What did the Angel who visited Muhammad do?

e) What did Muhammad do to sort his illiteracy problem out?

f) Do you believe that Judaism was the first religion to be founded? Give evidence.

g) What do Jews think of Jesus Christ?

Now, compare your key to exercise with the key to exercises provided below.

Key to exercises

- a) They believe in Brahman.
- b) It inhabits in many bodies before it reaches its final goal.

- c) He suffered a religious mid-life crisis.
- d) He taught Muhammad the teachings of Allan and demanded him to write them down.
- e) He memorised them all.
- f) Yes, I do. Because the writings say that it is the oldest religion in the humankind founded 5,755 years ago.
- g) That he is a false prophet.

Dear student, after comparing your key with the key provided above, try to evaluate what you have understood from the lesson in the evaluation that follows:

Evaluation



Evaluation

Choose one of the two topics and discuss.

1. State the difference between the Jews and Christians.
2. Identify the common aspects in the four religions that were described.

No key to evaluation

Lesson 7

Beliefs, cultures, norms and values

Introduction

In the previous lesson you read four passages that were describing four religions namely Judaism that believes in Messiah who is still to come, Islam that believes in Muhammad, Hinduism that believes in Brahman and Christianity that believes in God.

In this lesson you are going to read some extracts that discuss the concepts of beliefs, culture, norms and values.

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

- *Define* each of the concepts.
- *Identify* the role of each concept described.



Objectives

Beliefs, cultures, norms and values

Read these descriptions

Culture

Is the whole set of beliefs and guidelines as to how people ought to behave in any society, which people regard as natural and normal. Each society has a different culture: expectations of behaviour in Mozambique are very different from those in Tanzania, for instance.

Cultures vary over time and by country and area. Within culture, groups can vary considerably in their agreement with the main culture; for example many people argue that youth is a period when young people are likely to rebel and to reject the normal values of society.

Beliefs

These are very vague, general feelings or opinions about the world. They are rarely very clear, or organised, but they provide us with the general framework of our understanding about the world. So most people believe that they aren't free in our society, exactly what that means is unclear, but it is constantly referred to in newspaper and on the television, "free society", the freedom of the individual. This belief in freedom is powerful

enough to explain why people ought to go to war – they go to “defend freedom”.

Values

Values are the ideas about correct and just behaviour that come from beliefs. For example, Mozambican religious values stress that it is generally wrong to harm or kill people.

Norms

These are normal, expected patterns of behaviour in everyday life. Norms include things like maintaining the correct distance from someone when talking to them, not asking personal questions of people we do not know too well, and saying thank you. Norms guide us in our everyday existence.

Unity Summary



Summary

In this lesson you were able to read the descriptions of the concepts of culture, beliefs, norms and values that are aspects that should be taken into account in our everyday life.

Now, do the exercises as a way of checking your understanding of the lesson you have just finished.

Exercises



Exercises

Answer these questions

1. Define culture.

2. Are values natural?

3. If they are not, then how do they come about?

4. Does everyone share the same values in a society?

5. What kind of a thing are the norms?

Now, compare your key to exercises with the key to exercises provide below.

Key to exercises

1. It is the whole set of beliefs and guidelines as to how people ought to behave in any society, which people regard as natural and normal.
2. No, they are stated by the people.
3. They result from what the people believe in or what the people agree upon.
4. No.
5. They are normal, expected patterns of behaviour in everyday life.

Dear student, after comparing your key with the key provided above, try to evaluate what you have understood from the lesson in the evaluation that follows:

Evaluation



Evaluation

Discuss the importance of respect and peaceful co-existence between different cultures, values and norms.

After writing your paragraph, you are supposed to go to the Learner Support Centre to discuss what you have done with your partner as there is no key to this evaluation.

No key to this evaluation

Lesson 8

Life after School

Introduction

In the previous lesson you read some extracts that discussed the concepts of beliefs, culture, norms and values.

In this lesson you are going to describe life after school, the challenges students face after they finish any level of their education.

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



Objectives

- *Describe* after school programs.
- *Challenges* faced in after school programs and activities.

Life after School

Read this roundtable conversation held in January 1, 2006

Afterschool Time: Choices, Challenges, and New Directions

At a time when many schools are being pushed to narrow their focus and concentrate on core academic subjects like Portuguese and Mathematics, afterschool programs are being pulled in a dozen different directions. Program directors/principals wrestle with a range of questions as they try to meet the diverse needs of funders, parents, and the young people they serve. Should afterschool time be an extension of school, focused on tutoring and homework help? Or a break from school, focused on sports, fitness, arts, and hobbies? Should programs reinforce traditional academic skills or provide a chance for more open-ended explorations? Should activities be supervised by experienced teachers or qualified youth workers trained to take a broad view of youth development? Is the goal to improve students' performance in school, to foster positive relationships with peers and adults, or simply to keep kids safe and out of trouble?

Once thought of as just a time period, afterschool today has evolved into a movement—and it is a movement at a crossroads. Over the last decade,

leaders in the afterschool field have put forward a vision of informal learning that is distinct from the experiences students typically encounter in schools. Afterschool programs can provide young people the opportunity to explore materials and ideas in a fun and flexible environment, with fewer boundaries and time constraints. They can work with peers—and adult mentors or coaches—to develop projects, rather than following a fixed curriculum. And they can discover connections between traditional academic subjects and such topics as popular culture, art, media and technology, careers, and their own communities.

To many in the field, the need to support and build these programs—sometimes called project-based learning or experiential learning—has never been greater, as the push to improve student performance on standardized tests has left little room in the school day for art, music, sports, or creative projects. Institutions and partners have responded to that need by developing materials and professional development models aimed at fostering this kind of informal learning. At the same time, the need for tutoring programs designed to help large numbers of students improve their basic academic skills is also rising, as the student achievement gap makes clear.

Unity Summary



Summary

In this lesson about life after school you read a conversation which was held in January of 2006, got to know the difficulties students encounter and suggestions to overcome those difficulties.

Now, do the exercise that follows as to show your understanding of the lesson you have just finished.

Exercises



Exercises

Complete these sentences using information from the written passage

The written passage you have just read says that:

1. There is a need to pull afterschool programs in _____ directions.
2. The school principals as well as the _____ directors are asked too many _____ regarding afterschool programs.
3. Afterschool programs have _____ into a movement at a crossroads.
4. When well organised, afterschool programs can give youth _____ for exploring materials and ideas in a fun and flexible way.
5. Afterschool activities/programs are far beyond _____ students _____ .

Now, compare what you have done in the exercises with the key to exercises that has been provided below.

Key to exercise

1. A dozen different...
2. Program...questions...
3. Evolved...
4. Opportunities...

Dear student, after comparing your key with the key provided above, try to evaluate what you have understood from the lesson in the evaluation that follows:

Evaluation



Evaluation

Find synonyms for:

- Diverse
- Provide
- Broad view
- Goal
- Foster
- Boundaries
- Constraints
- Peers
- Development

Now, compare your key to evaluation with the key to evaluation provided at the end of this module.

Lessons 9 & 10

Relationship between the courses and the situation in the field

Introduction

In the previous lesson you read a conversation that described life after school, the challenges students face when it comes for them to pursue a career.

In this lesson you are going to read some extracts that describe teachers testimony throughout their careers.

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



Objectives

- *Identify* difficulties and strengths faced by the teachers working for afterschool programs.
- *Identify* the ways suggested to overcome some constraints faced the process.
- *Write* a short paragraph showing your concerns.

Part One

Relationship between school and afterschool situations

Dan Tobin (DT): What role does afterschool learning play in relation to schools?

Ellen Gannett (EG): I've worked in the field for 30 years and I've watched the landscape change dramatically. I entered the field as a certified teacher because I loved being creative and building the curriculum with the children, as opposed to having to use a prescribed curriculum. When I first started in the field, it used to be very clear what my job was. My job was to complement what the schools were doing, not to duplicate it. I filled in the gaps in areas that schools weren't providing—such as more opportunities for physical education, art and music, socialization, and conflict resolution. But then the landscape changed as people grew increasingly concerned about closing the academic achievement gap. We can't deny the fact that there are a lot of

young people failing in our schools and I feel deeply committed to helping them. But what is the role of afterschool in meeting that goal? The school should still stay focused on instruction and afterschool should take a different, complementary course. It's about providing lots of opportunities for young people to make decisions and solve problems, rather than being told continuously what to do and how to do it during and after. These opportunities build the skills that will prepare young people for life and for work.

Tutoring and Academic

How should afterschool programs address different needs?

LJ: Parents in many of the communities where afterschool programs are critical resources don't see the kinds of open-ended and hands-on activities we've been talking about here as academic support. Afterschool programs have to decide which approach or combination of approaches to take, and they may need to make a case for whether and how that set of approaches addresses parents' concerns.

Part Two

Read the second part of the conversation

Research and Evaluation

Is there research that demonstrates the effectiveness of the kind of afterschool programming that we're talking about?

EG: I think the afterschool movement needs to resist the idea of being measured by the same tools that have measured instructional practices. The good news is that national leaders in the afterschool field are talking about this.

EG: We can learn a lot from research that identifies the characteristics of youth development programs that contribute to young people's growth and self-efficacy. There have been a number of studies looking at young people who have multiple risk factors - poverty, emotional problems, learning difficulties, parents who are alcoholic or drug addicted. The more risk factors a young person has, the more likely he or she is to be struggling in school or in life. One study in particular followed a group of young people with multiple risk factors and tried to understand why some of them did very well in life and others with the same risk factors didn't. And what they came up with was that the children doing well had a mentor in their lives. We know that when children have somebody who is there for them over the long term, who really cares deeply, and sets high standards for them, it can make a real difference. That's the safety net that afterschool can play for a whole set of young people. We're the first line of defense for a lot of children and adolescents who may be doing

badly. We've seen many examples where the afterschool staff were the first ones to notice that a child had hearing problems or sight problems. These diagnoses don't happen regularly for a whole lot of young people, especially in a community where it's difficult to get an appointment in a clinic. And then there's the emotional side. How many children may need mental health support? All of these things are part of our agenda at NIOST.

Professional Development

LJ: The issue of the capacity of staff to assist children in doing this kind of thinking and problem-solving is huge. This work is often a challenge for trained teachers, let alone the average afterschool staff person, who may be a college student, parent, or community member and is getting a low salary, often no benefits, and minimal training. Some afterschool programs try to address this by bringing in certified teachers and/or using curricula developed specifically for afterschool and that come with professional development for staff.

EG: Bringing school teachers into afterschool programs presents some interesting challenges. Not all classroom teachers are suited to the informality of the afterschool atmosphere. Some classroom teachers love being able to take off that hat and relax with young people and share their skills and talents in a different way. We need to look for the people who are the best fit for the afterschool environment. The other thing that classroom teachers carry, whether they like it or not, is the negative associations some young people have with schools.

TS: Professional development is a long-term process. The notion that you can sign up for a one- or two-day training and walk out certified, ready to deliver something is false. Typically, people walk out of our trainings realizing they need to fix four or five things before they can start doing what they came to the training to learn. For example, they might walk in thinking that to do project-based learning; they just need some good project ideas. In fact, they need planning time, connections to community resources, and perhaps a content partner, such as a local science museum or cultural center. They also need to get other staff on board so they can do the project as a team, where one staff member does the art part and someone else does music and someone else literature. And that kind of collaboration takes much more planning. The ideal professional development scenario is that you plant those seeds and then you try to reconnect with those programs later on.

After reading the last passage of the conversation, you are expected to answer the questions that follow.

Unity Summary



Summary

The lessons 9 and 10 described the relationship between school and afterschool situations as well as the constraints the teachers and program directors encounter while developing their duties. Furthermore, you did some exercises and wrote a short paragraph that showed your concerns on afterschool programs

Now, do the exercises that follow to check your understanding of the lesson you have just learned.

Exercises



Exercises

Answer these questions

- a) What working atmosphere did the first teacher find when he started his teaching career?

- b) Did he like using prescribed curriculum?

- c) What did he do instead?

- d) Why did the landscape change?

- e) What ideas did the teacher come up with as a way of coping with the problem the school was facing?

The last part on **Tutoring** and **Academic** says that afterschool programs have to decide which approach or combination of approaches to take, and they may need to make a case for whether and how that set of approaches

addresses parents' concerns. Do you agree with this statement? If yes, say what your concerns are.

Answer these questions

- a) What conclusion has the study of a group of young people with multiple risk factors come up with?

- b) Why does the research consider teachers as the first line of defense?

- c) How do afterschool programs address low income problems?

- d) What requirements are needed if one wants to join professional development programs?

- e) Do you also agree that for a successful professional development program, team work is of crucial importance? Give your arguments.

Now, compare your key to exercises with the key to exercises that follows.

Key to exercises

- a) It was a lovely atmosphere with openness and creativity where a teacher was involved in building the curriculum to suit everyone's needs.
- b) No, he did not.
- c) He built the curriculum with the children.
- d) Because people grew increasingly concerned about closing the academic achievement gap.
- e) He came up with the provision of lots of opportunities that built skills that would prepare young people for life and for work.

Yes, I do. Afterschool programs must use an approach or a combination of approaches that express parents' concerns and approaches that can help youth for lifelong learning and work.

Part two

- a) It came up with the conclusion that the children doing well in the programs had a mentor in their lives.
- b) Because they are the first ones to diagnose problems that the children bring along.
- c) They bring in certified teachers and/or using curriculum developed especially for afterschool and that come with professional development for staff.
- d) They are as follow: project based learning, planning time, connection to community resources, content partner, etc.

Dear student, after comparing your key with the key provided above, try to evaluate what you have understood from the lesson in the evaluation that follows:

Evaluation



Evaluation

The extracts of the conversation that you have just read are a clear testimony of the challenges that the teachers come across each and every day in their lives.

In one or two paragraphs, write your concerns on how your school or community deals with afterschool programs.

After writing the paragraph you should take it to the Learner support Centre to discuss with your partner.

No key to evaluation.

Lesson 11

Starting a career

Introduction

In the previous lesson you read extracts of conversations that describe the testimony given by teachers in the afterschool programs, suggestions for overcoming certain constraints and a way forward for the improvement of afterschool programs.

In this lesson, you are going to read a short text that is describing a determined boy who fought against his parents' desires and managed to make his dream come true.

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



Objectives

- *Identify* some of the problems one faces when starting a career.
- *Give* advice to someone who wants to start a career.

Read this text that describes Connor's life experience

Starting an acting career takes plenty of talent, determination, luck and courage. If you do not go to drama school, you need even more.

When Connor Byrne was sixteen, his father gave him some time/honoured advice: stay on at school, do a degree and then do what you want. But it was already too late. Connor only wanted to be in the theatre.

It is very difficult for a young actor to obtain regular work and an income. So to widen the possibilities and in the hope of finding work in productions that included music and dancing.

Connor trained as a dancer, receiving a grant of some money to do this. But he still had financial problems and had to work as a waiter, too, putting in up to 18 hours work a day. As an actor, you have to ignore the fear of unemployment that grips you after the last performance. Acting is not a job, it is a way of life. You sacrifice any chance of stability and security.

Never believe any actor who tells you he does not want to be known.

Unity Summary



Summary

In this lesson you read a short text that described Connor's attitude towards his parent's desire. In the end you were also able to get his advice from his own experience in life.

Now, do the exercises that follow as a way of checking whether you have understood what you learned in this lesson.

Exercises



Exercises

Choose the correct answer from the multiple choice exercises

1. There are _____ items needed if one wants to start an acting career.
 - a) two
 - b) four
 - c) six
 - d) one
2. By the time Connor was given advice by his father, he
 - a) had finished university already.
 - b) had already got a very good job.
 - c) had some school subjects still to finish.
 - d) had made his career choice already.
3. Connor warns that if there happens to be an actor that says he or she does not want to be famous, this must be considered as a...
 - a) lie.
 - b) drama.
 - c) play.
 - d) real dream.

Now, compare your key to exercise with the key to exercise that is provided below.

Key to exercise

1. a
2. d
3. a

Dear student, after comparing your key with the key provided above, try to evaluate what you have understood from the lesson in the evaluation that follows:

Evaluation



Evaluation

Read the text again and in one or two paragraphs, write about the lessons you learned from it.

No key to evaluation

Lesson 12

News

Introduction

In the previous lesson you read a short text that described a determined boy who fought against his parents' desires and managed to make his dream come true.

In this lesson you are going to discuss the concepts of newspaper, radio and television.

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



Objectives

- *Define* the concept of different devices used to providing news to the public.
- *Discuss* national and world news.

Read these definitions

Newspaper



Is a publication containing news, information, and advertising. General-interest newspapers often feature articles on political events, crime, business, art/entertainment, society and sports. Most traditional papers also feature an editorial page containing columns that express the personal opinions of writers. Supplementary sections may contain advertising, comics, and coupons.

Newspapers are most often published on a daily or weekly basis, and they usually focus on one particular geographic area where most of their readers live. Despite recent setbacks in circulation and profits, newspapers are still the most iconic outlet for news and other types of written journalism.



Radio

A transmit/receive device; a transceiver. The term may refer to the entire unit or only to the circuits that do the actual transmitting and receiving. The phrase "the device has two radios" means the unit has two transmitters or two transceivers.

The transmission of electromagnetic radiation (energy) through the air or through a hollow tube called a "waveguide." Although radio is often thought of as only AM and FM radio or sometimes two-way radio, all transmission systems that propagate signals over the airwaves are called "radio," including TV, satellite, portable phones, cellphones and wireless LANs



Television The transmission of dynamic or sometimes static images, generally with accompanying sound, via electric or electromagnetic signals.

An electronic apparatus that receives such signals, reproducing the images on a screen, and typically reproducing accompanying sound signals on speakers.

Unity Summary



Summary

In this lesson you managed to read different definitions for the concepts of newspaper, radio and television. You were also able to read the definitions and find synonyms of the words used in the definitions and complete sentences. Finally, you did some exercises and an evaluation.

Now, do the activities that follow as a consolidation of what you have learned in this lesson.

Exercises



Exercises

Find in the antonyms for the words that follow.

- knowledge
- characteristics
- additional
- even with
- instrument
- powerful
- copying

Now, compare your key to exercises with the key to exercises that has been provided for you.

Key to exercises

- knowledge – information
- characteristics – features
- additional – supplementary
- even with – despite
- instrument – device
- powerful – iconic
- copying – reproducing

Dear student, after comparing your key with the key provided above, try to evaluate what you have understood from the lesson in the evaluation that follows:

Evaluation



Evaluation

Complete these sentences using information from the definitions

1. The newspaper includes...
2. Personal opinion of the writers is expressed on a section called...
3. Newspapers are produced on ...
4. The radio programs can be broadcasted using...
5. Images can only be reproduced on a ...

Now, compare your key to exercises with the key to exercise provided for you at the end of this module.

Lesson 13

ITC

Introduction

In the previous lesson you read definitions and discussed the concepts of newspaper, radio and television.

In this lesson you are going to read more about ITC which is also a component of the news you described in the previous lesson.

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



Objectives

- *Define* the concept of different devices used to providing news to the public.
- *Discuss* national and world news .

ITC

Read this text that describes communication, computers and internet.

What is communication?

Communication is the transfer of information from a sender to a receiver, using a specific medium. We call information being sent the message.

Computer communication

Before personal computers were available, people obtained their information from newspapers, radio and television. People used telephones, letters sent through the post office and fax messages to communicate with each other.

Today, computers have made obtaining information and communicating quick, inexpensive and simple from almost anywhere in the world.

How do computers communicate?

Computer communication is the transfer of information from one computer to another. In order to communicate, two computers need to be connected to one another. This works in much the same way as the

telephones or two fax machines connect. The main purpose of a computer network is to share resources such as information about customers.

There are two types of networks, for example local area networks known as LANs and wide area networks known as WANs. The first area is used within the same office, building or the same compound and the second one is extended across different buildings, towns, countries and continents.

For computer networks to operate, special hardware and software such as telephone lines, modem, cables or satellites are necessary.

The Internet

The Internet is a network of millions of WANs across the globe. Just like any network, the Internet uses operating systems and special application programs. These are called browsers.

All over the world the Internet has become a very popular source of information for research centres, academic institutions, government ministries, large companies, small offices and even individuals at home. Information about almost everything can be found on the Internet.

The internet can also be used for online shopping, online banking, entertainment, sending and receiving electronic mail and even downloading software.

Unity Summary



Summary

In this lesson you discussed the concepts of communication, computer communication and internet. You managed also to know more about different fields where communication via computer or Internet is used as well as the way they changed people's lives.

Now, do the activity that follows as a way of checking your understanding of the lesson.

Exercises



Exercises

Now say whether the sentences that follow are **TRUE** or **FALSE**

1. Computers are considered one of the latest communication discoveries of the 20th century. _____
2. Communication devices such as telephone, radio and television are no longer used as they have been replaced by computers. _____
3. One of the core objectives of a computer network is to exchange information among people. _____
4. The two kinds of networks are used for the same purpose. _____
5. The computer networks can not operate if none of the devices is used. _____
6. Computers/Internet have been changing people's lives throughout the world. _____

Now, compare your key to exercises with the key to exercises provided below.

Key to exercises

1. True
2. True
3. True
4. false
5. True
6. True

Dear student, after comparing your key with the key provided above, try to evaluate what you have understood from the lesson in the evaluation that follows:

Evaluation



Evaluation

Read the passage and identify tools that have helped The ITC Institute give support to poor students that could not afford to get loans to run business.

Housed in a converted warehouse next to the Centre for Informatics at Eduardo Mondlane University (UEM) in Maputo, the Mozambique ICT Institute(MICTI) - Technology Incubator is helping a new generation of technology entrepreneurs access the resources and skills they need to launch successful companies. By nurturing entrepreneurial skills and helping fledgling ICT companies get off the ground, MICTI created employment and generated wealth in a sector of the economy critical to Mozambique's future.

The main reason for this was that most students are poor and cannot afford loans to start a new business. What we have seen happen is that through experiencing what it is like to work in a supportive incubator, these young people are discovering that with a good idea, a few shared services, an office space, access to a laptop and overhead projector and telephones and the Internet, they can create a viable business. They are discovering that they are smart and can generate their own employment.

Now, compare your key to evaluation with the key to evaluation at the end of this module.

Lesson 14

Press Ethics

Introduction

In the previous lesson you read passages that described ICT and the way it helps people change their lives.

In this lesson you are going to read about people's concerns on press ethics.

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

- *Discuss* the important of Press Ethics.
- *Give* reasons why press ethics is important for journalists.



Objectives

Read this interview

The importance of press ethics

Press ethics is the central issue of Global Journalism Ethics, an internet-based forum for journalists from all over the world. Founded by The World Press Institute (WPI) and the media ethics division of the Association for Education in Journalism and Mass Communication (AEJMC), the forum treats subjects that touch the everyday life of journalists. RAP 21 spoke to Stephen Ward, editor of Global Journalism Ethics. He has 15 years of journalism experience as foreign reporter, editor and newsroom manager.

Today he is Associate Professor at The Graduate School of Journalism at the University of British Columbia.

RAP 21: What is the purpose of the Global Journalism Ethics forum?

Stephen Ward: I do not think that we can simply extend North American, or Western, models of press ethics to other areas of the world, such as to the press of developing nations or war-torn countries. Press ethics must take into account different social and cultural values. What we need is for journalists from many press traditions to communicate with each other, to share their perspectives on major issues and seek ways to promote a more free and responsible journalism worldwide. Global Journalism Ethics is one contribution: Its purpose is to have journalists from around the world comment on a major ethical issue, bringing a global perspective to the conduct of news media.

RAP 21: From an African perspective, how do you motivate the importance of press ethics?

Stephen Ward: Motivating the importance of press ethics faces many obstacles such as unethical media organizations, the pressure of governments, the lure of money and career advancement, plus the severe competition between media professionals. However, we can begin to counter-balance those unethical forces in several ways. First, individual journalists need to commit themselves to ethical practices and to speak up for such practices. Journalists, through their associations and related groups, need to continue to build strong global organizations that monitor, critique and promote professional standards. They need to form networks that will help journalists who are under unethical pressures. As well, journalists and journalism educators should begin to hold global media meetings and conferences to develop the basics of a "global ethics" for all journalism professionals -- a sort of journalism declaration. I see this declaration as the start of a movement toward a better global media for the future. None of this will be easy, and nothing will happen quickly. But I believe we need to begin this process so that journalism is a humane force for independent information, for cross-cultural understanding and for a more peaceful, tolerant, better-informed world.

RAP 21: What kinds of issues are raised within the Global Journalism Ethics?

Stephen Ward: The issues we have raised so far include worries about concentration of media ownership in Canada, whether journalists should appear before an international war tribunal, allegations that foreign reporters in Nigeria accepted government money to attend a ministerial news conference, and so on. There is no end to the topics, and there are many other issues not yet covered. For example, those other issues include the impact of major news corporations in the West on how its audiences perceive other countries in the world, and how it affects their understanding of issues in other regions, such as regions in Africa, or southeast Asia, or eastern Europe.

We need to explore how journalists around the world can help other journalists who have been censored, intimidated or thrown in jail by tyrannical regimes. We need to look at how journalists from different countries regard such concepts as "free press," "social responsibility of the press," "journalistic independence" and so on, by looking at concrete examples.

RAP 21: In what sense can the forum be of interest for African media professionals?

Stephen Ward: I think Global Journalism Ethics should be of interest to African media professionals who are interested in reflecting on their ethical standards and their practices, and the state of the news media generally. Obviously, if we have a case study from an African country, this would be of interest to African media professionals. But I believe that all journalists, no matter where they live, can see the relevance of the issues discussed on the web site.

Unity Summary



Summary

In this lesson you read a description of an interview where Stephen shared his concerns on Global journalism Ethics. Furthermore, he suggested ways this Forum can use to help journalists that seek for support worldwide.

Now, do the exercises that follow as a way of checking your understanding of the lesson you have just finished.

Exercises



Exercises

Now answer these questions

- a) Why is the press ethics important in journalists' lives?

- b) What are the Stephens Ward's concerns on global Journalism Ethics Forum?

- c) What obstacles can journalists face while motivating press ethics?

- d) What advice does Stephen give to the Global Journalism Ethics?

- e) Re-write a passage which shows that Stephen cares for all media professionals.

Now, compare your key to exercise with the key to exercise that has been provided below.

Key to exercises

- a) Because it is the forum that treats subjects that touch the everyday life of journalists.
- b) His concerns are that the Press ethics must take into account different social and cultural values. What is needed is that journalists from many press traditions to communicate with each other, to share their perspectives on major issues and seek ways to promote a more free and responsible journalism worldwide.
- c) They face many obstacles such as unethical media organizations, the pressure of governments, the lure of money and career advancement, plus the severe competition between media professionals.
- d) He advises that the journalists need to explore how journalists around the world can help other journalists who have been censored, intimidated or thrown in jail by tyrannical regimes. They need also to look at how journalists from different countries regard such concepts as "free press," "social responsibility of the press," "journalistic independence" and so on, by looking at concrete examples.

- e) For him, Global Journalism Ethics should be of interest to African media professionals who are interested in reflecting on their ethical standards and their practices, and the state of the news media generally. Obviously, if we have a case study from an African country, this would be of interest to African media professionals. But I believe that all journalists, no matter where they live, can see the relevance of the issues discussed on the web site.

Dear student, after comparing your key with the key provided above, try to evaluate what you have understood from the lesson in the evaluation that follows:

Evaluation



Evaluation

Imagine that you are a journalist willing to encourage Stephen to go ahead, what encouraging words would you use to add his list of advices?

Lesson 15

Impact of Science and Technology in different fields of Development by 2025

Introduction

In the previous lesson you read description of ITC and the way it helps people change their lives.

In this lesson you are going to read about what life is aimed to be like in the year 2025

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



Objectives

- *Discuss* science and technology used in different fields of development.

Read this passage

Science and technology in different development fields

The effects of the undertaking of Structural adjustment programmes in countries like Ghana, Kenya, Tanzania and Uganda have been extremely varied over different areas of science and technology. By different areas of science and technology we mean in different fields of scientific endeavour, in different sectors of the economy, and by different actors. (There are other ways of categorizing the differences: one involving different areas or types of products, will be considered in the next section of this chapter.)

The differences arising in different fields of scientific endeavour appear in the universities. In all but one, the engineering faculty has been particularly favoured, and the scientific faculties less favoured. But differences arise even within faculties, although these differences do not seem to be systematic across countries: in one, it may be the electronic and electrical engineering departments that prosper, in another the civil engineering, in still another the mechanical engineering.

The second of the ways by which we express variability of effect of Structural Adjustment Programmes on the pursuit of science and technology is by looking at different sectors of the economy. The effect of the adoption of Structural Adjustment Programmes in our four countries seems to have resulted in an overall shift of direction: from industry and commerce, on the one hand, to agriculture and public administration, on the other.

In summary, directing attention towards any activity is likely to yield improvements in that activity's performance. Attention provides information; attention stimulates the use of that information so as to obtain improvement; improvement is the consequence of advances in science and technology. Therefore if more attention is directed towards one sector of an economy, we would expect that sector's state of the art to progress; i.e. we would expect that the science and technology applicable to that sector would be likely to advance more rapidly. If less attention were directed towards another sector, we would expect its science and technology to advance less rapidly. More attention, more progress: less attention, less progress.

Unity Summary



Summary

In this lesson you read a passage that was describing the impact of the use of science and technology in different fields of economy in countries like Tanzania, Ghana, Kenya and Uganda.

Now, do the exercises that follow as a way of checking your understanding of the lesson you have just finished.

Exercises



Exercises

1. Say what is meant by different areas of science and technology.

2. According to the passage, where are these areas of science and technology found/placed?

3. Identify the two differences arising in different fields of scientific endeavour.

4. What can a directed attention in different fields of science and technology generate?

Now, compare your key to exercises with the key to exercises that is provided below.

Key to exercises

1. It means different fields of scientific endeavour in different sectors of economy and different actors.
2. They are in universities.
3. They are engineering faculties that are said to be favoured and the scientific faculties that are viewed as being less favoured.
4. It can generate improvements in the activity's performance.

Dear student, after comparing your key with the key provided above, try to evaluate what you have understood from the lesson in the evaluation that follows:

Evaluation



Evaluation

In one or two paragraphs, write your concerns on the use of science and technology in Education.

Compare your paragraph with your partners at the Learner Support Centre.

No key to this evaluation

Lesson 16

Factors contributing to climate change

Introduction

In the previous lesson you read about the impact of science and technology in different areas of development.

In this lesson you are going to define and identify factors that contribute to the climate change.

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



Objectives

- *Identify* factors that contribute to the climate change.
- *Describe* trends of climate change.

Read this passage

Environmental pollution



Environmental pollution refers to all contaminating agents such as air/water and soil pollution, erosion resulting from strong winds and cyclones, use of chemicals, pesticides, etc.

The human beings are considered the core polluters of the environment as a result of their daily activities. In addition to human activities is the fumes/gas released from cars, factories, manufacturing companies. These fumes/gases destroy the ozone layer and lead to global warming, desertification, floods and so forth.



If humans want a better future for the planet earth, they need to put the following trends into practice:

- Plant trees in their homes
- Use unleaded fuel/funnels in the manufacturing companies
- Control forest fires
- Avoid overgrazing

Unity Summary



Summary

In this lesson you read a passage that described factors that contribute to the environmental pollution as well as the trends that are used worldwide as an attempt of saving it for a better future.

Now, do the exercises that follow as a way of checking your understanding of the lesson you have just finished.

Exercises



Exercises

Find antonyms for

- Strong
- Core polluters
- Destroy
- Warming
- Better future

Now, compare your key to exercises with the key to exercises that is provided below.

Key to exercises

- Strong – powerful
- nucleus polluters – nuclear polluters
- Destroy – devastate
- Warming – call attention
- Better future – healthier

Dear student, after comparing your key with the key provided above, try to evaluate what you have understood from the lesson in the evaluation that follows:

Evaluation



Evaluation

Find as many measures as you can to add to the list of trends given in the passage as your contribution to the fight against global warming.

Now, you should compare what you have done in the evaluation with your partners at the Learner Support centre.

Lesson 17

Our Common future by 2025

Introduction

In the previous lesson you read about factors contributing to the global warming and change in climate.

In this lesson you are going to discuss predictions of what the world will be like by the year 2025.

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



Objectives

- *Identify* common measures that will be put in place for a better future.
- *Express* personal concerns.

Our Common future by 2025

Look at the list of things predicted to have happened by the year 2025 and then give your comments for the improvement of the list towards a better future.

What does the future hold?

- There will have been a catastrophic nuclear accident or war.
- People will be living in cities on the moon.
- English will still be the international language.
- Canada and USA will be one country.
- A cure for AIDS will have been found.
- Most families will have robots to help them with the housework.
- The USA will have had at least one woman president.

- Women will be completely equal to men.
- Brazil will be a new superpower and will rule the world.
- Life expectancy in industrialized and developing countries will be 100.
- Cash will have disappeared. Everything will be paid by credit cards.
- The ozone layer hole will have been covered completely.
- The global warming will have been reduced to 50%.
- Agricultural/farming methods in all countries of the world will have been improved by 80%.

Unity Summary



Summary

In this lesson you went through the list of the things predicted to have happened by the year 2025 and gave your comments for the improvement of the same list.

Now, do the exercises that follow to better check your understanding.

Exercises



Exercises

Go to the list again and read it carefully. Then say whether you agree or disagree with the list of predictions and why.

After that, you have to share your concerns with you partner at the Learner Support Centre.

No key to evaluation

Dear student, after comparing your key with the key provided above, try to evaluate what you have understood from the lesson in the evaluation that follows:

Evaluation



Evaluation

Imagine a situation whereby you are invited to be part of those who will be living in the cities on the moon.

Write a short paragraph publicity persuading other people to join you as well as ways the reason why they have to join you.

After that, you have to take your paragraph to the Learner Support Centre for your tutor to mark it.

No key to this evaluation

Key to evaluation

Key to evaluation (lesson 1)

The side effects of the drugs described are as follow:

Tobacco – its side effects include addiction, heart disease, cancer of the lung, larynx, oesophagus, bladder, pancreas, kidney, and mouth.

Marijuana - Its effects include bloodshot eyes, dry mouth, reduced comprehension, altered sense of time, reduced ability to perform tasks requiring concentration and coordination such as driving a car, paranoia, intense anxiety attacks, altered cognition, making acquisition of new information difficult, impairments in learning, memory, perception, and judgement, difficulty speaking, listening effectively, thinking, retaining knowledge, problem solving.

Cocaine - Its effects include addiction, pupil dilation, elevated blood pressure and heart rate. Increased respiratory rate seizures, heart attack, insomnia, anxiety, restlessness, irritability, increased blood temperature and death from overdose.

Alcohol - Its effects include addiction (alcoholism), dizziness, nausea, vomiting, hangovers, disturbed sleep, impaired motor skills, violent behaviour, fatal alcohol syndrome, respiratory depression and death (high doses).

Mushrooms - Its effects include increased blood pressure, sweating, nausea, hallucinations.

Key to evaluation (lesson 5)

1. b
2. d
3. a
4. c

Key to evaluation (lesson 8)

- Diverse - varied
- Provide - give
- Broad view – wide view

- Goal - objective
- Foster - promote
- Boundaries - limits
- Constraints - embarrassment
- Peers – colleagues/mutual
- Development - progress

Key to evaluation (lesson 12)

1. The newspaper includes political events, crime, business, art/entertainment, society and sports.
2. Personal opinion of the writers is expressed on a section called editorial page.
3. Newspapers are produced on a daily or weekly basis.
4. The radio programs can be broadcasted using a hollow tube “waveguide” and air.
5. Images can only be reproduced on a television set.

Key to evaluation (lesson 13)

Read the passage and identify tools that have helped The ITC Institute give support to poor students that could not afford to get loans to run business.

Housed in a converted warehouse next to the Centre for Informatics at Eduardo Mondlane University (UEM) in Maputo, the Mozambique ICT Institute(MICTI) - Technology Incubator is helping a new generation of technology entrepreneurs access the resources and skills they need to launch successful companies. By nurturing entrepreneurial skills and helping fledgling ICT companies get off the ground, MICTI created employment and generated wealth in a sector of the economy critical to Mozambique’s future.

The main reason for this was that most students are poor and cannot afford loans to start a new business. What we have seen happen is that through experiencing what it is like to work in a supportive incubator, these young people are discovering that with a good idea, a few shared services, an office space, access to a laptop and overhead projector and telephones and the Internet, they can create a viable business. They are discovering that they are smart and can generate their own employment.

Preparation Test

Introduction

Dear student! This test is aimed to preparing you for the end of module tests at the Learner Support Centre. So, you have to read its instructions carefully and check everything beforehand. Good luck

Reading

Questions 1 to 5 are based on the following document.

Science and technology in different development fields

The effects of the undertaking of Structural adjustment programmes in countries like Ghana, Kenya, Tanzania and Uganda have been extremely varied over different areas of science and technology. By different areas of science and technology we mean in different fields of scientific endeavour, in different sectors of the economy, and by different actors. (There are other ways of categorizing the differences: one involving

different areas or types of products, will be considered in the next section of this chapter.)

The differences arising in different fields of scientific endeavour appear in the universities. In all but one, the engineering faculty has been particularly favoured, and the scientific faculties less favoured. But differences arise even within faculties, although these differences do not seem to be systematic across countries: in one, it may be the electronic and electrical engineering departments that prosper, in another the civil engineering, in still another the mechanical engineering.

The second of the ways by which we express variability of effect of Structural Adjustment Programmes on the pursuit of science and technology is by looking at different sectors of the economy. The effect of the adoption of Structural Adjustment Programmes in our four countries seems to have resulted in an overall shift of direction: from industry and commerce, on the one hand, to agriculture and public administration, on the other.

In summary, directing attention towards any activity is likely to yield improvements in that activity's performance. Attention provides information; attention stimulates the use of that information so as to obtain improvement; improvement is the consequence of

advances in science and technology. Therefore if more attention is directed towards one sector of an economy, we would expect that sector's state of the art to progress; i.e. we would expect that the science and technology applicable to that sector would be likely to advance more rapidly. If less attention were directed towards another sector, we would expect its science and technology to advance less rapidly. More attention, more progress: less attention, less progress.

1. **The Structural adjustment Programmes in Ghana, Kenya, Tanzania and Uganda involves...**
 - A. four fields
 - B. three fields
 - C. one field
 - D. no information
2. **The differences can mostly be seen in...**
 - A. high school
 - B. education
 - C. the companies
 - D. universities
3. **The four countries mentioned by the programme ...**
 - A. are the most developed in Africa
 - B. served as the starting point
 - C. are clever than the other ones
 - D. are the ones which expect a better future
4. **What is the synonym of the word “variability” used in the text?**
 - A. similarity
 - B. choice
 - C. changeable
 - D. comparison
5. **What would happen if attention had been given to one specific field of activities?**
 - A. Other areas would not advance rapidly
 - B. It would reduce its production
 - C. Other areas would develop rapidly
 - D. No future predicted for them

Questions 6 to 10 are based on the following document.

God Bless America

A long time ago, when Christopher Columbus arrived for the first time on the shores of America he named the native inhabitants Indians, thinking he was landing in India. He did not know it then, but he was obviously wrong. Since then these inhabitants, nowadays called Native Americans, have been driven out of their home habitats, have lost their supremacy in the continent and have suffered a lot from European settlers moving onto their lands. They are now a minority (around 2 million people) and most of them live on reservations. However, they are proud of their heritage. Although they have lost their land, they still honour their old values, try to preserve their traditions and struggle to keep their native languages alive (approximately 260 of them are still spoken)

Teen Time 2

Source:

6. What name did Christopher Columbus give the inhabitants he found in America.
A. India B. Indians C. Americans D. Native America
7. The document says that he was not veryabout the place where he landed.
A. serious B. nervous C. happy D. sure
8. Who are the true inhabitants of America?
A. Native Americans B. Native Indians
C. Native speakers D. Native Languages
9. The Native Americans arethan they were before.
A. bigger B. better C. fewer D. little
10. Currently there are million Native Americans in America.
A. 260 B. 2 C. 12 D. 360

In questions 11 to 20 choose the best word or words to fill the gap.

11. The newspaper printed a special editionthe news.
A. reporting B. reports C. to report D. reported

12. Snacks bite.....people every year.
A. lots B. a lot of C. Much D. very
13. Susan has been waiting for the broadcast of her programmeJune.
A. at B. over C. for D. since
14. was Samora Moisés Machel born?
A. When B. What C. Who D. Whom
15. Those dressesmanufactured in South Africa.
A. is B. were C. was D. will
16. My brother hatesin the middle of a lot of traffic.
A. drives B. drove C. driving D. drive
17. I am leavingBeira in two weeks time.
A. at B. over C. above D. for
18.were very few people at the meeting.
A. There B. that C. those D. these
19. If Iyou, I would not have accepted the invitation.
A. was B. are C. be D. were
20. water is there in the bottle?
A. How long B. How far C. How much D. How little

THE END

Key to Preparation Test

1	B. three fields
2	D. universities
3	B. served as the starting point
4	C. changeable
5	A. Other areas would not advance rapidly
6	B. Indians
7	D. sure
8	A. Native Americans
9	C. fewer
10	B. 2
11	C. to report
12	B. a lot of
13	D. since
14	A. When
15	B. were
16	C. driving
17	D. for
18	A. There
19	D. were
20	C. How much

THE END