

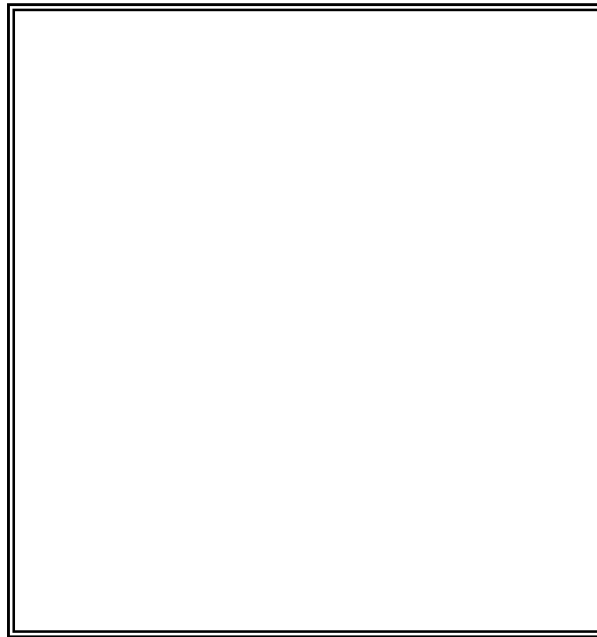


REPÚBLICA DE MOÇAMBIQUE
MINISTÉRIO DA EDUCAÇÃO E DESENVOLVIMENTO HUMANO
Instituto de Educação Aberta e à Distância

ENGLISH

Made in Mozambique.

**At the bank, Citizenship, Democracy,
Politics & Elections**



MÓDULO 2

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

A cerca deste Módulo

Caro aluno, este é o 2º 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

Mozambican Products

Introduction

In the last lesson of module 1 you described clothing through picture interpretation, got to know the structure of reported speech, fashion and elegance and established the difference between them.

In this lesson you will discuss Mozambican products and groups them.

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



Objectives

- *List* Mozambican products.
- *Group* the products under minerals, agricultural products and others.

Mozambican Products

Below is a list of some Mozambican products produced throughout the country.

coconut, cattle, poultry, fisheries, eggs, cotton, tobacco, sugar, tea, cashew nuts, peanuts, pineapple, orange, mango, banana, potato, rice, maize, cassava, sweet potato, vegetables, gold, petroleum, sisal, uranium, wool, gas.

Now look at the list above again and list them under Minerals, Agricultural Products, and Others.

MINERALS	AGRIC. PRODUCTS	OTHERS

Summary



Summary

In this lesson you listed the Mozambican products and grouped them.

Exercises



Exercises

2. Look at the map again and answer these questions.

- a) What does Nampula produce?
- b) What does Zambézia produce?
- c) Has Manica got any oranges?
- d) Has Maputo got any vegetable?
- e) What does Inhambane produce?

Key to Exercise

MINERALS	AGRIC. PRODUCTS	OTHERS
<i>gold, petroleum</i>	<i>coconut, peanuts</i>	<i>cattle</i>
<i>gas</i>	<i>cotton, pineapple</i>	<i>poultry</i>
<i>uranium</i>	<i>tobacco, orange, mango, banana, potato, rice, maize, cassava, sweet potato, vegetables, sisal</i>	<i>fisheries</i>
	<i>tea</i>	<i>wool</i>
	<i>sugar</i>	<i>eggs</i>
	<i>cashew nuts</i>	

Evaluation



Evaluation

Make a list of products produced in your area and group them into their categories.

Key to Evaluation

No Key

Lesson 2

Passive Voice

Introduction

In the previous lesson you listed the Mozambican products and put them in groups.

In this lesson you are going to discuss the structure and use of passive.

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

- *Discuss* the form and use of passive.
- *Practise* the passive voice.



Objectives

Form

To make passive voice we usually use the verb to be in the right tense and the past participle of the main verb. We can make the passive with all the tenses

It	is was has been
They	are were have been

Positive

Present simple

I am wanted

Question

We use *am, is, are,* to make the passive voice

Am I wanted?

Negative

I am not/I'm not wanted.

Use

We use the passive voice without mentioning the agent:

1. To emphasize the action in the sentence.
2. When we do not know the agent, instead of using someone, etc.
3. When we are not interested in who or what the agent is.
4. When we do not want to mention the agent, perhaps because we do not want to hurt someone's feeling.

Example: That desk is broken sir.

5. To describe a process.

Example: The grapes are picket. Then they are washed and they are put into a press.

English is spoken in this shop.

The roads here are swept every day

Very often *by* and the agent are omitted in passive sentence. This might be because:

- the agent is not known.

Example: My flat **was burgled** last night.

- the agent is not important.

Example: This bridge **was build** in 1886.

- we understand who agent is.

Example: I **was fined** 5 000 meticaais for speeding.

The passive is associated with an impersonal, formal style. It is often used in notices and announcements.

Example: Students **are obliged** to use uniform.

It **has been noticed** that reference books **have been removed** from the library.

How to change a sentence from active to passive voice?

1. Use the object of the active verb as the subject of the passive sentence.

Example: They ring the bell on Sunday at church – The bell...

2. Make the active verb passive. We usually use the verb to be with the past participle of the main verb. REMEMBER:

DO NOT CHANGE TENSE

Example: They ring the bell on Sundays at church. – The bell is rung.

3. The new passive verb must agree in number with the new subject.

Example: Someone **is** washing the **plates**. The **plates are** being washed.

Add the rest of the sentences

Example: They ring the bell on Sundays at church. – The bell is rung on Sundays at church.

4. If there is a preposition with the verb do not forget it.

Example: She looked after the baby all day. – The baby was looked after all day.

Summary



Summary

In this lesson you discussed the structure and use of passive and practised it. We form the passive with verb *to be* and the main verb in the past participle

Exercises



Exercises

Change these sentences into the passive voice.

1. They hid the money under the floorboards.
2. They had beaten the home team by 3 to 1.
3. Did they feed bobby last night?
4. He has spelt this word wrongly.
5. They can't have build houses with concrete in ancient times.

Key to Exercise

1. The money was hidden under the floorboards
2. The home team has been beaten by 3 to 1
3. Was bobby feed last night?
4. This word has been wrongly spelt
5. Houses in ancient times couldn't have been built with concrete

Evaluation



Evaluation

Complete the sentences using one of these verbs in the correct form:

cause, damage, hold, include, invite, make, overtake, show, translate, write.

1. Many accidents _____ by dangerous driving.
2. Cheese _____ from milk.
3. The roof of the building _____ in a storm a few days ago.
4. There is no need to leave a tip. Service _____ in the bill.
5. You _____ to the wedding. Why didn't you go?
6. A cinema is a place where films _____.
7. In Mozambique, elections for President _____ every five years.
8. Originally the book _____ in Spanish and few years ago _____ into English

Key to Evaluation

1. are caused
2. is made
3. was damaged
4. are included
5. were invited
6. are shown
7. are held
8. was written/was translated

Lesson 3

Letter of complaint

Introduction

In the previous lesson you discussed the structure and use of passive.

In this lesson you will write a formal letter using appropriate layout, conventions and style.

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

- *Write* a letter of complaint using appropriate layout, conventions and style.
- *Practise* how to write a letter of complaint.



Objectives

Guidelines

- ❖ **Plan** your letter
- ❖ *1st paragraph*
- ❖ *2nd Paragraph*
- ❖ *3rd Paragraph*
- ❖ *4th Paragraph*

- ❖ Set out the letter as in the model.

How to write a letter

Organization

- state the point of your letter.
- give details of your complaint.
- state the consequences of what is happening.
- state the action you would like the official to take.

Read this letter that follows and identify its features.

Summary



Summary

In this lesson you were able to write a formal letter using appropriate layout, conventions and style. It is important to plan it before writing so that you can match the standards of a formal letter

Exercises



Exercises

Read the guidelines above and write a letter choosing ONE of the suggested topics.

- EITHER Write a description about the destruction of a particular forest you know of.
- OR Imagine a situation where a forest is being destroyed.
- OR Complain about a construction company which is illegally building houses on a farm land.
- OR Choose some other large-scale misuse of land.

Key to Exercise

Evaluation



Evaluation

Read the guidelines again and write a letter complaining about an electronic device (mp3 player, CD player, DVD player, etc) that you bought in a shop and later discovered that it is not working properly.

Key to Evaluation

No Key

Lesson 4

Money

Introduction

In the previous unit you discussed Mozambican products and put them in groups, the structure and the use of passive and finally read and wrote a letter of complaint using appropriate layout.

In this lesson you are going to read an extract about money and answer some questions.

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



Objectives

- *Discuss* the bank related vocabulary.
- *Read* a text on money and answer the questions.

Glossary

Bank – a place or business that keeps and lends money and provides other financial services.

coin – a piece of metal, usually flat and round, that is used as money

exchange (v) – to give someone something and receive the same kind of thing from them at the same time.

paper notes – money consisting of small sheets of paper, note coins.

value (n) – importance/usefulness

bartering (v) – the process of exchange of goods, work, or services for other goods or services rather than for money

cheque – one of a set of printed pieces of paper that you can sign and use instead of money to pay for things.

credit cards – a small plastic card that you use to buy goods or services

Reading

The money that we use today consists of paper notes and metal coins. However, many different things have been used as money throughout

history. In 2500 BC, the ancient Mesopotamians used grain and silver to pay their rents and taxes, and to buy the goods that they needed. People in ancient Egypt paid for things with papyrus plants, while people in Africa used cowry shells as currency. Even today, cattle or other things may be used instead of money.

Imagine that you have a loaf of bread and your friend has a packet of sweets. You could exchange your loaf of bread for the sweets as long as you and your friend both thought that the loaf and the sweet had the value. But if your friend thinks that the sweets are more valuable than a loaf of bread, she may want two loaves in exchange. Or she may give you only half the packet of sweets for one loaf. If you think your loaf is more valuable than the sweets, you can exchange it for two packets of sweets.

This is how people bought goods and services long ago: through bartering. Can you imagine that life would be like if we still bartered today instead of using money? You could not get anything new without giving up something that you already have. What would you exchange for a sandwich? What would you exchange for a pair of shoes? What would you exchange for a bicycle?

Money makes buying goods and services much easier. But some people believe that money will soon disappear. These people say that there is no longer any need to have paper notes and coins. We can pay for things with cheques or credit cards, and we can get paid with cheques and credit cards.

This is how it will work. Imagine that you work for a shop during the school holidays. Instead of paying you in meticaís, the shop keeper will give you a cheque. You will deposit the cheque in your bank account. When you want to buy something, you write a cheque of your own instead of using money. People will be able to check immediately if there is enough “money” in the bank to cover your cheque. In this way money as notes and coins will not really exist, and our bank accounts will just show a list of figures and numbers that we have earned and deposited.

Summary



Summary

In this lesson you read a text about money, answered questions and discussed some vocabulary related to bank services.

Exercises



Exercises

Read the text again and answer these questions.

1. Name four things that were used instead of money in the past.
2. Name one thing that is still used instead of money today.
3. What will we use instead of money in the future?
4. How did people buy goods and services long ago?
5. Explain in your own words what *to barter* means.
6. What would you exchange for a sandwich?
7. What would you exchange for a bicycle?

Key to Exercises

1. The ancient Mesopotamians used grain and silver, the ancient Egyptians paid for things with papyrus plants, while people in Africa used cowry shells as currency.
2. Cattle
3. Credit cards
4. Through bartering
5. No Key
6. No Key
7. No Key

Evaluation



Evaluation

1. Do you think that money makes our lives easier? Give three reasons for your answer.
2. Do you think that we should continue using money in future? Give three reasons for your answer.

Key to Evaluation

No Key

Lesson 5

Bank Services

Introduction

In the previous lesson you read a text about money, answered questions and discussed bank related vocabulary.

In this lesson you are going to do practice using bank related vocabulary and discuss expressions used when buying and selling goods or services.

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



Objectives

- *Discuss* bank related vocabulary.
- *Practise* expressions used when buying and selling goods or services.

Complete these sentences with words from the word box below:

Word box

<i>deposit</i>	<i>valuable</i>	<i>budget</i>
<i>withdraw</i>	<i>exchange</i>	<i>allocate</i>
<i>teller</i>	<i>building society</i>	<i>afford</i>
<i>cheque</i>	<i>savings</i>	<i>bargain</i>
<i>currency</i>	<i>profit</i>	<i>receipt</i>

1. You can keep your money in a bank or a _____
2. Meticaís is the _____ used in Mozambique.
3. If you buy something for a _____ price, you can sell it again for a _____
4. My mother pays for things by _____ because it is safer than carrying money.
5. I'm going to _____ my _____ in a bank account.
6. I'll _____ the money from the account when I want to spend it.
7. This brooch is _____ to me, even though it is not worth a lot of money.

8. I'd like to _____ my skates for your skateboard.
9. The _____ at the bank will give you the money
10. When you plan a _____, you must _____ more money to the important things.
11. I cannot _____ to buy what I want.
12. When you buy something, you should ask for a _____.

Key to Evaluation

1. building society
2. currency
3. bargain/profit
4. cheque
5. deposit/saving
6. withdraw
7. valuable
8. exchange
9. teller
10. budget/allocate
11. afford
12. receipt

Summary



Summary

In this lesson you practised bank related vocabulary and discussed expressions used for buying and selling goods or services.

Exercises



Exercises

The following words and phrases are expressions commonly used in buying and selling of goods or services. Match them with their correct definition in the second list.

1. a bargain
 2. to bargain
 3. a promotion
 4. a fair deal
 5. brand-new
 6. limited stocks
 7. the latest model
 8. “give away” prices
 9. second-hand
 10. to make an offer
 11. compare prices
 12. deluxe
 13. fully guaranteed
 14. sale
 15. a special offer
 16. a “rip-off”
 17. brand name
 18. out of date
 19. package deal
 20. exclusive
-
- a. only found in one place, or shop.
 - b. to suggest a buying price
 - c. the makers will repair any fault or replace the article
 - d. a thing acquired or offered cheap
 - e. the most recent in design of a product
 - f. not many items of this product left
 - g. absolutely freshly made – unused
 - h. something with a previous owner
 - i. check the cost of an item in different shops

- j. a cheap offer covering a number of items
- k. the registered name of the product
- l. a cheap price offered for a short time
- m. no one is being cheated
- n. a high price charged for inferior goods
- o. a period when shops offer stock at low prices
- p. a term suggesting a luxury model
- q. a later model available; obsolete
- r. a term suggesting no profits are made from the sale of the goods
- s. to discuss or argue over the price of an item
- t. a specially advertised offer.

Key to Exercise

- 1. d
- 2. s
- 3. l
- 4. m
- 5. g
- 6. f
- 7. e
- 8. o
- 9. h
- 10. r
- 11. i
- 12. p
- 13. c
- 14. b
- 15. j
- 16. n
- 17. k
- 18. q
- 19. t
- 20. a

Evaluation



Evaluation

Imagine that you have developed an ambitious project and you have got no money to implement it. Write a letter to the bank manager applying for a loan. Use the vocabulary that you have just learned as to convince the manager why there is a need for the bank to give you the loan.

Key to Evaluation

No Key

Lesson 6

Be + going to

Introduction

In the previous lesson you read a text about money, answered questions and discussed bank related vocabulary and ATM use.

In this lesson you are going to discuss the structure and use of *be + going to*.

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



Objectives

- *Discuss* the form and structure of *be + going to*.
- *Practise* using it.

Form

Positive

I am/I'm going to...

Question

Am I going to...?

Negative

I am/I'm not going to...

We use a form of **be + going to +** the verb infinitive

Example: Paul is going to stay at home today.

Use

1. We use this form to show that someone is planning to do something.

Example: I **am going to visit** my aunt next week (I am planning this)

2. To say what we think will happen because of what we see or hear now.

Example: Look out! You're going to fall.

3. We cannot use going to with state verbs like know and understand – the verbs that we do not usually use progressive forms with.

We say: You will soon understand what I mean.

and **not** You are going to understand.

Summary



Summary

In this lesson you discussed the structure and use of *be + going to* and practised it.

Exercises



Exercises

Look at the list. You are going to do all these things but you haven't done them yet. Use *going to* and the word(s) in brackets.

1. Have you cleaned the room? (tomorrow) Not yet. I _____
2. Have you phoned Ancha? (later) Not yet. I _____
3. Have you done the shopping? (this afternoon) Not yet. I _____
4. Have you read the paper? (after dinner) Not _____
5. Have you had the dinner? (just) _____

Key to Exercises

1. Not yet. I'm going to clean tomorrow.
2. Not yet. I'm going to phone her later.
3. Not yet. I'm going to do the shopping this afternoon.
4. Not yet. I'm going to read after dinner.
5. Not yet. I'm going to have it just now.

Evaluation



Evaluation

Read the situations and complete the dialogue. Use *going to*.

1. You have decided to write some letters this evening.

FRIEND: Are you going out this evening?

YOU: No, _____

2. You are a smoker but you have decided to give it up soon.

FRIEND: Smoking is very bad for you.

YOU: I know. _____

3. You have been offered a job but you have decided not to take it.

FRIEND: I hear you've been offered a job.

YOU: That's right, but _____

4. You are in a restaurant. The food is awful and you've decided to complain.

FRIEND: This food is awful, isn't it?

YOU: Yes, it's disgusting. _____

Key to Evaluation

No Key

Lesson 7

Living in a community

Introduction

In the previous unit you read a text about money, answered questions and discussed bank related vocabulary and discussed the structure of *be + going to*.

In this lesson you are going to read an extract about living in a community and discuss the structure of *verb + preposition + object*.

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



Objectives

- *Answer* questions about extract.
- *Discuss* the use and structure of *verb + preposition + object*.

There can be only one

Read this extract.

Living in a community is sometimes difficult. Having a different creed, colour, language and tradition can lead to situations of discrimination and conflict. Many people are still reluctant to accept different ethnical cultures.

Each community is seen as a whole, living by certain beliefs and those who go against those beliefs are, generally, discriminated and persecuted. Black people, gipsies and immigrants have always had difficulty in integrating other societies. This is called prejudice and it is intimately related to economical reasons; people fear they may threaten their way of life. Some people say there can be only one race, but, as someone once said, isn't the human race the only race there is?

Read the extract again and say whether the statements are True (T), False (F) or no information or do not know (N).

1. Living communally is easy.
2. Prejudice leads to discrimination.

3. Usually people don't say they are racist.
4. There is only one race: the human race.

Verb + preposition + object

Many verbs have the structure *verb + preposition + object*

<i>Verb +</i>	<i>preposition</i>	<i>+ object</i>
We talked	about	the problem
You must apologise	for	what you said

If the *object* is another verb, it ends in **-ing**

<i>Verb +</i>	<i>preposition</i>	<i>+ -ing (object)</i>
We talked	about	going to America
She apologised	for	not telling the truth

Summary



Summary

In this lesson you read an extract about living in a community and answered some questions, discussed the structure of *verb + preposition + object*.

Exercises



Exercises

1. Complete the sentences with the following expressions

interested in, nervous about, aware of, angry with, dependent on, amazed at

1. People must be _____ what's happening around the world.
2. We should all be _____ politics.
3. You shouldn't be _____ me just because I told the truth.
4. Some scientists say we shouldn't be _____ the future.
5. I'm _____ the things people invent nowadays.
6. Some people believe we will be _____ machines in the future.

2. Match the letters to form correct expressions

A	B
dependent	At
fond	In
interested	To
happy	Of
anxious	On
used	With
free	To
surprised	From

Key to Exercises

1. aware of
2. interested in
3. angry with
4. nervous about
5. amazed at
6. dependent on

dependent on
fond of
interested in
happy with
anxious to
used to
free from
surprise at

Evaluation



Evaluation

Choose the best option.

1. I'm anxious **to / with** the wedding
2. I'm angry **with / at** him.
3. I'm worried **about / to** Ancha.
4. She used **to / for** working as a secretary.
5. Don't be afraid **to / of** dogs.
6. I'm proud **with / of** my husband's word.
7. I'm fond **of / for** her.
8. He's capable **to / of** doing this.
9. She's different **from / of** her brothers.
10. Abdala is very good **at / in** it.

Key to Evaluation

1. to
2. with
3. about
4. to
5. of
6. of
7. of
8. from
9. from
10. at

Lesson 8

Reading

Introduction

In the previous lesson you read an extract about living in a community and answered some questions, discussed the structure of *verb + preposition + object*.

In this lesson you are going to read a text and answer some questions.

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



Objectives

- *Answer* questions about the text.
- *Order* the given sentences to summarize the text.
- *Reflect* on factory farms.

Read this text

According to some estimates, if we could compile the amount of food, land, water, and energy used to raise the 10 billion animals slaughtered each year for meat, we could use those resources to feed every single starving person on earth. The majority of these resources are depleted by concentrated animal feeding operations (CAFOs). CAFOs are factory farms that mass-produce livestock—harming animals, the environment, and humans in the process. It is true that these farming methods provide an abundant source of food and employ thousands of workers across the country. However, CAFOs should be placed under more stringent restrictions because of their unfair treatment of animals and the harm they do to both the environment and humans.

One of the key controversies surrounding factory farms is animal rights. Factory farms raise livestock indoors, as opposed to allowing the animals to graze in fields and pastures. The farmers favor this overcrowded environment because it maximizes profits. Providing less space for the animals costs less money; filling pens to their maximum capacity ensures that no space is wasted. Consequently, animal pens are often so small that larger animals cannot lie down or turn around. In some cases, these small cages are beneficial for more than just maximizing capacity: calves, for example, do not gain muscle mass in this environment. This keeps their meat more tender, which makes it more attractive to consumers.

Livestock in CAFOs are often found living in their own urine and feces, stimulating the spread of diseases—such as avian flu, foot and mouth disease, and mad cow disease—among other animals on the farm. In

order to combat this, farmers must give the animals antibiotics. In many cases, however, antibiotics are used for disease prevention instead of treatment. In addition to being used to combat the spread of disease, antibiotics are also commonly used to encourage faster growth in livestock. This overuse increases the risk of livestock developing immunity to antibiotics, ironically making animals even more susceptible to disease. After being digested, these antibiotics are released back into the environment in the form of milk, meat, and waste, which can affect the people who eat these products or the environment that absorbs them.

CAFOs also negatively impact the environment in the form of air and water pollution. Factory farms contribute to air pollution issues in the United States through the release of toxic gases and vapors and by burning fossil fuels to run farm machinery. These farms also have notable consequences for the environment in terms of water pollution. One characteristic of CAFOs that creates water pollution is the presence of a lagoon. Lagoons are artificial storage basins where animal excrement is temporarily contained; periodically, farmers flush this waste into ditches or nearby bodies of water. This waste combines with runoff from fertilized fields to pollute the water sources surrounding CAFOs. It adds excess nutrients, pathogens, veterinary pharmaceuticals, heavy metals, and excreted hormones to the water sources. Such pollutants not only affect aquatic life, but can lead to severe impacts on human health.

Another negative environmental impact of factory farms is resource depletion. Factory farming uses more land than any other agricultural or industrial enterprise in the country. CAFOs consume a great deal of resources in terms of grain, energy, and land. There are far more efficient ways of using these resources to feed people. For example, it has been estimated that the grain used to feed livestock in the United States alone could feed up to 800 million people in one year. By contrast, the production of livestock in CAFOs is a wasteful use of energy. While both chicken meat and soybeans are good sources of protein, producing equivalent amounts of protein from chicken meat and soybeans does not require equivalent amounts of energy: chicken meat production consumes 14 times more energy than soybean production. Grain and energy supplies should be used more efficiently to produce food sources other than livestock.

In order to combat the unfair treatment of animals and the risks to environmental and human health, CAFOs should be placed under stricter guidelines. One such regulation would force factory farms to adhere to air and water quality protection standards from which they have previously been exempted, like those set forth by the Clean Water Act. Enforcing these standards would lead to banning environmental hazards such as waste lagoons, which in turn would reduce environmental pollution and human health liabilities.

Some have suggested that due to these environmental and human health concerns, factory farms should be banned outright. Advocates for CAFOs, however, argue that factory farming allows for lower production costs that translate into lower food prices for consumers. Organic and free-range products, they argue, do not allow for the large-scale production of livestock; prices for meat, eggs, and dairy would increase should the country shift towards organic products. Although this would be an inconvenience to consumers, a price increase would encourage people to eat a diet of less meat. This cultural change would assist in

solving the broader resource crisis as fewer grain, energy, and land resources would be needed to support smaller-scale production. Better treatment of animals and more responsible environmental practices would protect humans more from infectious diseases and the effects of air and water pollution—a benefit everyone should embrace.

Summary



Summary

In this lesson you read a text which described, answered questions

Exercises



Exercises

Questions

1) The primary purpose of the passage is to:

- A. persuade readers that factory farms should be more strictly regulated to minimize the harm they cause
- B. suggest economic alternatives to factory farms, such as organic farming and soybean production
- C. complain about the water pollution caused by the irresponsible practice of keeping waste lagoons on CAFOs
- D. educate readers about the pros and cons of CAFOs
- E. argue against the use of antibiotics for disease prevention in animals

2) Based on information in the passage, it can be inferred that animals raised on CAFOs live indoors because

- I. animals that live indoors require fewer antibiotics than animals raised outside
- II. some animals raised inside produce more appealing meat
- III. animals raised indoors are less expensive to maintain

- A. I only
- B. II only
- C. I and II only
- D. II and III only
- E. I, II, and III

3) The author describes CAFOs as having a negative impact on the environment for all of the following reasons except

- A. animal waste pollutes water sources near factory farms
- B. exhaust from farm machinery contributes to air pollution

- C. animals that live in overcrowded environments waste energy
- D. fertilizer-rich runoff from farms contaminates the environment
- E. antibiotics enter the human food supply through meat and milk

4) Which of the following statements from paragraph 5 represents an opinion, as opposed to a fact?

- A. “Factory farming uses more land than any other agricultural or industrial enterprise in the country.”
- B. “It has been estimated that the grain used to feed livestock in the United States alone could feed up to 800 million people in one year.”
- C. “Producing equivalent amounts of protein from chicken meat and soybeans does not require equivalent amounts of energy.”
- D. “Chicken meat production consumes 14 times more energy than soybean production.”
- E. “Grain and energy supplies should be used more efficiently to produce food sources other than livestock.”

5) Which of the following pieces of information, if true, would best strengthen the author’s argument in paragraph 6?

- A. People who reduce their intake of meat raised on factory farms reduce their chances of developing high blood pressure and heart conditions.
- B. A town in North Carolina that used to be situated next to a hog waste lagoon reported 50% fewer cases of respiratory illness after the lagoon was shut down.
- C. Factory farms that are forced to adhere to air and water quality protection standards often report a 30% decrease in annual profits.
- D. Several animal rights groups have supported bills to force factory farms to abide by greater environmental protection standards.
- E. The Clean Water Act was enacted in 1948 and expanded in 1972.

6) In the final paragraph, the author states that meat from animals raised on factory farms is cheaper than organic or free-range meat. The author likely admits this fact in order to

- A. provide a balanced perspective before concluding that the drawbacks of CAFO-produced meat outweigh the economic benefits

B. give readers enough information so that they can come to their own conclusions about CAFOs' benefits and drawbacks

C. warn readers about the economic dangers that would result from shutting down CAFOs

D. criticize supporters of CAFOs for being more concerned with the economy than the environment

E. argue that it is more important to address the broader resource crisis than to worry about food prices

Key to Exercises

1. A.
2. D
3. C
4. E
5. B
6. A

Evaluation



Evaluation

1. As used in the final paragraph, which is the best synonym for **advocates**?

- A. critics
- B. founders
- C. supporters
- D. censors
- E. followers

2. Which of the following statements contains a valid objection to the author's argument in the final paragraph that he or she does not address?

- A. Not everyone wants to be a vegetarian.
- B. An increase in food prices is more than just an inconvenience for many households; it can mean the difference between having enough to eat or not.
- C. Factory farm owners pay taxes just like everyone else, and therefore they should be allowed input in the creation and modification of environmental policy.
- D. If farms move toward producing more organic products, food prices will likely go up.
- E. It is illegal to ban factory farms on the basis of current laws.

Key to Evaluation

- 1. C
- 2. B

Lesson 9

Modal verbs expressing obligation

Introduction

In the previous lesson you read a text about Social Stratification and answered questions.

In this lesson you are going to discuss the use of **must** and **have to**.

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



Objectives

- *Discuss* the use of must and have to.
- *Practise* using *must* and *have to*.

Modal verbs expressing obligation

Must and have to

We normally use **must** when the authority comes from the speaker.

Example: **You must** be home by 10 o'clock. (I insist)

I've got a terrible pain in my back. **I must** go and see a doctor.

You must drive carefully. (I insist)

We normally use **have to** when the authority comes from outside the speaker.

Example: **I have to** be home by 10 o'clock. (My parents insist)

I have to go and see the doctor at 9.00 tomorrow morning. (I have got an appointment)

You have to drive on the left in Britain. (That is the law)

We only use **must** (+ infinitive) to talk about the present and the future. When we talk about past obligation or necessity, we use *had to*

Example: **I had to** work late yesterday.

Must has no infinitive, *-ing* form or participle. So, when necessary we make these forms with *have to*

Example: I'll have to work late tomorrow.

He hates **having to** get up earlier.

She's **had to** work hard all her life.

Note that in questions and negatives with **have to** we use *do/does* in the present simple and *did* in the past simple.

Example: What time do you have to start work?

We don't have to hurry. We've got plenty of time.

Did you have to walk home last night?

Summary



Summary

In this lesson you looked at the use of **must** and **have to**. They are both used to express obligation and necessity, but sometimes they are used differently. In questions or negative we use **have to** not **must**.

Exercises



Exercises

Complete these sentences with *must* or *have to* (in its correct form). sometimes it is possible to use them both and other times only *have to* is possible.

Example: Well, it's 10 o'clock. **I must** (or I have to) go now.

Ann was feeling ill last night. So, she **had to** leave the party early.

1. You really _____ work harder if you want to pass that examination.
2. Many children in Mozambique _____ wear uniform when they go to school.
3. Last night Mataka became ill. We _____ call the doctor.
4. Ann _____ wear glasses since she was eight years old.
5. I'm afraid I can't come tomorrow. I _____ work late.
6. I'm sorry I couldn't come yesterday. I _____ work late.
7. Adelino may _____ go away next week.
8. We couldn't repair the car ourselves. We _____ take it to a garage.
9. When you come to London again, you _____ come and see us.

Key to Exercises

1. have to
2. have to
3. had to
4. has to
5. have to
6. had to
7. have to
8. had to
9. must

Evaluation



Evaluation

Make questions with **have to** as shown in the example below.

Example: 'Mataka had to go to the police station'

Why **did he have to go to** the police station?

1. 'Ana has to leave tomorrow'.
What time exactly _____ ?
2. 'We had to answer a lot of questions in the examination'.
How many questions _____ ?
3. 'Jorge has to pay a parking fine'.
How much _____ ?
4. 'I have to get up early tomorrow'.
Why _____ ?

Key to Evaluation

1. What time exactly did she have to leave?
2. How many questions did you have to answer?
3. How much did he have to pay?
4. Why do you have to get up early?

Lesson 10

Origin and meaning of Democracy

Introduction

Error! Reference source not

In the previous unit you read an extract about living in a community and answered some questions, discussed the structure of *verb + preposition + object*, read a text about social stratification, answered question and finally, you discussed the use of must and have to.

In this lesson you are going to discuss the origin and meaning of democracy and practise phrasal verbs with put.

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

- *Discuss* the origin and meaning of democracy.
- *Practise* phrasal verbs with put



Objectives

Glossary

Democracy is a system of government in which everyone in the country can vote to elect its members. In a democratic country everyone is equal and has the right to vote, make decision, etc.

Read this extract

The word, democracy, comes from ancient Greece, 2,500 years ago. It means "government by the people." During that period in history, every country was under an absolute ruler, such as a king, or tyrant, or dictator, wielding power of life and death over their subjects. The majority of people on earth were slaves or, perhaps, a little better off than slaves; but in Athens, a city and state of ancient Greece, men were trying the first, real democratic government. There was no king and no dictator. All the citizens of Athens - about 30,000 of them - were allowed to listen to both sides of an argument, and then vote to decide what should be done. However, democracy in Athens was far from perfect. There were 450,000 people in the city of Athens and only 30,000 could vote. As a matter of fact, at least half of the people were slaves without any rights at all. But Athens came closer to democracy than any other big state could come for more than 2,000 years afterward. After the time of Athens, most countries were either run by kings or noblemen. A country, ruled by the latter, was called an aristocracy.

Exercise 1

Read the extract again and choose the best alternative a, b, c or d

1. Democracy was first observed...
 - a) 25 centuries ago
 - b) after the second World War
 - c) after Chris was born
 - d) in 1890

2. Democracy was started because...
 - a) Leaders loved their people.
 - b) People wanted to vote
 - c) People loved their leaders
 - d) There were kings and dictators.

3. A country, ruled by a nobleman is...
 - a) a republic.
 - b) a kingdom.
 - c) an aristocracy.
 - d) a monarch.

Key to Exercises

1. a
2. d
3. c
4. a.True; b. NM; c. True; d. False

God save Democracy!

People have walked a long way to conquer the right to be free. For so many years people were put through a number of things, they were enslaved, humiliated and suffered terribly at the hands of those “*elected by God*” – kings and emperors – and of those *self-elected* – dictators. Nowadays, people have the right to choose; multiparty elections are held in democratic countries at a regular basis. The birth of democracy was a direct consequence of society’s growth.

Little by little the common people would gain the right to stand for their beliefs and to participate in their country’s political organization. Modern democracies are based on the right for equality, freedom of speech and universal suffrage.

5. True (T), False (F) or N (Not Mentioned)

- a) People were put through a lot before they could vote.
- b) In free countries people don't have freedom of speech.
- c) Most countries of the world have a democratic system.
- d) Nowadays, in a democracy, people have the right to vote.
- e) A democracy is not based on the right for equality.

Key to Exercises

4. a. True; b. NM; c. True; d. False

Phrasal verbs with *put*

Phrasal verb is a verb which is made up of a verb plus a particle. The particle can be an adverb or a preposition.

Exercise 2

1. Match the phrasal verbs with the right definition

A . to put up with	1 . to finish
B . to put an end to	2 . to dress
C . to put in	3 . to avoid
D . to put on	4 . to do
E . to put off	5 . to tolerate

Summary



Summary

In this lesson you discussed the origin and meaning of democracy and practised phrasal verbs with put.

Exercises



Exercises

Choose the best answer

1. The fire was _____ two hours after it started.
 - a. put forward
 - b. put out
 - c. put off
2. I'm getting a divorce. I don't have to _____ her behaviour.
 - a. put through
 - b. put back
 - c. in
3. _____ something nice. We are going out for dinner.
 - a. Put on
 - b. Put back
 - c. Put in

Key to Exercises

1. c
2. a
3. a

Evaluation



Evaluation

In about 160 words, write a short paragraph expressing your concerns on the importance of democracy in the world or in your country.

Key to Evaluation

No Key

Lesson 11

Democracy in Mozambique

Introduction

In the previous lesson you discussed the origin and meaning of democracy. Then, you practised phrasal verbs.

In this lesson you are going to describe how democracy is defined or viewed in Mozambique.

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

- *Describes* democracy in Mozambique.
- *Use* information from the text to answer the questions.



Objectives

Read this text

Mozambique is a multi-party democracy under the 1990 constitution. The executive branch comprises a president, prime minister, and Council of Ministers. There is a National Assembly and municipal assemblies. The judiciary comprises a Supreme Court and provincial, district, and municipal courts. Suffrage is universal at 18.

In 1994 the country held its first democratic elections. Since its formation in 1994, the National Assembly has made progress in becoming a body increasingly more independent of the executive. By 1999, more than one-half of the legislation passed originated in the in the Assembly.

After some delays, in 1998 the country held its first local elections to provide for local representation and some budgetary authority at the municipal level. The principal opposition party, RENAMO, boycotted the local elections, citing flaws in the registration process. Independent slates contested the elections and won seats in municipal assemblies. Turnout was very low.

In the aftermath of the 1998 local elections, the government resolved to make more accommodations to the opposition's procedural concerns for the second round of multi-party national elections in 1999. Working through the National Assembly, the electoral law was rewritten and passed by consensus in December 1998. Financed largely by international donors, a very successful voter registration was conducted from July to September 1999, providing voter registration cards to more than 7 million voters.

The second general elections were held December 3-5, 1999, with high voter turnout. International and domestic observers agreed that the voting process was well organized and went smoothly. Both the opposition and observers subsequently cited flaws in the tabulation process that, had they not occurred, might have changed the outcome. In the end, however, international and domestic observers concluded that the close result of the vote reflected the will of the people.

FRELIMO's candidate won the presidency over the RENAMO-Electoral Union coalition candidate. FRELIMO increased its majority in the National Assembly.

The opposition coalition did not accept the National Election Commission's results of the presidential vote and filed a formal complaint to the Supreme Court. One month after the voting, the court dismissed the oppositions challenge and validated the election results. The opposition did not file a complaint about the results of the legislative vote.

The second local elections, involving 33 municipalities took place in 2003. This was the first time that FRELIMO, RENAMO-EU and independent parties competed without significant boycotts. FRELIMO won 28 mayoral positions and the majority in 29 municipal assemblies, while RENAMO won 5 mayoral positions and the majority in four municipal assemblies. The voting was conducted in an orderly fashion without violent incidents. However, the period immediately after the election was marked by objections about voter and candidate registration and vote tabulation as well as calls for greater transparency.

In May 2004, the government approved a new general elections law that contained innovations based on the experience of the 2003 municipal elections.

Presidential and National Assembly election took place on December 1-2, 2004. FRELIMO candidate won. FRELIMO won 160 seats in Parliament. RENAMO's coalition and several small parties won the remaining 90 seats.

Read the text again and say whether these statements are TRUE or FALSE or N (no information or do not know).

1. Mozambique became democratic state in 1990.
2. The National Assembly consists of 250 elected members.
3. In Mozambique elections are held every five years.
4. By 2017 all district will turn into municipalities.

Use the words in each list to complete the gaps. Then decide on the right order.

A. BEFORE ELECTION DAY

campaign, leaders, policies, political, vote, voter

1. You listen to the speeches of the party _____ during the party _____.
2. You register as a _____
3. You get to know the various _____ parties.
4. You consider the _____ which the party leader put forward and decide how to _____

B. VOTING

ballot, box, station

1. You go to the polling _____
2. You vote, often by putting your _____ paper in the ballot _____

C. AFTER VOTING

assembly, candidate, counted, results, seat

1. The _____ are announced.
2. The votes are _____
3. The successful _____ takes his _____ in the national _____ or parliament.

Key to Exercises

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

BEFORE VOTING

1. leaders/campaign
2. voter
3. political
4. policies/vote

VOTING

1. station
2. ballot/box

AFTER VOTING

1. results
2. counted
3. candidate/seat/assembly

Summary



Summary

In this lesson you read a text which describes democracy in Mozambique and stated whether the sentences were true or false according to the information from the passage.

Exercises



Exercises

Answer these questions

1. It's not a secret that you go to vote! **So what is secret?**
2. A floating voter does not float in a liquid. **What has a floating voter not yet decided?**

Key to Exercises

1. What is secret is the voter's decision about who to vote for
2. A floating voter has not yet decided who to vote for

Evaluation



Evaluation

In your own point of view, do you think that voting is an important thing for Mozambican people? Why?

Or

Is voting important in people's lives? Why?

Key to Evaluation

No Key

Lesson 12

Modals

Introduction

In the previous lesson you read a text about democracy in Mozambique and described how it is exercised in Mozambique.

In this lesson you are going to discuss the structure and the use of modal verbs.

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



Objectives

- *Discuss* the structure and use of modal verbs.
- *Practise* using modal verbs.

Bellow is a list of ‘modal auxiliary verbs’ or ‘modal verbs’:

can, could, might, will, would, shall, should, ought to, must, need, dare and be able to

Use

We use modal verbs to talk about, for example, possibility, willingness, ability, obligation, certainty and permission.

Example:

It might rain. (possibility)

Will you help me? (willingness)

Can she swimming? (ability)

You must be home by 11 o'clock. (obligation)

You haven't eaten all day. **You must** be hungry. (certainty)

May I borrow your car? (permission).

They haven't been **able to** sleep recently. (certainty).

He wouldn't **dare** do a thing like that

Form

We form the affirmative by putting the modal verb between the subject and the full verb.

Example:

I can swim.

We **should** go now.

Modal verbs take the same form in all persons. There is no *-s* ending in the third person singular.

Example:

She **can** swim.

He **should** go now.

After all modal verbs (except *ought*) we use the infinitive without *to*

Example: We ought to go now.

We form the negative by putting *n't/not* after the modal verb.

Example: She can't swim.

We shouldn't go.

It might not rain.

We form questions by inverting the subject and the modal verb.

Compare:

She **can** swim - **Can** she swim?

We **should** go - **should** we go?

Summary



Summary

In this lesson you discussed the structure and the use of modal verbs and did some practice.

Exercises



Exercises

Complete the sentences with *can, can't, could, couldn't* + one of these verbs.

come, eat, hear, run, sleep, wait

1. I'm afraid I _____ to your party next week.
2. When Joao was 16, he was a fast runner. He _____ 100 meters in 11 seconds.
3. "Are you in a hurry?" "No, I've got plenty of time. I _____."
4. I was feeling sick yesterday. I _____ anything.
5. Can you speak up a bit? I _____ you very well.
6. "You look tired." "Yes, I _____ last night"

Key to Exercises

1. can't come
2. could run
3. can wait
4. couldn't eat
5. can't hear
6. couldn't sleep

Evaluation



Evaluation

Complete the sentences using *can* or *be able to*. Use *can* if possible; otherwise use *be able to*.

1. George has travelled a lot. He _____ speak four languages.
2. I haven't _____ sleep very well recently.
3. Sandra _____ drive but she hasn't got a car.
4. I can't understand Martin. I've never _____ understand him.
5. I used to _____ stand on my head but I can't do now.
6. I can't see you on Friday but I _____ meet you on Saturday morning.
7. Ask Catherin about your problem. She might _____ help you.

Key to Evaluation

1. can
2. been able to
3. can
4. been able to
5. be able to
6. can
7. be able to

Lesson 13

Holding an election

Introduction

In the previous unit you read a passage describing democracy and another extract about democracy in Mozambique.

In this lesson you are going to discuss the electoral system and write a report of an election.

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



Objectives

- *Describe* the electoral system in Mozambique.
- *Write* a report of an election.
- *Name* the steps of the electoral system in Mozambique.

The electoral system in Mozambique comprises the following steps:

1. Planning
2. Voters registration
3. Candidates registration
4. The campaign
5. Voting
6. The result

Fill in the gaps of this report which is describing an electoral process in a school using words given below.

ballot, campaigners, campaigning, candidates, election, leader, meeting, party, policies, polling, posters, result, votes

Four pupil_____ (1) for the Green Party in a school's_____ (2) have been expelled for beating up a member of the Radical Left_____ (3). The 16-year-old victim received three broken teeth and cuts and bruises to his face during an election_____ (4). The trouble started after the Radical Left complained about the violent methods of the Green Party_____ (5).

Encouraged by their party _____ (6) they had torn down the _____ (7) of the other _____ (8).

The uncle of the victim said, 'I hope they learn from this incident that it's better to discuss _____ (9) the calmly and cast their _____ (10) in a peaceful way.'

During the election itself there was no trouble at the _____ (11) station and no one interfered with the _____ (12) boxes.

The _____ (13) of the school's election will be known today.

Key to Exercise

1. campaigning
2. elections
3. party
4. meeting
5. campaigners
6. leader
7. posters
8. candidates
9. policies
10. votes
11. polling
12. ballot
13. result

WRITING

Write a similar report of the election. Divide it in four parts, that is:

Introduction

- Briefly state the results
- Mention any particular and important aspect or character of the election.

The Campaign

- Mention the various parties and the main differences between their policies.
- Say how well the party leader spoke.

- Say what character of the campaign it was.
- Say what result seemed likely as the campaign drew to a close.

Voting

- Say whether the voting went smoothly.
- Mention the counting process and any problems.

The Results

- Give the full detail of the results, describing the reactions of the voters as they were announced
- Mention the winning candidate's speech and any important things he said.
- Make a comment about the future.
- Say whether the outcome of the election was as expected or a surprise.

Key to Writing

No Key

Summary



Summary

In this lesson you completed blank spaces that described the electoral system in Mozambique and wrote a report of an election using the given sample report.

Exercises



Exercises

1. How many presidential candidates does each party have?
2. Does the Mozambican electoral system seem fair to you? Why?

Key to Exercises

1. One
2. No Key

Evaluation



Evaluation

Imagine a situation whereby you are not happy with the electoral system in a certain stage. In about 150 words, give reasons why you are not happy with that stage and suggest ways to improve it.

Key to Exercises

No Key

Lesson 14

Mass Media

Introduction

In the previous lesson you completed blank spaces with information provided in the table of the electoral system and described how democracy is exercised in Mozambique.

In this lesson you are going to discuss mass media using the language of newspaper and the media with confidence.

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



Objectives

- *Become* aware of mass media language.
- *Look* at the diagram and give the required information
- *Name* different positions that newspaper staff holds.

Study this diagram and complete it, placing one of these words in each gap.

weekly, television, magazine, broadcast, books

Key to Exercises

1. broadcasting
2. television
3. weekly
4. magazines
5. books

Now that you have completed the diagram describe it starting your sentence with phrases like these:

1. The mass media **includes**...
2. Broadcasting **consists of**...
3. The press **can be divided into**...
4. Newspapers **are of two kinds**...

NEWSPAPER STAFF

Arrange these positions in order, placing the most senior first:

sub-editor, reporter, editor

TYPES OF NEWSPAPER

Match each name with the appropriate description

- | | |
|-------------------------------------|---|
| 1. The “ quality ” Press | A. newspaper full of gossip and scandal |
| 2. The “ popular ” Press | B. newspaper, journals, etc. against a regime |
| 3. The “ underground ” Press | C. newspaper with serious news |

Key to Exercises

- 1- C
- 2- A
- 3- B

Key to Exercises

1. The mass media includes broadcasting, the press and the cinema.
2. Broadcasting consists of radio and television
3. The press can be divided into daily and weekly newspaper, magazines, journals and books
4. Newspaper are of two kinds: daily and weekly newspaper.

NEWSPAPER STAFF

editor, sub-editor, reporter

Summary



Summary

In this lesson you discussed mass media using the language of newspaper, completed a diagram using given information and drew different positions that newspaper staff holds.

Exercises



Exercises

Complete each sentence with one of these words:

agency, article, back, business, feature, home, international, journalist, newsagent's, opinion owner, page, sports

1. The proprietor of a newspaper is its (_____).
2. A correspondent is a (_____) who writes news items on a particular topic (such as sports) or region.
3. An editorial is a leading (_____) or leader and provides comments, that is, (_____).
4. Articles on topics of general interest are (_____) articles.
5. An organization which collects and sells news newspaper is a news (_____). a shop that sells newspaper is a (_____).
6. News about our own country is (_____) news.
7. News about other countries is foreign or (_____) news.
8. News about tennis and boxing is on the (_____) (_____).
9. News about the economy will be with other financial or (_____) news.
10. A previous issue of a newspaper (for instance, one of last week's edition) is a (_____) number.

Key to Exercises

1. owner
2. journalist
3. article/opinion
4. feature
5. agency/newsagent's
6. home
7. international
8. sports page
9. business
10. back

Evaluation



Evaluation

Mass media is important in every country. In about 200 words, describe the importance of mass media in Mozambique.

Key to Evaluation

No Key

Lesson 15

Phrasal verbs with stand

Introduction

In the previous lesson you discussed mass media using the language of newspaper and the media with confidence.

In this lesson you are going to form and use phrasal verbs with stand.

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



Objectives

- *Combine* words to form phrasal verbs with stand.
- *Match* words and select the correct phrasal verb.
- *Practise* using phrasal verbs.

Note the structure of a phrasal verb:

I could (1) **make** (2) **out** what he was saying.

1. Is the main verb
2. Is the particle (either an adverb or a preposition)

Study these conversations and work out the meanings of the bolded phrases.

1. CHAIRMAN Remaru is going to **stand for**₍₁₎ election as our secretary.
TREASURER Isn't Abiba going to continue as our secretary?
CHAIRMAN No. She's decided to stand down. I think we should elect Remaru. In my opinion, he stands out as obviously the best candidate.
2. ABDALA My sister plays her CDs far too loud. My room's next to hers and I'm Just not going to **stand for**₍₂₎ it any longer.
MUNDAU What does CD **stands for**₍₃₎?
ABDALA Compact Disc: it's a way of recording music.

3. ELUNDI They've arrested Maya for theft! All her friends have deserted her.
- NYELETE I'll **stand by** her. I'm sure she's innocent. Who's taking her part in the play?
- ELUNDI I'm going to **stand in** for her.
4. ALBERTO I've just had a big row with my father. I couldn't just **stand by** and let him make life miserable for my sister.
- CARLOS Whatever happened?
- ALBERTO He refused to let her go out on Saturday night. She had arranged to meet Jose, but couldn't do so. Jose was very angry that she had **stood him up**. The trouble is that she never stands up to our father. She always does what he wants without any discussion. If she had explained that she had arranged to see Jose, he would probably have let her go.

Note that **stand for** has three meanings.

Match each phrasal verb with its meaning.

PHRASAL VERBS	MEANING
stand down	stay loyal to someone
stand by (intransitive)	be clearly seen or remembered
stand by (someone)	defend oneself against someone
stand for (1)	Resign
not stand for (2)	Represent
stand for (3)	look on and do nothing
stand in	fail to meet someone as arranged
stand out	take someone's place
stand up to	offer someone for election
stand (someone) up	refuse to tolerate or accept something

Summary



Summary

In this lesson you dealt with phrasal verb using verb stand + a preposition and have come to realize that phrasal verbs are made up of a verb and a particle. This particle can be either a preposition or an adverb.

Exercises



Exercises

List other verbs that are neither not in the table nor in the examples given and say what they mean and in what contexts they can be used.

Key to Exercises

No Key

Key to Exercises

stand down – resign

stand by (intransitive) – look on and do nothing

stand by someone – stay loyal to someone

stand for (1) – offer oneself for election

not stand for (2) – refuse to tolerate or accept something

stand for(3) – represent

stand in – take someone's place

stand out – be clearly seen or remembered

stand up to – defend oneself against someone

stand (someone) up –fail to meet someone as arranged

Evaluation



Evaluation

Make up a conversation using these situations and phrases

stand by, stand for, stand up

A boy has failed to keep an arrangement to go to the cinema with a girl. She's angry and says she cannot accept this behaviour. A friend of his has remained loyal to him and supposed that he must have fallen ill suddenly. The girl discusses these things with a friend.

Or

Mention all the words and phrases you can think of which have something to do with political parties, elections and government. Say what they mean.

Key to Evaluation

No Key

PREPARATION TEST

Questions 1 to 5 are based on the following passage

DYING FOR THE VOTE

The suffragette movement started in the middle of the 19th century. Women demanded not only the right to vote, but also better education for girls. However, there was strong opposition. Many men argued that women were less intelligent and more emotional than men, and therefore could not make important decisions.

The first suffragettes believed in being legal and peaceful. They used to write letters to Parliament and organize petitions. Nothing happened. Nobody noticed them.

By 1903, a woman called Emmeline Pankhurst and her daughters Christabel and Sylvia decided they needed publicity for their cause. They encouraged women to break the law. Soon the newspapers were full of shocking stories about these new-style suffragettes.

What did they do?

They marched through the streets. They used to paint VOTES FOR WOMEN on walls, and break shop windows. Some women chained themselves to the railings outside Parliament and 10 Down Street. They had to be very courageous, because angry crowds came and threw tomatoes, eggs, and flour at them. Many women went to prison. There they refused to eat, and so prison officers used rubber tubes to force food into them.

The most shocking event was on Derby Day in June 191. Suffragette called Emily Davidson ran in front of the King's horse and was killed. She was the first martyr for the cause.

Gradually, opinion changed. Many members of Parliament now wanted votes for women, but still nothing happened. During the First World War, women had to do men's jobs, and they did them well. It was only after this that women aged thirty and over got the vote. Ten more years passed before, in 1928, women of twenty-one could vote.

Choose the best answer

- 1. The suffragettes demanded**
 - a) Other thing as well as the right to vote.
 - b) Only the right to vote.
 - c) A better education than men

- 2. Emmeline Pankhurst encouraged women to break the law because**
 - a) She was tired of writing letters to Parliament.
 - b) She wanted more publicity for the suffragettes.
 - c) The first suffragette did nothing.

- 3. Many women went to prison because**
 - a) They told shocking stories to the newspapers.
 - b) They threw tomatoes and eggs at the crowds.
 - c) They used to do things that were against the law.

- 4. Emily Davidson was a martyr because**
 - a) The King's horse killed her.
 - b) She refused to eat and died.
 - c) She shocked all the people at the Derby.

- 5. After the First World War**
 - a) Members of Parliament changed their opinions.
 - b) Women did men's job.
 - c) Women finally got the vote.

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

- 6. It's too late. You.....have told me before.**
 - a) must
 - b) can
 - c) may
 - d) should

- 7. Be sure to avail yourself.....this opportunity.**
 - a) to
 - b) with
 - c) of
 - d) on

- 8. Nobody will ever.....what happened to her**
 - a) know
 - b) knew
 - c) had known

d) be knowing

9. By this time next year, they.....the construction of the new school

- a) will have completed
- b) would complete
- c) would have completed
- d) should have completed

10. If you.....her she.....come.

- a) had invite, would have
- b) invited, would have
- c) have invited, will have
- d) were invited, would come

11. All of us should understand that crime never.....

- a) helps
- b) pays
- c) works
- d) matters

12. I.....a letter yesterday.

- a) was receiving
- b) received
- c) had received
- d) would receive

13. A committee was appointed to enquire.....the accident.

- a) about
- b) into
- c) after
- d) of

Ilha de Moçambique is always an.....(14) place to visit because there's such a wide.....(15) of things to see and do there in terms of day time..... (16), it's often worth.....(17) your visit to coincide with festivals. The city takes these very.....(18) indeed, and there are annual..... . (19) organised by almost every ethnic groups.

Although these events are often.....(20) or religious in origin, these days they are.....(21) little more an excuse for food, music, dancing and other ways of enjoying. There is a.....(22) for the events to take place in the Summer months and many of them use Main Avenue as their principal.....(23) place.

14. a. excite b. excited c. exciting d. excitement
15. a. vary b. variety c. varying d. variable
16. a. attractions b. attracting c. attractive d. attract
17. a. plan b. planned c. plan nation d. planning
18. a. seriously b. serious c. seriousness d. unserious less
19. a. celebrate b. celebrating c. celebrant d. celebrations
20. a. politics b. police c. policing d. political
21. a. general b. generally c. generalisation d. generation
22. a. tendencies b. tendency c. tend d. tending
23. a. meet b. met c. is meeting d. meeting

The End

Key to Preparation Test

1. a	7. c	13. b	19. d
2. b	8. a	14. c	20. d
3. c	9. a	15. b	21. a
4. c	10. a	16. a	22. b
5. b	11. b	17. d	23. d
6. d	12. b	18. b	