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MINISTÉRIO DA EDUCAÇÃO E DESENVOLVIMENTO HUMANO

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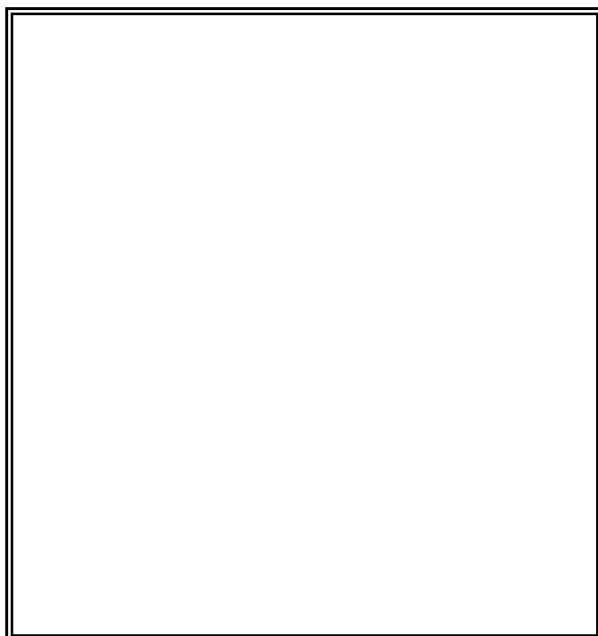
# ENGLISH

**Famous people and idols,**

**Heroes, entertainment,**

**Business & etiquette,**

**Business & communication**



## MÓDULO 4

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



## **Ficha Técnica**

### **Elaboração:**

Alcântara de Sousa

Adalberto José

### **Desenho Instrucional:**

Jacobino da Cunha

### **Maquetização:**

Departamento de TICs do IEDA

### **Ilustração:**

### **Revisão linguística:**

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# Lesson 1

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## Famous People and Idols

### Introduction

In the previous module you read passages that described the coconut tree, droughts and floods, bed and breakfast, dressing codes and wedding.

In this lesson you are going to read other passages that describe some of the famous people and idols.

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



#### Objectives

- *Read* a text that describes a famous Mozambican artist (Malangatana).
- *Describe* a famous person or artist in your area.

### Famous People and Idols

*Look at this glossary*

Brought up – grow up

Childhood - a period of time when you are a child

Engraved – to cut pictures or words on paper, metal or wood

Deeply – a long way into something

Awakened – have understood

Sorrows of life – feeling of great sadness in life

Survival – the state of continuing alive or exist

Bitterness - unpleasant

Shared – used something that other people also used

Accomplices – help someone to witness something

Malicious – something that harms or hurts

Now read this text about Malangatana



## Text

For a long time now, Malangatana has been the creator of some of the most beautiful works of art in our country and on our continent. The course his life has taken is like that of so many others of his countrymen born and brought up in the last half century of portuguese colonial domination. He is the son of a migrant miner in South Africa, and was brought up by his grandmother, who taught him all the traditional Ronga mythology. His childhood and adolescence were marked by an insoluble conflict: on the one side was the traditional African world, on the other was the Swiss mission school, which opened up another cultural dimension. The values of Ronga mythology were deeply engraved in him. They were his unbreakable roots.

In fact, the Swiss mission schools did not practise a policy of attacking African tradition. This was the reason why the colonial authorities closed down Malangatana's first school transferred to a catholic school. He became a catechist, and with the little money that brought, he paid a traditional doctor to treat his mother. This double standard in the behaviour of colonised people is typical. The end result is almost always the negation of the African origin and the assimilation of European values. In the case of Malangatana, this conflict awakened his consciousness of his oppressed position and the need to rise towards the future.

After being forced to leave school, he began a tough apprenticeship in survival: domestic servant, ball boy in a tennis club. But this boy, who was brought up to early maturity by the sorrows of life, never wasted any opportunity to draw and to paint.



It was these drawings, done in between jobs that attracted the attention of painters and artists. The room where the young man had his lodgings was transformed into a garden blooming with colour and decorations. He collected coloured paper, cut pictures out of magazines. The young Malangatana became obsessed by pictorial representations. One could never expect tranquil harmony from such a disturbed life. The drawings are full of monsters, of decapitated bodies, of anguished looks.

These faces, repeated until they fill the whole space, these figures twisted by unending bitterness, are not images from this world created by us and, in the end, against us. Monsters that we long thought extinguished within us are brought to life by Malangatana's brush. Fright reappears, and we are scared because it is our old fear reawakened. We remain at the mercy of these visions. We are assailed by the fragility of our visual representation in the world.

The leap from traditional to modern styles was made without any request for help from the colonial system of assimilation. Malangatana's aim was to learn the techniques that would make his brushes more expressive. Africa is apparent in every one of his brushstrokes.

His talents developed without him straying from his path, since his roots in his land and his times were deep and strong.

The painting of Malangatana does not end on the canvas. It goes on working without us. According to African tradition, the artist does not inherit only knowledge. He comes invested with magical powers that make him a medium, a messenger from the underworld of the spirits.

One leaves a Malangatana's exhibition with the feeling that one is not the same as before. The monstrous visions that he shared with us in a short space of time have turned us into accomplices of the dismembered bodies, of the blood spilled with tenderness beyond red. These eyes gathered together on the paper watch us with malicious intent. We are watched by the pictures. The painter gets right inside us, and surprises us in not being able to see ourselves as he sees us.

In Go for English grade 12 Macmillan

Read the text once again to make sure you understand all information in it.

---

## Summary



### Summary

In this lesson you read a text that:

- Described one of the most famous artists in our country who was born by a migrant miner in South Africa and brought up by a very strong grandmother.
- Learned about the course his life had taken up to his death.

---

## Activity

Now, let us try to do the activity that follows to make sure you learned something from the text you have just read.



### Activity

Decide on the correct answer and justify it from the text you have just read.

1. The text says that Malangatana's life has been  
A. Better.      B. Worse.      C. Typical.      D. Unusual.
2. The Swiss mission has  
A. fought against african tradition  
B. never fought against african tradition  
C. closed his school.  
D. given Malangatana a scholarship.
3. Malangatana's talent developed because of his roots and land that were  
A. weak      B. serious      C. deep and weak      D. deep and powerful
4. After visiting Malangatana's exhibition, a visitor feels  
A. same as before  
B. strange  
C. not the same as before  
D. D. embarrassed as before

Now compare your answers with the key given below

#### Key to activity

1. C
2. B
3. D
4. C

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 text you read was describing Malangatana who is considered one of the most famous artists in our country. In about 160 words, write the most important ideas (summary) of the text.

**No key to evaluation**

# Lesson 2

---

## High Achievers in Science and Technology

### Introduction

In the previous lesson you read a text that described Malangatana who is considered one of the most famous artists in our country. You managed also to write a short summary of the same text using your own words.

In this lesson you are going to read an extract that gives us information on how we can use communication to enable famous people like Malangatana be known in many parts of the world and elsewhere.

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



#### Objectives

- *Get* information about what is meant by technology.
- *Define* technology and learn more about its importance in people's lives.
- *Distinguish* different components of technology.

## High Achievers in Science and Technology

*Read this extract carefully*

According to many social scientists and technologists, we live in a world that is radically different from that experienced by our ancestors. This `new world` is due in part to the rapid growth of communication technologies such as cable and satellite television, fax machines and multimedia computers, and the growing data networks sometimes called the `information superhighway`. The ease of communication between different parts of the world and different parts of society afforded by such technology is leading, some social scientists claim, to changed social relationships, to new social groupings and dispersed communities, and to altered perceptions of time and space. The world is increasingly experienced by those with access to the new technology as a smaller, more compressed place – a kind of global village as the visionary 1960s writer Marshal McLuhan.

From the extract it is possible to define technology as the study and knowledge of the practical use of scientific discoveries,

**Computer** can be defined as an electronic machine which is used for storing, organising and finding words, numbers and pictures.

**Internet** is defined as the largest and the most expansive systems of data links,

**Television** is a box-like device with a screen which receives electrical signals and changes them into moving images and sounds.

As you can see, technology involves many things and the greater merit is given to the richest people like Bill Gates who is best known for his contribution to technology especially for his software and hardware.

Technology does not only mean the use of the devices mentioned previously. Technology includes also all electronic equipment that you use at home namely the radio, cellphone, home telephone, calculator, etc.

So wherever you are there is always something you use that is related to technology. Technology helps people to exchange information and make the famous people like Malangatana, Bill Gates, Samora Machel, Nelson Mandela, Stewart Sukuma be known in the country and around the world.

Note that technology can not only be seen from a positive point of view. It has also its drawbacks especially for the people who live in rural areas. Some of them have no electricity in their homes and others cannot afford to buy any of the mentioned devices.

---

## Summary



### Summary

In this lesson there was a description and definition of technology and its several devices namely computer, telephone, cellphone, radio, television, fax machine.

These devices help people from all over the world to communicate among themselves. However, there are also negative sides of the use of technology. One of them is that the people in the rural areas do not have electricity. Others do not have money to buy some of these devices for their own use and therefore, they cannot fully enjoy the right they have to communicate with others or to exchange information.

After having read the text, time has come for you to do an activity that is given on the page that follows.

---

## Activity



### Activity

**Say whether the sentences are true (T) or false (F)**

- a) The world we live today is the same as the one our ancestors lived.
- b) Communication is easier today than it was in the past.
- c) Technology can also be in the planes, trains, road transport, etc.
- d) Bill Gates is best known for his software and hardware on the computer.
- e) People in rural areas have no problems in using technology.
- f) Any person in the rural area can easily buy a computer and use it without electricity.

Now compare your answers with the key given below

### **Key to activity**

- a) F
- b) T
- c) T
- d) T
- e) F
- f) F

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

### Exercise 1

Read the information on the extract again and complete the table with advantages and disadvantages of using technology.

Advantages	Disadvantages

### Exercise 2

Choose one of the described technology devices and say in what way it is important in your daily life.

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



# Lesson 3

---

## Used to

### Introduction

In the previous lesson you read an extract and got information about technology, you defined some of the components of technology, mentioned advantages and disadvantages of using technology and finally you wrote a short paragraph describing the importance one of these technology components has in your own life.

In this lesson you are going to discuss the use of `used to`

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



#### Objectives

- *Use* used to correctly.
- *Express* the past habits.
- *Complete* exercises using used to.

## Used to

*Pay attention to the structure*

### Used to

It is used to describe the past habits or habits that were done regularly, but not now

Example

- I ***used to*** play tennis a lot but I do not play it very often now.
- My father ***used to*** travel a lot but now he does not travel.
- Daniel ***used to*** smoke 40 cigarettes a day.

This means that all these people no longer do these activities regularly or they do not do them anymore.

We can also use **used to...** for something that was true but it is not true anymore.

Example

- This building is now a furniture shop. It **used to** be a cinema.
- I **used to** think that he was unfriendly but now I realised that he is a very nice person.
- Rosemary used to have long hair when she was a child.

Note that **used to** is past. There is no present form. You cannot say I use to, to talk about the present.

If we want to use it in interrogative form we say

- Did you use to eat a lot of sweets when you were a child?
- Did she use to travel a lot when she was 18 years of age?
- Did they use to go to parties when they were living in Lichinga?
- Did you use to speak English when you were in Europe?

---

# Summary



## Summary

In this lesson we managed to describe the different situations in which we can use the structure **used to**.

- I used to watch TV a lot.
- I used to be a good athlete.
- Mary used to help her boss with the typing.

Furthermore we had examples of situations that showed the correct use of used to in a real context.

In the end we realized that we never use used to in present or to talk about things we still do at the present.

After having read about different situations where used to is used, do the activity on the page that follows.

## Activity



### Activity

#### Complete these sentences with *used to*

The first one has been done as an example

Anacleto stopped running three years ago. He *used to* run 10 km an hour.

1. Lurdes Mutola \_\_\_\_\_ be an 800m runner.
2. We came to live in Nampula a few years ago. We \_\_\_\_\_ live in Quelimane.
3. Marisa \_\_\_\_\_ be my best friend but we aren't friends any longer.
4. There \_\_\_\_\_ be a hotel opposite the station but it is closed a long time ago.
5. Samora Machel \_\_\_\_\_ be a skillful leader.
6. Nelson Mandela \_\_\_\_\_ be the president of the Republic of South Africa.
7. Alexandre Langa, Mazembe, Zaida and Carlos Chongo \_\_\_\_\_ be popular musicians.

Now compare your key with the key that is provided below

#### Key to activity

1. Used to
2. Used to
3. Used to
4. Used to
5. Used to
6. Used to
7. Used to

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



In this exercise you are asked to compare what **Juvência** said five years ago and what she says today.

## Evaluation

Five years ago	Today
<ul style="list-style-type: none"><li>• I Speak English</li><li>• I Play the piano</li><li>• I am very lazy</li><li>• I am an agronomist</li><li>• I go to a lot of parties</li><li>• I never read newspapers</li><li>• I do not drink tea</li><li>• I work in the countryside</li></ul>	<ul style="list-style-type: none"><li>• I drink a lot of tea now</li><li>• I work very hard these days</li><li>• I haven't played the piano for years</li><li>• I work in town now.</li><li>• I read a newspaper every day now</li><li>• I work in a bookshop now</li><li>• I don't remember any single word of English now</li><li>• I haven't been to parties for ages</li></ul>

### Example

She **used to** speak English **but** she doesn't remember any single word of it now

1. \_\_\_\_\_ but \_\_\_\_\_
2. \_\_\_\_\_ but \_\_\_\_\_
3. \_\_\_\_\_ but \_\_\_\_\_
4. \_\_\_\_\_ but \_\_\_\_\_
5. \_\_\_\_\_ but \_\_\_\_\_
6. \_\_\_\_\_ but \_\_\_\_\_
7. \_\_\_\_\_ but \_\_\_\_\_

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



# Lesson 4

---

## Agreeing and Disagreeing

### Introduction

In the previous unit read passages that described famous people and heroes, talked about high achievers in technology and discussed the different uses of the structure **used to**, did the activities and completed exercises.

In this lesson you are going to describe statements of agreement and disagreement

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

- *Express* agreement and disagreement.
- *Give* examples or context where people can either agree or disagree.



### Objectives

### Agreeing and disagreeing

Study this conversation about Brenda Fassie



**Sulemane** Brenda Fassie is the biggest star in the history of South African music.

**Issufo** I entirely agree. She is so full of life, such an exciting personality. Just like Madonna in the United States of America.

**Sulemane** I agree with you about her personality, but I do not go along with the idea that you can compare her with Madonna. She is popular because she is in touch with the young people in the townships.

**Issufo** Exactly. She knows how they feel and she can express their feelings for them. She is such a success because she is so provocative, so outrageous.

**Sulemane** That is what I think, too. She is something special.

**Issufo** Absolutely. But she does not do enough for the young people. She is only interested in making her new album.

**Sulemane** I am afraid but I can't agree with you on that. She gives people hope. When they are suffering, she gives them to stand up and fight for their rights. That is a positive thing to do.

**Issufo** I take a different view. She should encourage them to do something that would keep them off the streets and out of trouble.

**Sulemane** In my opinion that is someone's job. After all she is a singer.

**Issufo** I disagree. She has so much influence and popularity. She really ought to use her position to teach the young people to be responsible.

*In Go for English Student book grade 12*

As you can see from the conversation, we use **I agree** when we want to show that we have the same opinion or when we want to accept an opinion or a suggestion.

Example

- I entirely agree, she is so full of life...
- I agree with you about her personality...
- That is what I think...
- Exactly...
- Absolutely...

**Disagree** is used when we want to show that we have a different opinion or when we want to say that we do not accept the opinion or suggestion.

Example



- I am afraid but I disagree with you on that...
- I take a different view...
- In my opinion that is someone's job...

All these expressions used are **formal**. There are also other **informal** expressions of agreement and disagreement that are used in informal contexts.

They are as follow (**agreement**)

- I couldn't agree more
- Well that is it, inst it?
- Too true
- That is right
- True enough

(**Disagreement**)

- No way
- Come off it
- You do not mean that, do you?
- Do you really think...?
- That is not the way I see it...
- That is not right...

---

## Summary



### Summary

In this lesson you discussed the different uses of **agreement** and **disagreement**, you read the conversation and distinguished formal and informal uses of expressions of agreement and disagreement.

#### Example (formal)

- I entirely agree, she is so full of life, such an exciting personality.
- I agree with you about her personality.
- Exactly. She knows how they feel...
- That is what I think, too.
- Absolutely but she does not do enough for the young people.
- I am afraid but I cannot agree with you. She gives people hope.
- I take a different view. She should encourage them to do something that would keep them off the streets and out of trouble.
- I disagree. She has so much influence and popularity.

#### (Informal)

- I could not agree more with you.
- You do not mean that, do you John?
- That is not right. She deserves a better mark.
- That is not the way I see it.

Now, do the activity that follows as to check your understanding of the lesson.

---

## Activity



### Activity

Discuss one of these topics with a partner. Agree or disagree with him or her on some points.

- Who is the country's leading singer?
- Democracy. Is it a good thing?
- The ideal number of children in a Mozambican family.
- Any other idea of your own.

**No key to activity**

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



Complete the table with expressions of agreement and disagreement that were used in the text.

### Evaluation

Agreement	Disagreement

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

# Lesson 5

---

## Heroes

### Introduction

In the previous lesson you discussed the different uses of expressions showing agreement and disagreement.

For that, you had examples like:

- I entirely agree, she is so full of life, such an exciting personality.
- I agree with you about her personality.
- Exactly. She knows how they feel...
- I am afraid but I cannot agree with you. She gives people hope.
- I take a different view. She should encourage them to do something that would keep them off the streets and out of trouble.
- I disagree. She has so much influence and popularity

In this lesson you are going to read a **biography** of one of the most popular heroes of our country. His full name is Samora Moisés Machel.

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

- *Show* an understanding of the information given in the text.
- *Specify* invaluable work developed by a given hero.
- *Describe* a local or a national hero



### Objectives

## Heroes

### Study this glossary

**Hero** – a person who is admired for doing something  
extremely brave

**Biography** – an amount of a person's life written by  
someone else

**farmer** – someone who works on the farm  
currently- at the moment

**skilful** – good at doing something/ability to do something

**alive** – someone or something that is not dead

Read the biography that follows



*Samora Machel*

Samora Moises Machel was born on 29 September 1933 in Madragoa in Gaza province. He was the son of a farmer called Mandande Moises Machel also from Madragoa village, currently known as Chilembene.

Samora started school at the age of 9 when the Portuguese colony gave the `indigenous education` to Catholic Church. After the primary school, he willed to continue his studies but the priests only allowed him to study theology reason why Samora decided to try out a new life in Lourenço Marques currently called Maputo. He was lucky and got employed at Miguel Bombarda hospital and in 1952 he started attending a nurse course. In 1956 he went to work on the Inhaca Island where he married

Sorita Tchaicomo and had 4 children. Their names are Jocelina, Edelson, Olivia and Ntewane.

In 1963, Samora decided to join FRELIMO after meeting Eduardo Mondlane in 1961 who had come to visit Mozambique. At that time, Frelimo had realised that it was impossible for Mozambique to get its independence without going through the liberation struggle. He then joined other soldiers that got their training in Algeria. In 1966 he went back to Tanzania and joined Filipe Samuel Magaia, Joaquim Chissano and others.

In 1970 Samora was elected the president of Frelimo and in 1974 he managed to organise a guerrilla/warfare that was aimed to taking Mozambique to independence. This was followed by the signature of the Lusaka accord on 7 September 1974. A year later, that is, in 1975 Mozambique got its independence.

During his presidency Samora showed that he was a very skilful leader who had always tried to do the best for his country, his people. The development of Mozambique and cooperation with other people and countries were one of his core missions. Fortunately, he managed to have Mozambique cooperating with countries like China, Cuba, DRG, Soviet Union and others. He also helped countries like South Africa to fight down apartheid and Namibia and Zimbabwe in the fight for their independence.

Unfortunately he could not see some of his dreams come true because he was killed on a plane crash in Mbuzini on 19 October 1986 when he was coming from Lusaka the capital of Zambia where he attended an international meeting together with many other members of his delegation.

So, according to what is said in the biography or glossary, we can say that Samora Moises Machel is a hero.

Note that:

We can also have alive heroes like Nelson Mandela, Joaquim Chissano, Marcelino dos Santos, Graca Machel, etc.

In your area there must be other heroes, too. But that will depend on what they have done to their communities or people and these people or communities must really recognise them for their work and bravery.

If one wants to write someone's biography he or she must include the following information:

- Full name

- The date of birth
- The place of birth
- Parents names
- Schooling/education/training/courses taken
- Course of life
- Work done
- Skills developed or shown
- Changes & improvements

---

## Summary



### Summary

The biography you read was describing Samora Moisés Machel, one of the most known African leaders who have done a lot for Mozambique and its people.

Unfortunately life hadn't been good to him as he died before making some of his dreams come true. Even so, he is our hero and he lives in our hearts.

After having read the biography describing Machel's life and after getting all information that you need, do the activity that follows.



---

## Activity



### Activity

Imagine that you live in a place or community where there is a hero. Write a short biography describing what your hero has done for the country or community.

**Note:** This activity must be done on a separate piece of paper

### No key to this activity

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

Word (A)	Definition (B)
Lucky	a. Something that you do with someone else to achieve a common purpose/objective.
Independence	b. The gradual growth of something.
Struggle	c. Fortunate.
Liberation	d. Freedom.
Development	e. To try extremely hard to achieve something although it is very difficult and you have a lot of problems.
Cooperation	f. Bad luck
Unfortunately	g. Political freedom from control by the government of another country

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

# Lesson 6

---

## Entertainment

### Introduction

In the previous lesson you read Samora Moises Machel's biography, saw a definition of words like hero, biography, skilful, alive, lucky, fortunately, independence...

You also wrote a short description of a hero of your place of residence and finally matched words with their definition.

In this lesson you are going to discuss entertainment which is said to lead to a healthy living.

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

- *Discuss* the role of entertainment for healthy living.
- *Discuss* the influence of entertainment in peoples live.



### Objectives

## Entertainment

### Glossary

**Entertainment** – it is everything that people use such as films, shows, music, dance, sports, television, radio, video games, hunting, fishing, etc, to amuse or interest themselves.

So, depending on what you have available, you choose it for entertainment.



When we talk about entertainment we can use **vocabulary** or **expressions** like:

- I entertain myself with music
- She loves watching sport on TV
- They can't live without playing the guitar
- In my leisure time I love going to parties
- Walking makes me healthy and good looking
- Seeing films makes me relax
- Athletics makes me strong and alive

### **Speaking**

For a better understanding of this lesson, you need to find someone you can discuss entertainment with. You have to tell the other person what you do in your leisure time.

**Now read this passage that is describing what do Angela and her parents do to entertain them.**

(Ângela) I love music. I can't live without music. Music makes me happy and strong. I developed passion for music during my childhood. This was due to the influence from my parents that are both musicians. They all play musical instruments namely the piano, the drums, the flute, the guitar, harmonica, etc. My father plays the guitar, the drums and the flute whereas my mother plays the piano, the guitar and harmonica.

So there used to be a lot of noisy at home. At the beginning, I found noisy from their musical instruments boring. Later on I realised that what they played made a lot of sense and it entertained them.

In 1988, my father was invited to join a music school to teach music to young children. They all loved him. Five years later my father invited my mother to teach the piano lessons there. In the year of 2001, after the marriage of their first born, they opened their own music school whose aim is to help children in the developing countries.

---

## Summary



### Summary

In this lesson you discussed the concept of entertainment and read a passage that describes Angela (a person who developed passion through the influence of her parents that are musicians and play some of the musical instruments). They then decided to open a music school aimed to helping children in the developing countries.

As a way of showing your understanding, you were required to do an activity extracting information from the given passage.

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

## Activity



### Activity

#### Read the passage again and choose the right answer

1. The passage says that Angela \_\_\_\_\_ happy and strong after listening to music.  
A. makes            B. feels            C. does            D. loves
2. Her parents devotion for music made her change her\_\_\_\_\_  
A. appearance      B. Career      C. View for music      D. Instruments
3. The music her parents played was \_\_\_\_\_  
A. meaningful      B. no sense      C. noisy            D. modern
4. Angela's parents \_\_\_\_\_ good with music.  
A. bored            B. disturbed      C. called            D. felt
5. The purpose of Angela's parents' school is to give \_\_\_\_\_ to children in the third world countries  
A. support            B. music            C. School            D. home

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

#### Key to activity

1. B
2. B
3. A
4. D
5. 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**

Write a short passage where you describe what you do to entertain yourself or what you do in your leisure time.

**No key to evaluation**





# Lesson 7

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## The Medias influence on entertainment

### Introduction

In the previous unit you dealt expressions showing agreement and disagreement, discussed the concept of entertainment, read passages that described Angela's influence for music and did activities as consolidation of what you learned in the lessons.

In this lesson you are going to read a text that demonstrates different ways in which media can influence people in their preference for entertainment.

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

- *Identify* ways in which media can influence people for entertainment.
- *Write* a short paragraph describing the way how you got influenced for the choice of entertainment you have.



#### Objectives

### The media's influence on entertainment

#### Leisure for students in Mozambique: a personal view

The main occupation of the students in Mozambique is the pursuit of education. School or activities related to school such as homework, work-projects, assignments and home tuition take up at least the six hours – sometimes to ten hours – of a student's day. Therefore, the student has a limited time for leisure activities.

To take their minds off the pressure of school life and work, most young students in Mozambique tend to spend much of their free time in relaxation and entertainment. Depending on the time they have, they can fully enjoy the opportunities offered by the media either at home or elsewhere.

The most common and economical form of entertainment is to sit in front of the television set and watch whatever comes on the screen. The popular programmes among the young people in Mozambique are offered

by the TV channels such as TVM, STV, Miramar, RTP, etc, and radio programmes offered by RM, RTP-Africa and BBC.

In contrast to television viewing, going to the cinema, theatre, shows is more of social occasion, in the sense that is usually a group outing. Although visiting the cinema, going to shows or theatre seem to be expensive than television or video viewing, they have their attractions. One never fails to feel excited at the cinema, sitting in the dark and watching the action loom up before one, the soundtrack filling the one's ears.

Other sociable ways to spend leisure time are to attend parties, gatherings, frequent the discos, telling jokes, shopping, pursuing personal interests, drama, join clubs and bands. Young Mozambicans are also fond of playing games.

On the whole, young people use free time in healthy and sensible ways. There is no harm in having `good and clean fun`.

---

## Summary



### Summary

In this lesson you read a text that was describing different ways in which Mozambican students can spend their leisure times and showing how media can influence on the choices for entertainment.

Later on you managed to do multiple choice activities extracting information needed from the text.

Finally, you had an evaluation exercise where you were supposed to show your understanding of the information given in the text.

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

---

## Activity



### Activity

Choose one correct alternative for each sentence

- The text says that the major way of Mozambican students occupying their leisure times is by
  - Going to night clubs
  - Reading books they are asked to
  - looking for education
  - work on the school projects
- Their school period \_\_\_\_\_ from six to ten hours.
  - changes
  - varies
  - ends
  - starts
- Most of the programmes that young Mozambican students like watching in their leisure times are offered by
  - TVM and Radio channels
  - TVM/STV/Miramar/RTP-Africa
  - RM/RTP-Africa/BBC
  - none of the mentioned channels
- If young people have no access to the above media, they
  - must remain at school
  - have to go hunting
  - must listen to music
  - have other choices to make
- Having fun and good times anywhere are considered as
  - harmful ways of entertainment
  - boring forms of entertainment
  - healthy forms of entertainment
  - not advisable for entertainment

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

### Key to activity

1. C
2. B
3. B
4. D
5. C

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

**Writing:** Discuss in your usual group how the leisure activities described in this text match with your own. According to the text, is your time well spent? Do you agree or disagree with the opinions given?

**No key to this evaluation**

# Lesson 8

---

## Importance of media in people's lives

### Introduction

In the previous lesson you read a text that described different ways in which Mozambican students can spend their leisure times and showed how media can influence on the choices for entertainment.

In this lesson you are going to be asked to write a short paragraph where you express your concerns about the importance of media in people's lives.

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



#### Objectives

- *Discuss* the importance of media.
- *Show* your ability to summarise your ideas.

### Importance of media in peoples live

"Media is the most powerful tool of communication. It helps promoting the right things on right time. It gives a real exposure to the mass audience about what is right or wrong. Even though media is linked with spreading fake news like a fire, but on the safe side, it helps a lot to inform us about the realities as well.

"The world is moving towards progress in every walk of life. But when we look towards societies, it feels as if something is still missing. Money, power, lust, etc., is the wish of every human being to attain. But we can't deny this fact that we all are bounded with loads of social problems, which are hard nuts to crack. Social issues are matters which directly or indirectly affect many or all members of a society and are considered to be problems, controversies related to moral values, or both. Social issues include poverty, violence, corruption, bribery, suppression of human rights, discrimination, and crime, killing in the name of honor, etc.

"Media has a constructive role to play for the society. Today News Channels and even some Newspapers are mouthpiece of some social

issues, which helps us to estimate the realities of lives. Media has played an important role in order to focus on the social issues in almost every era. It is the fact that in most of the eras, media were not being given free and fair chances to explore the issues of society more openly than it is being given now; but we can't deny this fact that the issues were always raised in order to provide justice to the people. Pakistani Media has expanded it's chain during this era, and many cases and issues were brought under one umbrella, which showcase us that even today, we are bounded in the barriers of loads of problems and issues, which is to be sought out. Now, the time has arrived, when we need to re-think about our attitudes towards society.

"I must say that there is an association between the development of mass media and social change and I must praise media for showcasing social issues."

*Source: [www.google.com](http://www.google.com)*

---

## Summary



### Summary

In this lesson you read a passage which described the importance of media in people's lives. You were also asked to read a newspaper for a week and watch television also for a week. In the end you compared what you had jotted down throughout the week with other partners and produced a summary about the importance of media in your community.

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

---

## Activity



### Activity

Read a newspaper everyday for one week. Copy out the most interesting headlines that you see each day.

Watch TV news for one week, too. Jot (write) down the main news items broadcast at the same time.

Bring the two lists you have made at CAA. Compare with your partners what you have jotted down to see if the same news is mentioned. Try to give reasons why they are the same or different in terms of their importance in society or community.

Finally, summarise the main ideas that describe the importance of media (TV and Newspaper) for your own community.

**No key to activity**

---

## Evaluation



### Evaluation

Take the summary you have produced to the learner support centre for you tutor to evaluate it.

**No key to evaluation**

## Lesson 9

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### A Steam African Night

#### Introduction

In the previous lesson you were asked to read a newspaper for a week and watch television also for a week. In the end you compared what you had jotted down throughout the week with other partners and produced a summary about the importance of media for your community.

In this lesson you are going to read a passage that describes a steam African night, do activities using information from a given passage.

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



#### Objectives

- *Read* and understand the passage.
- *Use* information to do the activities and evaluation.

### A Steam African Night

#### A steam African night

One steam African night, Mrs Arlindo sat alone in the living room of her bungalow, with the windows wide open to catch what the little breeze there might be. Marcia was sleeping peacefully in the back room. Her husband had had to drive to the airport unexpectedly to meet a colleague, and wouldn't be back till after midnight.

The jungle noises filled her house with their thrilling variety. Slightly nervous of being on her own, Mrs Arlindo was reading a book for company – a romantic tale set in the familiar surroundings of rural Mozambique. Suddenly she stiffened. What was that outside the window? Surely it was the padding of heavy paws – a cat? a dog? a...? At that moment, a deep-throated roar tore apart the stillness of the night.

Rigid with fear, Mrs Arlindo dropped to the floor, her eyes fixed in horror on the front door, which was only partially closed. The padding sounds



followed the line of the windows towards the welcoming entrance of the bungalow. What could she do? Should she try to reach the door and close it before...? What about Marcia? Could she save her? Did big cats attack humans? Hardly daring to breathe, she stared through the door into the night from her position on the floor, *praying whatever it was*, it had already eaten.

The padding continued, right up to the opening, then stopped. Where was it? What was it? She could see nothing! Then, with a low growl, it moved past and away.

For whole minutes, Mrs Arlindo did not dare to move. Supposing it was still out there, waiting? Paralysed, she lay on the floor, listening to the night...

A car was approaching down the drive. It must be her husband! Still she couldn't move. A rattle of keys; footsteps at the door.

Hello, darling! Not gone to bed? What are you doing on the floor? I know, you fell asleep reading your book again.

---

## Summary



### Summary

In this lesson you read a passage that was describing an African Steam night. In this passage you managed to get information about what exactly happened with Mrs Arlindo on that specific night after being left all alone by her husband that had gone to the airport to meet a friend.

Now, do the activity that follows as to better check whether you have understood this lesson.

## Activity



### Activity

Choose from the meanings given the most suitable one for each word or phrase as it is used in the passage. Write the letter only (A, B, C or D) of the correct answer after the question number, on the answer sheet.

1. unexpected (line 4)
  - A. Uncertainly
  - B. without having anticipated
  - C. without knowing what to expect
  - D. not expecting to come back
2. variety (line 6)
  - A. a large number
  - B. many noises
  - C. many different sounds
  - D. strangeness
3. slightly nervous (line 6)
  - A. a bit unhappy
  - B. rather worried
  - C. somewhat confused
  - D. a little fearful
4. right up to the opening (line 20)
  - A. into the doorway
  - B. past the entrance
  - C. as far as the entrance
  - D. over the doorway
5. still (line 24)
  - A. not moving
  - B. even now
  - C. however
  - D. Quiet

Now, compare your key with the key to activity given below.

### Key to activity

1. C
2. C
3. D
4. A
5. 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 passage through carefully; then answer the questions that follow. Write your answers in complete sentences for a) to e)

- a) Why was Mrs Arlindo on her own?
- b) What was her husband doing?
- c) Why had Mrs Arlindo chosen a particular book?
- d) What did Mrs Arlindo do when she heard the noise outside?
- e) What was Mr Arlindo`s reaction to finding her on the floor?

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



# Lesson 10

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## Business

### Introduction

In the unit you read passages that described media's influence in people's lives, importance of media and steam African night and did activities using information from the given passage.

In this lesson you are going to discuss the concept of business.

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

- *Discuss* the concept of business.
- *Give* examples of politic expressions for attracting customer's clients.



#### Objectives

### Business

#### Glossary

Business – the activity of buying or selling goods or services that is done by companies.

As you can see from the definition, whatever you are buying or selling, you involve yourself in the process of business.

*Now pay attention to the information that follows:*

#### We use expressions like...

- Do business
- Sell/buy a product
- Provide services
- Promote good quality product
- In search for bargains

- Shop assistant
- Shop keeper
- Customer/client
- Promoter

**...when we are involved in all activities that have to do with business.**

Places where we can do business are called *companies, markets, shops, supermarkets, industries or factories, banks, exchange houses, hotels, airline companies, private institutions, guest houses, lodges, travel agencies, transport enterprises, etc.*

**So, depending on what you look for, buy or sell, you choose the right place to do it.**

#### **Example**

- *I am going to the market to buy some tomatoes*
- *Rosalina is planning to start a hotel business*
- *Maputo shops sell all sorts of products*
- *Matola companies sell cement, biscuits and butter.*

We can also use other expressions like:

- *I am going to the market to buy...*
- *There are fashion clothes on sale*
- *Computers are very useful in business*
- *I want to run personal business*
- *Their hotel provides services of very good quality*
- *The Mozambican airline's tickets are on sale*
- *I am looking for an exchange house that offers a better exchange rate*
- *I don't think he is running a good business*
- *They don't mind standing in the sun looking for bargainers*

---

## Summary



### Summary

In this lesson you discussed the concept of business, named places where business can take place and identified/learned polite expressions or sentences for talking about business.

In the end, you did an activity and an evaluation to check your understanding of the lesson.

Now, do the activity that follows as to better check whether you have understood this lesson.

---

## Activity



### Activity

Throughout the lesson you managed to learn and identify different expressions or sentences that are used by people that are involved in business.

- a. Now you are asked to write a short passage where you describe the kind of business that can be developed in an exchange house. (Use words and expressions given in the examples above.)

**No key to activity**

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 the sentences with the word or expressions given used in the lesson.

- a) Dalvina is going to Maputo shopping centre \_\_\_\_\_ chicken and toys that are on sale.
- b) Margarida sells clothes in a \_\_\_\_\_ called Estrela Vermelha.
- c) They don't mind standing in the sun looking for the \_\_\_\_\_.
- d) The Polana hotel provides services of \_\_\_\_\_.
- e) If one wants to buy foreign currency he or she must go to the \_\_\_\_\_.

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



# Lesson 11

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## Bill Gate – a prosperous and famous businessman

### Introduction

In the previous lesson you discussed the concept of business, named places where business can take place and identified/learned polite expressions or sentences for talking about business.

In the end, you did an activity and an evaluation to check your understanding of the lesson.

In this lesson you are going to read a passage that describes Bill Gates – a prosperous man that has done a lot for the technological revolution.

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



#### Objectives

- *Have* an understanding of the text.
- *Describe* the course his life has taken.
- *Do* exercises and evaluation.

## Bill Gate – a prosperous and famous businessman

### Check the glossary

*Entrepreneur – someone who starts a company.*

*Philanthropist – a rich person who gives a lot of money to help poor people.*

*Ranked – the position or the level that someone holds in an organization.*

*Pursuit – look for*

*Endeavours – to try very hard*

Now read the passage

### **Bill Gates**

Bill gates is an American entrepreneur, philanthropist, and a chairperson of Microsoft, the Software Company he founded with Paul Allen. During his career at Microsoft he has held the positions of CEO and chief software architect, and he remains the largest individual shareholder with more than 80% of the common stock. The annual Forbes magazine's list of the world's billionaires has ranked Gates as one of the richest people in the world since 1995, with recent estimates putting his net worth near \$56 billion.

Gates is one of the best entrepreneurs of the personal computer revolution. Although he is widely admired, his business tactics have been criticised as anti-competitive and in some instances ruled as such in court.

Since amassing his fortune, Gates has pursued a number of philanthropic endeavours, donating large amounts of money to various charitable organizations and scientific research programmes through the Bill & Melinda foundation, established in 2001.

*In wikipedia*

---

## Summary



### **Summary**

In this lesson you read a short text that described Bill Gates currently considered as one of the richest men in the world.

In terms of social services, he is characterised as a very sensitive person who has always put the poor people and research programmes on the top of his priorities. This is the reason why he has decided to run a foundation whose major goal is to help poor people around the world.

Now, do the activity that follows to show your understanding of the text

---

## Activity



### Activity

Read the text again and find the synonyms of the words below (used in the text):

- a) company
- b) founded
- c) remains
- d) widely
- e) amounts
- f) pursued
- g) donating
- h) charitable
- i) research programmes

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

### Key to activity

- a) business firm
- b) created/started
- c) continues
- d) greatly/largely
- e) sums
- f) looked for
- g) give something like money or goods to poor people
- h) kind/sensitive
- i) investigation 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

Answer the questions using information from the text you have just read.

1. What positions has Bill Gates held at Microsoft?
2. How is Bill gates characterised?
3. How does Bill Gates help less fortunate people?
4. Do you think other rich people should do the same? Why or why not?

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

# Lesson 12

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## May and Might

### Introduction

In the previous lesson you read a short text that described Bill Gates currently considered as one of the richest men in the world.

In terms of social services, he is characterised as a very sensitive person who has always put the poor people and research programmes on the top of his priorities. This is the reason why he has decided to run a foundation whose major goal is to help poor people around the world.

In this lesson you are going to discuss the different uses of the modals **may** and **might**.

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

- *Look at* different situations where may and might are used.
- *Do activities* and evaluation using may and might.
- *Give example* of your own using may and might.



### Objectives

## May and might

### Study this example situation

**You are looking for Joana. Nobody is sure where she is but you get some suggestions.**

- She may be in the office = *perhaps she is in the office*
- She might be having lunch = *perhaps she is having lunch*
- Ask Lucrécia. She might know = *perhaps she knows*

### Rule

We use **may** or **might** to say that something is a possibility.

So, we can say:

- Bill Gates may be leading the list of the richest men in the world.
- This statement might be true for the people who classify him.
- I am not sure whether I can lend you any money. I may not have enough.
- My sister is not around. She might have gone to do her business.
- They may run a manufacturing company after they retire.

Study the structure

I/you/he...	May might	(not)	Be leading the list of the richest people Be true for the people who know him Selling at the market Running personal business
-------------	--------------	-------	--

For the past we use **may have** or **might have**

- Bill Gates **might have led** the list of the richest men in the world.
- This statement **may have been** true for the people who classify him.
- I was not sure whether I could lend you any money. I **might not have had** enough.
- My sister is not around. She **may have gone** to do her business.
- They **might have run** a manufacturing company after they retired.

---

## Summary



### Summary

In this lesson you discussed the modals may and might. You were also able to be given examples of different situations where may and might were used.

Now, do the activity that follows below as to check your understanding of the lesson.

---

## Activity



### Activity

Write these sentences in a different way using may or might.

**Example:**

1. Perhaps he is listening to music = he might be listening to music.
2. Perhaps she is watering the plants =
3. Perhaps Ana wants to be alone =
4. Perhaps they don't want to be together =
5. Perhaps you are applying for a scholarship =

**No key to this activity**

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 situations and write sentences. Use **may** or **might**

1. She cannot find her car key anywhere. She wonders where it is.
2. Why didn't you answer the doorbell? I am sure you were in the house at that time.
3. We cannot find our umbrella. Have you seen it?

**No key to evaluation**



# Lesson 13

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## Making Phone Calls

### Introduction

In the previous unit you discussed the concept of business, read a short text describing Bill Gates and looked at the modals may and might. You were also able to be given examples of different situations where may and might could be used.

In this lesson you are going to learn and use different words used to make phone calls.

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



#### Objectives

- *Identify* appropriate words for making phone calls.
- *Use* words learned to do the activities.

### Making phone calls

Pay attention

When we want to make a phone call, answer a call, and give a reason for a call or to finish a call, we can use expressions like:

- Good morning. My name is...
- Good morning. How can I help you?
- Can I take a message?
- Who is calling please
- Connecting you now
- I will put you through
- Could I speak to...?

- Could you repeat that?
- Did you say b or p?
- I am just calling to...+ reason for a call
- Could you...+ reason for call
- Thanks for calling
- I will talk to you next week. Bye

#### Instructions for using a telephone

Dial the number → your partner answers the phone →introduce yourself  
→your partner says

hello →you give reason for your call →your partner gives you some information → finish the call

#### Remember

When you talk on the phone in English:

- Speak your name slowly and clearly: My name is...
- Say clearly the reason for your call: I am calling to...
- End positively: Thanks



Look at and read this telephone conversation

A: Hello.

B: Could I speak to Mr Neves?

A: I am afraid he is not in the office today. Can I take a message?

B: Of course. Could you ask him to call me back?

A: Could I have your name and number?

B: Yes, my name is Flora and my number is 82 34 46 590.

A: Could you spell your name, please?

B: Ok, so that is F-l-o-r-a.

A: I will make sure he gets the message.

B: Thank you. Goodbye.



---

## Summary



### Summary

In this lesson you learned different expressions for making a phone call, answering and finishing it. You were also able to read a dialogue between A and B.

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

---

## Activity



### Activity

Find a partner and practise this dialogue.

**No key to activity**

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 the dialogue with the words in brackets.

(calling, line, can, could, please, are, very)

A: Hello

B: Hello. \_\_\_\_\_ I speak to Nilza?

A: Hold on \_\_\_\_\_. I will put you through.

B: Nilza! Someone is on the \_\_\_\_\_.

A: Nilza speaking. Who is on the line?

B: It is me Lucrecia. How \_\_\_\_\_ you Nilza?

A: Fine thanks. What \_\_\_\_\_ I do for you?

B: I am \_\_\_\_\_ you to invite you for a party on Saturday at my place.

A: That sounds great. What time?

B: At 10 p.m.

A: Thank you \_\_\_\_\_ much. Goodbye.

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

# Lesson 14

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## Writing out a business report

### Introduction

In the previous lesson you learned different expressions for making a phone call, answering and finishing it. You were also able to read a dialogue between A and B and do the activity.

In this lesson you are going to read a company report and learn how to produce a report of a business company or of an institution.

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



#### Objectives

- *Became* familiar with words in a report.
- *Write* a short report.

## Writing out a business report

### Company report

The strong turnaround in Laura's shop in Niassa Province results this year can be attributed to several factors. One of these was our new simplified management structure which led faster decisions making process and substantial cost reductions. A second factor was the increase in sales which resulted from new merchandising techniques and greater employee involvement.

However, in South Mozambique our performance was disappointing: This was largely due to unsatisfactory margins, brought about by problems with stock control and distribution. We expect significant changes in next year's results. Our new alliance with Mcel and the Ministry of Tourism will lead to better information system and consequently an improvement in the flow of goods within our supply chain.

*As you can see from this report, companies or organizations do not normally need to write very long reports. What is needed is to select words that will give a clear image of what the performance of the organization or company was.*

*The failures and strengths of the company or organization need to be mentioned as well as the ways used to deal with both failure and strengths.*

---

## Summary



### Summary

In this lesson you read a performance report of Laura's shop in the year of 2007. You also realised that when writing a company or an organization report we do not need to give details of whatever was done in the institution.

A report needs only to give a clear picture of the performance as well as identify strengths and failures. Finally plans for better performance and ways of avoiding repetition of failure.

Now, do the activity that follows as to check whether you have understood the lesson you have just finished.

---

## Activity



### Activity

Read the report again and then give the correct answer.

1. Mention the two factors that contributed to Laura's strong turnaround in the year 2008.
2. Why was the performance in south Mozambique disappointing?
3. What results do they expect as a result of the alliance they established with Mcel and the Ministry of Tourism?

Now, compare your key with the key to activity as to better check whether you have understand what you have just learned in this lesson

### Key to activity

1. The two factors were: new simplified management structure and the increase in sales.
2. Because of the unsatisfactory margins that brought about by problems with stock control and distribution.
3. They expect better information systems and improvement in the flow of goods within their supply chain.

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 there is a company or an organization close by your area of residence. Write a short report that is going to summarise all its performance throughout the year of 2011.

You should include the following information:

- The name of the company or organization or institution
- The kind of services they provide or offer
- The strengths and weaknesses/failure
- Future plans for improvement

**No key to evaluation**



# Lesson 15

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## Signposting talks (effective presentations)

### Introduction

In the previous lesson you read a performance report of Laura's shop in the year of 2008. You also realised that when writing a company or an organization report we do not need to give details of whatever was done in the institution.

A report needs only to give a clear picture of the performance as well as identify strengths and failures. Finally plans for better performance and ways of avoiding repetition of failure.

In this lesson you are going to analyse different strategies the presenters use to make the audience follow clearly their presentations.

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

- Get information on how to make a good presentation.
- Identify differences and similarities in a written presentation.



### Objectives

## Signposting talks (*effective presentation*)

**Signposting talks** – presenters often signpost their talks to make them easier for the audience to follow. They explain what they will be talking about and when.

*Look at this introduction to a talk.*

Good morning ladies and gentlemen. As you can see from the conference programme, I am going to be talking about franchising agreements. I would like to begin by looking at franchising as a legal concept. Then I will move on to franchising contracts with particular reference to royalty payments and start up capital. If you have any questions, please feel free to interrupt, and I will be very happy to answer them as we go along.

---

## Summary



### Summary

In this lesson you were introduced to the concept of signposting talks, which is a way of making a presentation easier to follow by the audience. Furthermore, you had an example passage of a typical presentation.

Now, do the activity that follows as to better check whether you have understood what you have learned in this lesson.

---

## Activity



### Activity

**Now read a similar introduction and underline the phrases that are different.**

Good afternoon everyone. As you know, I am here to tell you a little about franchising agreements. I would like to start by considering franchising as a legal concept. Then I will turn to franchising contracts: first looking at royalty payments, and then start-up capital. If you have any questions, I will do my best to answer them at the end.

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

### Key to activity

Good afternoon everyone. As you know, I am here to tell you a little about franchising agreements. I would like to start by considering franchising as a legal concept. Then I will turn to franchising contracts: first looking at royalty payments, and then start-up capital. If you have any questions, I will do my best to answer them at the end.

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**

Write similar notes showing the structure of a presentation you could give at work. Then use them to introduce the presentation.

*Write here:*

**No key to evaluation**



# Lesson 16

---

## A Formal Letter

### Introduction

In the previous lesson you were introduced to the concept of signposting talks, which is a way of making a presentation easier to follow by the audience. Furthermore, you had an example passage of a presentation. In the end you were asked to read a similar passage and identify/underline the differences.

In this lesson you are going to be introduced to the guidelines of a formal letter.

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

- *Become* familiar with the vocabulary of a formal letter.
- *Write* a formal letter.



### Objectives

## A Formal Letter

### Here are the guidelines of a formal letter

- Opening – Dear Mr/ Mrs/ Ms/Dr
- 1<sup>st</sup> paragraph – say how you heard of this person
- 2<sup>nd</sup> paragraph – give more details: date, place and the time of meeting, length of talk, time for questions at the end of it, any social aspects, such as a meal, a drink and an informal chat with members.
- 3<sup>rd</sup> paragraph – describe the club. Mention some of its recent and future activities.
- Concluding paragraph – mention any reason why this speaker would be particularly welcome at your school.
- Ending – yours sincerely, followed by your first name and surname.

## Formal Letter

123 Eduardo Mondlane Av

Alto Mae

Tel 21 49 16 58

Thursday 18 December

Crimildo Cesar

Atlas electronics Ltd

465 Julius Nyerere Av

Maputo

Dear Mr Cesar

I saw your advertisement for a business journalist in today's Noticias newspaper. I am very interested in the job and I think that I have many of the necessary qualifications.

I studied politics and modern languages at Eduardo Mondlane University. I am interested in French, English and Spanish. I have widely travelled in southern Africa and Europe, and have worked as a business journalist for the RTP – Africa for the last three years.

I enclose a copy of my Curriculum Vitae. I look forward to hearing from you soon. Please let me know if you need more information.

Yours sincerely

\_\_\_\_\_ (signature)

Nádia Soares

---

## Summary



### Summary

In this lesson you were introduced to the guidelines of a formal letter and read a sample formal letter of application.

Now, do the activity that follows as to better check whether you have understood the lesson you have just finished.

---

## Activity



### Activity

Write a letter a letter of application.

Include:

- The sender's address
- The receiver's address
- Introduction
- Development
- Conclusion
- Closing
- Name and signature

**No key to activity**

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

Take you letter of application and discuss it with your partner at the resource centre

**No key to evaluation**



## Key to evaluations

### Key to evaluation 1 exercise 1 (lesson 2)

Advantages	Disadvantages
-Helps people to exchange information; Helps people to be known	-lack of electricity in rural areas; -some people cannot afford to buy electronic devices

### No key to exercise 2 (lesson 2)

### Key to evaluation (Lesson 3)

1. I **used to** play tennis but I have not played it for five years.
2. I **used to** be very lazy but I work very hard these days.
3. I used to be an agronomist but now I work in a workshop.
4. I used to go to a lot of parties but I have not been to parties for ages.
5. I used not to read newspapers but now I read them every day.
6. I used not to drink a lot of tea but now I drink it a lot.
7. I used to work in the countryside but now I work in town.

### Key to evaluation (Lesson 4)

Agreement	Disagreement
<ul style="list-style-type: none"><li>• I entirely agree, she is so full of life...</li><li>• I agree with you about her personality...</li><li>• That is what I think..</li><li>• Exactly...</li><li>• Absolutely</li></ul>	<ul style="list-style-type: none"><li>• I am afraid but I disagree with you on that...</li><li>• I take a different view...</li><li>• In my opinion that is someone's job...</li></ul>



### Key to evaluation (Lesson 5)

Word (A)	Definition (B)
Cooperation	a. Something that you do with someone else to achieve a common purpose/objective.
Development	b. The gradual growth of something.
Lucky	c. Fortunate.
Liberation	d. Freedom.
Struggle	e. To try extremely hard to achieve something although it is very difficult and you have a lot of problems.
Unfortunately	f. Bad luck
Independence	g. Political freedom from control by the government of another country

### Key to evaluation (lesson 9)

- a) Because her husband had gone to the airport.
- b) He had gone to meet a friend and wouldn't be back till after midnight.
- c) Because she wanted it as company.
- d) She dropped to the floor.
- e) He asked why she had not gone to bed and what she was doing on the floor.

### Key to evaluation (lesson 10)

- a) To buy
- b) market
- c) the bargainers
- d) very good quality
- e) exchange house

**Key to evaluation (lesson 11)**

1. He has held positions of CEO and chief software architect.
2. He is one of the best entrepreneurs of the 21<sup>st</sup> century.
3. By donating large amounts of money to various charitable organisations and scientific research programmes.
4. Yes, I do. Because rich people have once in their lives been poor and have experienced needs of all kind. So, after they become rich they should also be sensitive to other poor people as well.

**Key to evaluation (lesson 13)**

(calling, line, can, could, please, are, very)

A: Hello

B: Hello. could I speak to Nilza?

A: Hold on please. I will put you through.

B: Nilza! Someone is on the line.

A: Nilza speaking. Who is on the line?

B: It is me Lucrecia. How are you Nilza?

A: Fine thanks. What can I do for you?

B: I am calling you to invite you for a party on Saturday at my place.

A: That sounds great. What time?

B: At 10 p.m.

A: Thank you very much. Goodbye.

# 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

### Preparation Test Module 4

#### Reading

**This test has got 20 questions with four multiple choice answers each. From the given answers, choose ONE you think best completes each sentence. Just cross it.**

**Questions 1 to 5 are based on the following document.**

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 a regular work and an income. So to widen the possibilities and in the hope of finding work in the 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 be ready for anything. 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’.

**1. According to the text, starting an acting career...**

needs a lot of science and technology.

requires a number of different things.

it is easy if you have a lot of money.

makes things much easier.

**2. Connor's father said that he should...**

- A. give up his studies and go to drama school.
- B. do a degree after the drama school.
- C. continue with his studies.
- D. gave support to him.

**3. What was Connor's ambition?**

- A. To be in the theatre.
- B. To become a poet.
- C. No idea.
- D. To be a musician.

**4. What made Connor work up to 18 hours a day?**

- A. His Father's lifestyle.
- B. Home living conditions.
- C. It is not mentioned.
- D. The financial problems he was facing.

**5. The best summary of the text is:**

- A. Connor's life at school and in the cinema.
- B. The difficulties Connor faced throughout his career.
- C. Connor's ambition after he entered drama school.
- D. The terrible experience he went through as a waiter.

**Questions 6 to 10 are about the passage that follows.**

One of the most successful entertainers today is Madonna. She is one of the world's top singers and has sold millions of records. But who is Madonna?

Madonna Louise Veronica Ciccone was born into a large family in Michigan, USA, in 1958. Even as a child she had many talents. At the age of eight, she acted in a friend's homemade film. She also appeared in school plays and gradually became interested in

dancing. After graduation, she went to the University of Michigan for a while.

Shortly after that, she left for New York and arrive with only \$35 in her pocket. She worked with dance groups for some time and began to

**6. The first paragraph of this document...**

- A. Madonna's fame
- B. a world's top music
- C. American music
- D. a mixture of different sounds.

**7. The purpose of this document is to...**

- A. make the singer very famous
- B. invite Madonna to Africa
- C. sell Madonna's records
- D. describe Madonna's biography

**8. What should be the best title for this document?**

- A. Madonna's childhood and career.
- B. A dancer's career.
- C. Madonna's portrait.
- D. Madonna and her future life.

**9. Which of the four sentences is true?**

- A. Madonna was born and grew up in New York.

- B. She went to New York when she was 21.
- C. Madonna belongs to a huge family.
- D. Her family helped her to get to the top.

**10. Information about Madonna's first songs can be found on paragraph...**

- A. 2            B. 3            C. 1            D. none

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

**So far I \_\_\_\_\_ six letters and I still have two more to do.**

- A. has written    B. would write    C. was written    D. have written

**12. Please, bring \_\_\_\_\_ newspaper, I want to select some texts for my work.**

- A. that            B. it            C. this            D. those

**13. My neighbour does not \_\_\_\_\_ his children properly.**

- A. look for        B. look in        C. look after     D. look at

**14. Try to \_\_\_\_\_ your task without disturbing the others.**

- A. does            B. do            C. doing          D. did

**15. \_\_\_\_\_ is the new minister of industry and commerce?**

- A. Which          B. Whose        C. That            D. Who

**16. Which expression shows agreement?**

- A. I entirely disagree
- B. I see things from the same perspective.
- C. I see things rather differently.
- D. That is not exactly what I think.



**17. I \_\_\_\_\_ run 5 kilometers a day when I was 20 years old.**

- A. using      B. used to      C. use to      D. used

**18. If you do things \_\_\_\_\_, you will never succeed.**

- A. correctly      B. Quietly      C. properly      D. mechanically

**19. I look \_\_\_\_\_ to receiving your letter.**

- A. forward      B. for      C. for you      D. after

**20. You seem to be very tired. Why don't you take that chair and \_\_\_\_\_?**

- A. stand up      B. cross it      C. sit down      D. stand

**THE END**

**Key to preparation Test Module 4**

1	C. requires a number of different things.
2	B. continue with his studies.
3	A. To be in the theatre.
4	D. The financial problems he was facing.
5	B. The difficulties Connor faced throughout his career.
6	A. Madonna's fame
7	D. describe Madonna's biography
8	A. Madonna's childhood and career.
9	C. Madonna belongs to a huge family.
10	B. 3
11	D. have written
12	A. that
13	C. look after
14	B. do
15	D. Who
16	B. I see things from the same perspective.
17	B. used to
18	D. mechanically
19	A. forward
20	C. sit down

**THE END**