



REPÚBLICA DE MOÇAMBIQUE

MINISTÉRIO DA EDUCAÇÃO E DESENVOLVIMENTO HUMANO

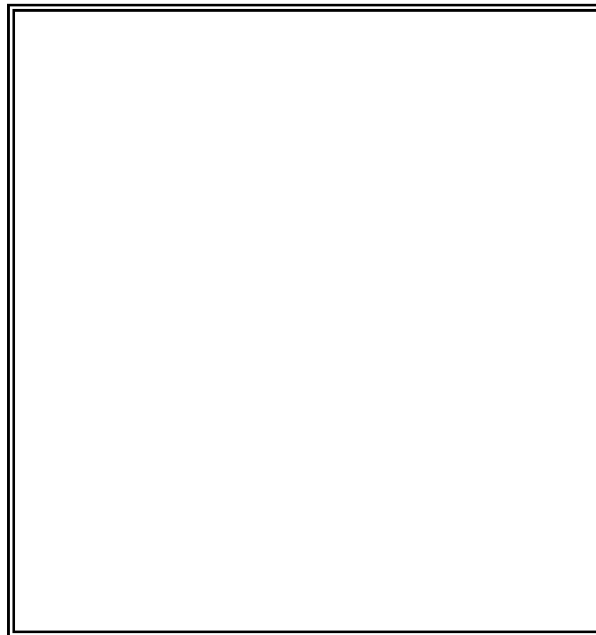
Instituto de Educação Aberta e à Distância

# ENGLISH

**The coconut tree, Droughts and floods,**

**Bed & breakfast, Dressing codes**

**Wedding**



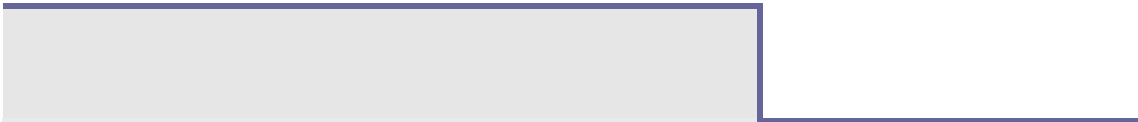
## MÓDULO 3

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



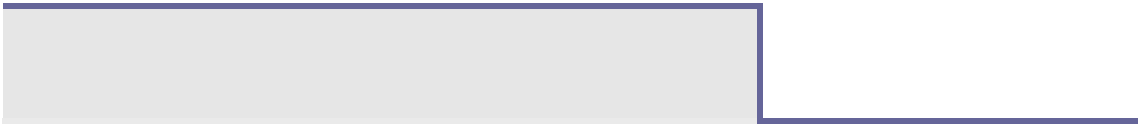
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**PREPARATION TEST** **88**

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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.

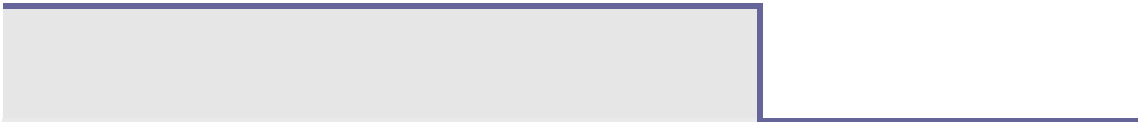
## **A cerca deste Módulo**

Caro aluno, este é o 3º 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

---

## The Tree of Life

### Introduction

In the previous module you described the electoral system, how democracy is exercised in Mozambique, and discussed mass media using the language of newspaper and finally, you practised phrasal verbs with stand.

In this lesson you are going to read a text that describes the coconut tree and discuss why coconut tree is called ‘The Tree of Life’ by describing the usefulness of each part.

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

- *Discuss* why coconut tree is called ‘The Tree of Life’.
- *Describe* each part of the coconut tree and its use.



#### Objectives

### The coconut tree

Coconut tree is a very important tree. It is called “tree of life” through its many useful products. There are hardly any parts of the tree that are left unused.

Mozambique is considered the largest coconut producer in Africa and coconuts are an important export.

#### 1. Read the passage and answer the questions

### The Tree of Life

The Coconut Tree is known to have many uses, from its roots to leaves, from culinary to non-culinary. Let’s cite the different parts of the coconut tree and its corresponding uses:





Roots are used as beverage, dye, mouthwash, and medicine for dysentery (formerly known as flux or the bloody flux). A frayed-out piece of root can also be used as a toothbrush.

1. Trunks – its hardy and durable wood is used for building small bridges, preferred for their straightness, strength and salt resistance. It is also used to make benches, tables, carvings, picture frames, tables, tool boxes and construction materials, among others. Paper pulp can also be extracted from the coconut trunk and other woody parts of the tree.
2. Branches (leaf petioles) are strong and flexible enough to make a switch (a flexible rod, typically used for corporal punishment).
3. Leaves can be woven to create effective roofing materials. It can also produce good quality paper pulp, brooms, hats and mats, fruit trays, waste baskets, fans, beautiful midrib decors, lamp shades, placemats, and bags. The stiff leaflet midribs can also be used to make cooking skewers and kindling arrows. Dried coconut leaves can be burned to ash, which can be harvested for lime.
4. The fruit is often used in the production of sweets and pastries. The “sport fruit” of the coconut is primarily harvested. Considered a delightful delicacy and largely used for making preserves and ice-cream. It is possible for it not to be kept in storage and still, will not germinate.
5. The Coconut meat is the thick white, fleshy substance found inside the coconut shell. It is edible and can be used fresh or dried in cooking. It can also be used to obtain coco flour, desiccated coconut, coconut milk, coconut chips, coconut candies, copra and even, animal feeds.
6. The Coconut water is a highly nutritious food source. Uses of coconut water include: coconut water vinegar; coconut wine; production of the chewy.
7. The Coconut milk is made by processing grated coconut with hot water or milk, which extracts the oil and aromatic compounds. It should not be confused with the coconut water mentioned above, and has a fat content of

approximately 17%. When refrigerated and left to set, coconut cream will rise to the top and separate out the milk. The milk is used to produce virgin coconut oil. It is a common ingredient in many tropical cuisines.

8. Copra is the dried coconut meat and, after further processing, is a source of high coconut oil content (as much as 64%). Coconut oil is the most readily digested, of all the fats, generally used in the world. It can be rapidly processed and extracted as a fully organic product from fresh coconut flesh, and used in many ways including as a medicine and in cosmetics, or as a direct replacement for diesel fuel. Virgin coconut oil is found superior to the oil extracted from copra for cosmetic purposes.
9. The coconut heart - it is considered one of the finest vegetables. It is considered a rare delicacy, as the act of harvesting it, involves killing the palm.
10. The Coconut husks are made of bristle fibre (10%), mattress fibre (20%) and coir dust and shorts or wastes (70%). Coir is used in ropes, mats, brushes, caulking boats and as stuffing fibre; it is also used extensively in horticulture for making potting compost. The husk can be used for fuel and are a good source of charcoal. Dried half coconut shells with husks are used to buff wooden floors, making it clean and shiny (free from dusts).
11. The Coconut shell produces the core of the most saleable household products and fashion accessories that can be turned into lucrative, wide-selling cottage industries.
12. You see how amazing the coconut tree is? In fact, it is considered as one of the major dollar earner industry that provides livelihood to most of the country's population. Indeed, a Tree of Life!

### Key to Exercise

	Parts of the Coconut	Use (s)
1.	roots	beverage, dye, mouthwash, and medicine for dysentery, toothbrush
2.	trunk	used for building small bridges, to make benches, tables, carvings, picture frames, tables, tool boxes and construction materials, among others
3.	branches	to make a switch
4.	fruit	in the production of sweets and pastries
5.	Coconut meat	edible and can be used fresh or dried in cooking
6.	Coconut milk	to produce virgin coconut oil. a common ingredient in many tropical cuisines
7.	Coconut heart	vegetable
8.	Coconut shell	household products and fashion accessories

---

## Summary



### Summary

In this lesson you discussed why coconut tree is called ‘The Tree of Life’ and described each part of the coconut tree and its use.

---

## Exercise



### Exercise

Complete the table with information from the text.

	Parts of the Coconut	Use (s)
1.	roots	
2.	trunk	
3.	branches	
4.	fruit	
5.	Coconut meat	
6.	Coconut milk	
7.	Coconut heart	
8.	Coconut shell	

---

## Evaluation



### Evaluation

Think of your region. Say how coconut tree is used. This may includes a brief description of the parts of the tree and how it is used in your region.

# Lesson 2

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## The passive

### Introduction

In the previous lesson you discussed the reasons why coconut tree is called 'The Tree of Life' and described its parts and identified the uses of each of them.

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

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

- *Discuss* the structure and use of the passive.
- *Practise* using it.



### Objectives

## The passive

Note the structure of the passive: *subject + the verb to be + the past participle of the verb.*

- The coconut flesh can be dried.

In passive sentences we use the correct form of be (*is/are/was/were/ has been etc*) + *past participle*:

*(be) done (be) cleaned (be) damaged (be) built (be) seen*

### **Example**

The roof of this house is made of coconut leaves.

This house was built in 1990

The passive infinitive is *be done / be cleaned / be built etc.* We use this structure after modal verbs (*will, can, must*) and a number of other verbs (*for example: have to, be going to, want to*)

### **Example:**

This problem can be solved.

The new hotel will be opened next year.

George might be sent to America by his company in August.

The music at the party was very loud and could be heard from far away.

This room is going to be painted next week.

Go away! I want to be left alone.

The coconut flesh can be dried.

We can use the passive when we don't want to say who or what is responsible for doing something or to shift emphasis to the object of the action. Compare these two sentences:

1. Coconuts are grown in Inhambane.
2. Farmers in Nampula grow coconuts.

Sentence 1, which emphasizes coconuts over farmers, gives us all the information we need. We don't need to know who grows the coconuts.

---

## Summary



### Summary

In this lesson you dealt with the structure and use of passive. It is said that we use the passive when we don't want to say who or what is responsible for doing something or to shift emphasis to the object of the action.

---

# Exercises



## Exercises

### Exercises 1

1. Find some other examples of passive constructions in the text on coconuts and rewrite them.
2. Choose the correct form of the verbs:
  - a) Japan **exports/is exported** many cars.
  - b) Soap **manufactures/is manufactured** from coconut oil.
  - c) Many people **use/are used** computers in offices today.
  - d) Rubber **uses/ is used** in the manufacture of tyres.
  - e) Mozambique **produces/is produced** more coconut than any other country in Africa.
  - f) Coconuts **grow/are grown** in humid, tropical regions.

### Exercise 2

Complete these sentences with one of the following verbs in the correct form:

arrest, wake, knock, check, translate, find, drive, make, spend, carry

1. A decision will not \_\_\_\_\_ until the next meeting.
2. That building is dangerous. It ought to \_\_\_\_\_ down before it falls down.
3. When you go through the customs, your luggage may \_\_\_\_\_ by a custom officer.
4. I told the hotel receptionist that I wanted to \_\_\_\_\_ up at 6.30.
5. Her new book will probably \_\_\_\_\_ into a number of foreign languages.
6. If you kicked a policeman, you'd \_\_\_\_\_
7. Police are looking for the missing boy. He can't \_\_\_\_\_ anywhere.
8. Do you think less money should \_\_\_\_\_ on arms?

9. The injured man couldn't walk and had to \_\_\_\_\_

10. I don't mind driving but I prefer to \_\_\_\_\_ by other people.

1. (No key)

### Key to exercise 1

- a) Japan **exports** many cars.
- b) Soap **is manufactured** from coconut oil.
- c) Many people **use** computers in offices today.
- d) Rubber **is used** in the manufacture of tyres.
- e) Mozambique **produces** more coconut than any other country in Africa.
- f) Coconuts **are grown** in humid, tropical regions.

### Key to exercise 2

- 1. be made
- 2. be knocked
- 3. be checked
- 4. be woken
- 5. be translated
- 6. be arrested
- 7. be found
- 8. be spend
- 9. be carried
- 10. be driven

---

# Evaluation



## Evaluation

Now you have to read a sentence and write another sentence with the same meaning as the previous ones:

*Example:*

We can solve the problem.

*The problem can be solved.*

1. People should send their complaints to the head office.
2. They had to postpone the meeting because of the illness.
3. Somebody might have stolen your car if you had left the keys in it.
4. An electrical fault could have caused the fire.
5. They are going to hold next year's congress in Beira.
6. They shouldn't have played the football match in such bad weather.





# Lesson 3

---

## Linking words

### Introduction

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

In this lesson you are going to discuss the linking words.

By the end of this class you should be to:

- *Discuss* the use of linking words.
- *Practise* using them



#### Objectives

### Linking words

Here is a list of some linking words:

*when, as, while, as soon as, before, after, until*

When we want to say that things happen at the same time, we can use *when, as, while*

*Example: **When** I was watching TV, the telephone rang.*

***As** they were walking down the street, they saw Marcos.*

*I often listen to the radio **while** I'm having breakfast*

Note that we normally use *when, as* or *while* + a continuous form (e.g. *when I was watching, as they were walking, while I'm having*) for long actions.

We often use (just) *as* for two short actions that happen at the same time.

*Example: The doorbell rang (just) as I sat down.*

When we want to say that things happen one after the other, we can use *when, as soon as, before, after*.

*Example:* **When** I had finished breakfast, I went out.

I'll phone you **as soon as** I get home.

The train had left **before** they arrived at the station.

**After** he left school, he started working in a bank.

**Before** and **after** can link words, phrases or clause but we can not shorten the second clause when the subjects are the same.

*Example:* We went and ate a sandwich after the film. (word)  
We went and ate a sandwich after seeing the film. (phrase)  
We went and ate a sandwich after our parents went home.  
(clause, different subjects)

Note that when we talk about the future, we normally use the present simple after when, as soon as, before, etc.

*Example:* I will phone you **as soon as** I get home.

When **can** have the same meaning as **while/as, before** or **after**

*Example:* When/While/ As I was watching TV, the telephone rang.

The train had left when/before they arrived at station.

When/After he left the school; he started working in a bank.

We use until (or till) to mean 'up to the time when'

*Example:* We waited until she arrived.

I knew nothing about it until you told me.

---

## Summary



### Summary

In this lesson you looked at the different uses of the linking words and listed them as it follows: when, as, while, as soon as, before, after, until and you practised them. Finally, you were given examples where these linking words could be used.

---

## Exercises



### Exercises

Choose the correct answer:

1. I'm not going out now. I'll wait **until/when** it stops raining.
2. **While/When** I had locked all the doors, I went to bed.
3. I burnt my hand **while/until** I was cooking the dinner.
4. They waited **when/until** everybody was there **before/until** they started the meeting.
5. My grandfather worked hard all his life **until/when** he retired.
6. I usually get up **before/as** soon as I wake up
7. It started to rain **until/just** as we got to the park.
8. He dropped his shopping bag as soon **as/when** he was running for the bus.
9. The film had already started **when/just** as we sat down in the cinema.

### Key to exercise

1. until
2. when
3. while
4. when/until
5. until
6. as soon as
7. just as
8. when
9. just as

---

## Evaluation



### Evaluation

Rewrite each of the following sentences using the linking word in the position given and make any other necessary changes you feel important.

1. (when) You are living in Nacala. You do as the people of Nacala do.  
\_\_\_\_\_

2. Ancha drinks her milk every day. (before) She goes to school.  
\_\_\_\_\_

3. (While) Abdala was lying on his bed. He was listening to music.  
\_\_\_\_\_

4. Jane broke a plate yesterday. (while) She was washing up.  
\_\_\_\_\_

5. (As) Paulina was getting out of bed yesterday. She fell over.  
\_\_\_\_\_

6. Have a good time. (when) You are travelling in Johannesburg.  
\_\_\_\_\_

7. I got very wet. (while) I was wringing out the clothes this morning.  
\_\_\_\_\_

8. (When) Berta is doing a test. She generally feels nervous.  
\_\_\_\_\_

# Lesson 4

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## Hard Times for Dilip Das

### Introduction

In the previous unit you read a text describing the importance and usefulness of coconut tree, the structure and use of the passive, and finally, you dealt with the use of linking words.

In this lesson you are going to read a passage about Dilip Das, answer questions and summarise it.

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



#### Objectives

- *Read* a passage about Dilip Das and answer the questions.
- *Summarise* the passage.

## Hard Times for Dilip Das

### Learn this Glossary

**drought** – a long period of dry weather when there is no enough water for plants and animals to live.

**floods** – a very large amount of water that covers an area that is usually dry.

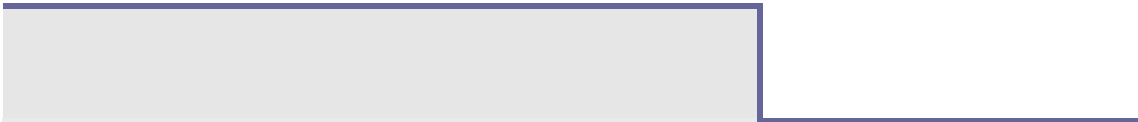
**borrowed** – to use something that belongs to someone else and that you must give back to them later.

**drudgery** – hard boring work

*Read this passage*

### Hard Times for Dilip Das

<sup>1</sup>Dilip Das lived in a village in the Valley of Ganges River. He lived with all his relations as one big family. Most of the villagers were farmers. The



farmers divided their land among their sons, so over the years the plots of land became smaller. At the same time the village grew bigger and bigger and there were more mouths to feed. Dilip and his brothers had to make a living from small farms. A big problem was how he would produce enough food for his family; there was no space left to grow cash crops which he could sell. He had no money to buy fertilizers, pumps or other equipment to improve his farming. Even if he could have afforded farm machinery, it wouldn't have been worthwhile on a plot as small as his.

<sup>2</sup>Then disaster struck. After a long drought, the rain came at the end of September. For days the rain came down. The Ganges River flooded its banks and destroyed many crops. Many people drowned. During the months of droughts, Dilip had borrowed money from the local money-lender. After the floods and the loss of his crops, Dilip had to make a difficult choice. He had to choose between losing his land to the money-lender to repay the money he owed, or going to find work in the city of Calcutta. Dilip decided to go to Calcutta.

<sup>3</sup>Dilip thought it was a good idea to go to the city for other reasons as well. There was only one primary school in the village. Dilip wanted his children to have the opportunity for further education which the city offered. He had listened to the educational radio broadcasts started by the government and he had learned the way of life in the city. Dilip wanted to know more about life outside the village he had grown up in.

<sup>4</sup>Dilip left with a number of other young men from his village. They felt that they didn't want to scrape a living from the land for the rest of their lives. They hoped to find jobs in the city where they could earn wages – a job in an office, shop or factory. They felt that anything would be better than the drudgery of farming in difficult conditions with no money at the end of the year.

<sup>5</sup>Dilip was lucky enough to get a job in Calcutta. He earned 200 rupees (about 5000 meticaïs) per month working in a hotel. He sent most of this money home to his family.

<sup>6</sup>Then Dilip lost his job and since then, he has been trying everything he can think of to earn money. He went round knocking at doors to see whether there was a job as a houseboy – but the houseboy always answered the door and wouldn't let him see his employer! He even tried taking tourists to cheap shops. If he was lucky, the tourists and shopkeepers would give him money.

---

## Summary



### Summary

In this lesson you read a passage about farmers who could not produce enough to feed their families or to sell. Floods came and destroyed their crops and it worsened their lives. In addition you had the opportunity to summarize it.



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## Exercises



### Exercises

Read the text again and summarise each paragraph by reading the sentences **a)** to **c)** and choosing the sentence which best sums up the paragraph.

#### *Paragraph 1*

- a. There was not enough money to buy farming machinery or fertiliser in the valley where Dilip Das lived.
- b. Farming is one of the main activities in the Ganges valley where Dilip Das lived.
- c. Farms in the valley where Dilip Das lived were too small and farmers could not grow enough food to feed their families or produce any crops to sell.

#### *Paragraph 2*

- a. After the flood ruined his crops, Dilip went to Calcutta instead of staying and losing his land to the money-lender.
- b. The village where Dilip lived has a very harsh climate with very heavy rainfall straight after a long dry period and this can cause great hardship.
- c. The rains caused a terrible flood that drowned many people and destroyed crops.

#### *Paragraph 3*

- a. Dilip also wanted to find out about the life and the opportunities in the city which he and his children couldn't enjoy in the village.
- b. Dilip knew something about life in the city because he had listened to educational broadcast on the radio.
- c. The villagers were not very interested in education; there was only one school in the village.

#### *Paragraph 4*

- a. Many struggling young men left the village with Dilip.
- b. The men who went to Calcutta hoped to find well-paid jobs in

offices, shops or factories.

- c. The men were tired of the difficulties of farming and wanted to earn regular wages in a city.

*Paragraph 5*

- a. Dilip was thankful for the 200 rupees he earned in the hotel.
- b. Dilip found a job in a hotel and sent most of his wages home to his family.
- c. Dilip was very lucky to find a job although the salary was not very good.

*Paragraph 6*

- a. After Dilip lost his job, he tried everything he could think of to earn money.
- b. Sometimes grateful tourists gave Dilip money.
- c. Dilip tried to find work as a houseboy, but he never succeeded.

---

## Key to exercise

*Paragraph 1 – c)*

*Paragraph 2 – a)*

*Paragraph 3 – a)*

*Paragraph 4 – c)*

*Paragraph 5 – b)*

*Paragraph 6 – a)*

---

## Evaluation



Evaluation

The process of land division among local farmers is a practice which, even today, is found in most regions of the country. In a few lines give your opinion mentioning advantages and disadvantages of this practice.

## Lesson 5

---

### The environment

#### Introduction

In the previous lesson you read a passage about Dilip Das, answered questions and summarised paragraph.

In this lesson you are going to read passages giving information about Green Belt Movement and the Green alert.

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

- *Read* a passage about Green Belt Movement.
- *Answer* questions using information from the text.



Objectives

#### The environment

##### Learn this Glossary

**conservation** – the protection of natural things, such as animals, plants, forests, etc, to prevent them being spoiled, or destroyed.

**trudge** – to walk with slow, heavy steps, especially because you are tired

### **Now, read this text**

Before conservation came to Kanyariri, Esther Wairimu was a tree killer. For two days each week the Kenyan women trudged along the red dirt paths of her village with dandles of branches tied to her back, searching hillsides for firewood. As well as her other jobs of fetching water, looking after crops on her husband's two – hectares farm and cleaning the house, Wairimu had ten children to cook for over an open fire, which needed a lot of firewood. No small tree was safe.

Then in 1982 Wairimu was converted from a tree killer to a tree planter. This was the result of a campaign by a new conservation project called the Green Belt Movement. "My neighbours joined the Green Belt and began to argue with me", Wairimu remembers. "They said if I planted my own trees, I would not have to spend all my time looking for firewood". And so when the time came for Wairimu to plant her rows of maize and beans, she planted trees as well. Now, five years later, her farm is a young woodland.

There are mango trees, blue gums, nitrogen fixing casuarinas and straight trunked podocarpus which form a belt of greenery around her fields. There is shade for Wairimu's tin roofed house, fodder for her goat and cows, better soil for her crops and there are branches for firewood. "I have learned that a tree, in another way altogether, is life", she says.

Esther Wairimu's conversion from tree killer to tree planter is one of many successes of the Green Belt Movement. This was founded in 1977 and has been responsible for the planting of nearly five million trees. Small forests have sprung up on school and church grounds. More than 500 communities have their own tree nurseries. 25,000 households like Esther Wairimu's now have their own thriving piece of woodland.

The Green Belt Movement was founded by Wangari Maathai, a Kenyan biologist, who saw the damage done by the destruction of the forest. "When I visited the village where I was born, I saw that whole forests had been cleared in order to remove the timber and grow crops," she says. "People were moving on to hillsides, riverbeds and poor quality land which was not cultivated when I was a child. Springs were drying up. I was shocked to find children suffering from kwashiorkor, because my community was supposed to be in a rich coffee growing area. I was amazed to learn that malnutrition was linked with lack of fuel. People were eating less of the nutritious, traditional food, like beans and maize, and were choosing refined food like rice because they require less cooking." So Wangari Maathai founded the Green Belt Movement to plant trees, to enable the rural population to grow enough firewood for themselves and to push back the desert.

*Go for English 11, M. Montgomery*

### **Read this passage about Green alert**



## **Green alert**

The blue planet has been degraded, neglected and depleted, mainly because a human action which affects the world at a global level. Everyone notices how the climate is not the same as it used to be; temperatures have been gradually rising and changes in the ocean currents and in the winds have had devastating consequences. The destruction of the rainforests, namely Amazonian forest, due to economical reasons and the development of new technologies like air conditioning resulted in an increase in pollution and in ozone depletion. The use of pesticides and the gases from the factories resulted in the greenhouse effect. The earth is crying out for help. The signs are here for everyone to see. Pay attention!

---

## Summary



### Summary

The first passage you read is about Green Belt movement and an example of someone who was turned from a tree killer to a tree planter. Secondly, you read a passage in which the blue planet (Earth) is calling for an SOS.

---

## Exercises



### Exercises

#### Exercises 1

##### Answer these questions

1. What information in *paragraph 1* tells you that it was hard to find firewood?
2. Why was “no small tree safe”?
3. Who persuaded Esther Wairimu to plant trees?
4. What sort of thing is a *casuarina*?
5. What benefits have trees brought to Esther Wairimu?
6. List the harm done by cutting down trees in Wangari Maathai’s village.
7. What were her feelings when she saw the harm done?
8. When was this text written?
9. The text mentions two women. They are important in different ways. Say why each is important.

#### Exercise 2

In a few lines say what action that you’ve heard of or witnessed, which is being carried out by the local authorities in your region in order to save the blue planet. Also say what more, you think, should be done to preserve it.

#### Key to exercise 1

1. It was necessary to spend two days looking for firewood. It could only be found by searching the hillsides for it.
2. Esther Wairimu needed to cut down even small trees to get enough firewood.

- 
3. Her neighbours who had joined the Green Belt Movement
  4. A tree
  5. The benefits trees have brought to Esther Wairimu:
    - ✓ they make the soil more fertile (nitrogen-fixing)
    - ✓ they provide shade for Esther's house
    - ✓ they provide food for her domestic animals
    - ✓ they provide her with firewood
  6. The harm done by cutting down trees in Wangari Maathai's village:
    - people had to move on to hillsides, riverbeds and other poor quality land to find firewood
    - ✓ springs were drying up
    - ✓ children were malnourished because of a shortage of fuel to cook traditional nourishing food.
  7. She felt chocked
  8. 1987 (1982 + "five years later")

---

## Evaluation



### Evaluation

1. Give an account of the Green Belt Movement, saying how it was founded, what it has achieved.
2. The text mentions two women. They are important in different ways. Say why each is.

# Lesson 6

---

## Contrast

*although, even though, though, in spite of, despite, while, whereas, however*

### Introduction

In the previous lesson you read two passages about Green Belt Movement and the Green alert and completed exercises using information from the two texts.

In this lesson you are going to be shown contrast in sentences using words like *although, even though, though, in spite of, despite, while, whereas, however*.

By the end of this lesson you should be able to

- *Name* the contrasting words.
- *Do practise* using them.



### Objectives

### Contrast

We can use *although, even though* to introduce a contrast. After *although* and *even though* we use a clause with a subject and a verb.

*Example: **Although** he hadn't eaten all day, he wasn't very hungry.*

Abdala passed the exam, **although** he hadn't studied for it.

*Even though* is more emphatic than *although*.

*Example: **Even though** the weather was bad, we had a very good holiday.*

We can use *though* instead of *although*, especially in a more informal style.



*Example:* **Though** I didn't feel well, I went to work.

We also use *though*, to mean "however"

*Example:* The room is very small. It's quite comfortable **though**.

We can use *in spite of* or *despite* to talk about contrast. After *in spite of* /*despite* we can use a noun or an *ing* form.

*Example:* **In spite of** the bad weather, Abdala had a very good holiday.

Paula came to the meeting **despite** feeling ill.

We also say *in spite of/despite the fact (that)...*

*Example:* **In spite of the fact that** the weather was bad, we had a very good afternoon.

Paula came to the meeting **despite the fact that** she was feeling ill.

We can introduce a contrast between two ideas using *while* and *whereas*.

*Example:* He is quiet and shy, **while/whereas** his sister is lively and talkative.

We can also express a contrast by using the adverb *however* with two sentences.

*Example:* She said she didn't want to change her job. **However**, she may change her mind.

Compare the meaning of **although** and **because**

We went out **although** it was raining.

We didn't go out **because** it was raining

---

## Summary



### Summary

In this lesson you were shown some of the words that are used to express contrast. The contrasting words mentioned were *although*, *even though*, *though*, *in spite of*, *despite*, *while*, *whereas* and *however*.

---

# Exercises



## Exercises

- A.** Rephrase the sentences beginning with the words in brackets.
1. Ancha has plenty of money, but she is very mean. (although)
  2. Mario and Anna have a car, but they rarely use it. (though)
  3. It was late and I was tired, but I didn't feel like sleeping. (although)
  4. Andre has a number of relatives living nearby, but he never visits them. (even though)
  5. Maria has never taken any kind of exercise, but she is quite fit and healthy. (even though)
- B.** Rephrase the sentences using the words in brackets and a noun.
1. Francisco and Joana went out for a walk, even though the weather was bad (despite)
  2. Paula Managed to write, even though her hand was injured. (in spite of)
  3. All the trains were on time, even though the rain was heavy. (despite)
  4. The teacher didn't arrive late, even though the traffic was terrible. (in spite of)
  5. A lot of people buy those houses, even though the prices are high. (despite)
- C.** Rephrase the sentences using the words in brackets and (i) an *-ing* form and (ii) the fact (that).
1. Manuel stayed up late, even though he was very tired. (despite)
  2. Maiya didn't apply for the job, even though she had the right qualifications. (despite)
  3. Francisco stayed outside in the cold weather, even though he felt ill. (despite)
  4. People continue to smoke, even though they know the dangers. (in spite of)

### Key to exercise

**A.** Rephrase the sentences beginning with the words in brackets.

1. Although Ancha has plenty of money, she is very mean.
2. Though Mario and Anna have a car they rarely use it.
3. Although it was late and I was tired I didn't feel like sleeping.
4. Even though Andre has a number of relatives living nearby he never visits them.
5. Even though Maria has never taken any kind of exercise she is quite fit and healthy.

**B.** Rephrase the sentences using the words in brackets and a noun.

1. Francisco and Joana went out for a walk despite the weather was bad.
2. Paula Managed to write in spite of her injured hand.
3. All the trains were on time despite the heavy rain.
4. The teacher didn't arrive late in spite of the terrible traffic.
5. A lot of people buy those houses despite the high prices.

**C.** Rephrase the sentences using the words in brackets and (i) an *-ing* form and (ii) the fact (that).

1. Manuel stayed up late, even though he was very tired. (Despite)
2. Maiya didn't apply for the job, even though she had the right qualifications. (Despite)
3. Francisco stayed outside in the cold weather, even though he felt ill. (Despite)
4. People continue to smoke, even though they know the dangers. (In spite of)

---

# Evaluation



## Evaluation

Complete the sentences with **although, in spite of, because/ of**.

1. \_\_\_\_\_ it rained a lot, we enjoyed our holiday.
2. a) \_\_\_\_\_ all of our careful plans, a lot of things went wrong  
b) \_\_\_\_\_ we had planned everything carefully a lot of things went wrong.
3. a) I went home early \_\_\_\_\_ I was feeling unwell.  
b) I went to work the next day \_\_\_\_\_ I was still feeling unwell.
4. a) She only accepted the job \_\_\_\_\_ the salary, which was very high.  
b) She accepted the job \_\_\_\_\_ the salary which was rather low.
5. a) I managed to get to sleep \_\_\_\_\_ there was a lot of noise.  
b) I couldn't get to sleep \_\_\_\_\_ the noise.



# Lesson 7

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## The importance of the Environment

### Introduction

In the previous unit you read a passage about Dilip Das, answered questions and summarised it, read passages about Green Belt Movement and discussed the use of contrast.

In this lesson you are going to read a passage about the environment and answer questions.

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



#### Objectives

- *Read* an extract about environment.
- *Answer* question.

## The importance of the Environment

1. Read this passage and complete the gaps.

The natural environment, commonly referred to simply as the environment, is a terminology that comprises all living and non-living things that occur naturally (1)\_\_\_\_\_ Earth or some region thereof. This term includes (2)\_\_\_\_\_ few key components:

Complete ecological units that function as natural systems without massive human intervention, including all vegetation, animals, microorganisms, rocks, atmosphere and natural phenomena that occur within their boundaries.

Universal natural resources and physical phenomena that lack clear-cut boundaries, (3)\_\_\_\_\_ as air, water, and climate, as (4)\_\_\_\_\_ as energy, radiation, electric charge, and magnetism, not originating from human activity.

(5) \_\_\_\_\_ natural environment is contrasted with the built environment, which comprises the areas and components that (6)\_\_\_\_\_ strongly influenced by man. A geographical area is regarded as a natural

environment if the human impact on it is kept under a certain limited level. This level depends on the specific context, and changes in different areas and contexts. The term wilderness, on the other hand, refers to areas without human intervention.

Very large development projects - also called mega projects - pose special challenges and risks (7)\_\_\_\_\_ the natural environment. Major dams and power plants are cases in point. The challenge to the environment from such projects is growing because more and bigger mega projects are being built, in developed and developing nations alike.

Recently, there has (8)\_\_\_\_\_ a strong concern about climate change such as global warming caused by anthropogenic releases of greenhouse gases, most notably carbon dioxide, and their interactions with humans and the natural environment. Efforts here have focused on the mitigation of greenhouse gases that are causing climatic changes (e.g. through the Climate Change Convention and the Kyoto Protocol), and (9)\_\_\_\_\_ developing adaptative strategies to assist species, ecosystems, humans, regions and nations in adjusting to the effects of global warming.

(10)\_\_\_\_\_ more profound challenge, however, is to identify the natural environmental dynamics in contrast to environmental changes not within natural variances. A common solution is to adapt a static view neglecting natural variances to exist. Methodologically this view could be defended when looking at processes which change slowly and short time series, while the problem arrives when fast processes turns essential in the object of the study.

Adapted from: [www.wikipedia.org](http://www.wikipedia.org)

### Key to exercise

1. on
2. a
3. such
4. well
5. The
6. are
7. to
8. been
9. on
10. A



## Summary

In this lesson you read a passage about the environment, answered questions and gave your contribution expressing your concerns on key Big Issues.

---

## Exercises



## Exercises

2. How much do you know about The Natural World? Complete the sentences using one of the words from the box.

ecology, fallout, pollution, waste, acid, extinct, contaminated, dumped, environment, reactor

1. The world in which we live is our\_\_\_\_\_
2. Smoke, dirt and noise are all types of \_\_\_\_\_
3. If man continues to hunt elephants, they will shortly become \_\_\_\_\_
4. Everyday rubbish and chemicals are taken out to sea and \_\_\_\_\_. It's disgusting and should be stopped.
5. In many parts of the world trees and lakes are being destroyed by \_\_\_\_\_ rain.
6. At Chernobyl, there was an accident at a nuclear\_\_\_\_\_. When it exploded, large areas of the surrounding countryside were \_\_\_\_\_and there was \_\_\_\_\_all over Europe.
7. \_\_\_\_\_is the science that studies the relationship between different life forms in nature.
8. When uranium is used up, it has to be kept in a safe place. It is extremely difficult to dispose of nuclear\_\_\_\_\_.



---

## Key to exercise 2

1. environment
2. pollution
3. extinct
4. dumped
5. acid
6. reactor, contaminated, fallout
7. Ecology
8. Waste

---

## Evaluation



### Evaluation

Look at this list of 'BIG/KEY ISSUES' (important topics). If you had the power to do something about just one of them, which one would you choose and why?

- ✓ world hunger
- ✓ homelessness
- ✓ pollution
- ✓ nuclear energy and weapon
- ✓ the gap between rich and poor countries
- ✓ unemployment

# Lesson 8

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## Holidays and Travel

### Introduction

In the previous lesson you read a passage about the environment answered questions and expressed your concerns on the big/key issues.

In this lesson you are going to learn some words associated with **holiday** and **travel**, correct mistakes in some report, and write a short article for a magazine about a holiday or a trip you have been on recently.

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



#### Objectives

- *Practise* to use some words associated with holiday and travel.
- *Correct* mistakes in a given report.
- *Write* a short article about a holiday or a trip.

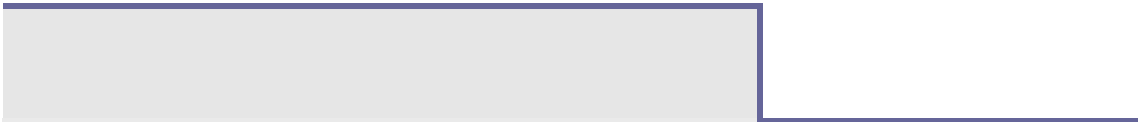
## Holidays and Travel

### Holidays and Travel

How much do you know about holiday and travel? Complete these sentences with words associated with the following words/phrases.

*self-catering, resort, brochure, half-board, safari, souvenirs, package tour, charter*

1. We sent off to the tour operators for a \_\_\_\_\_ giving details of their holidays in the Ilha de Moçambique.
2. Last year we went on a \_\_\_\_\_. Everything was organized for us: the flight, the hotels and all the entertainments. It was all included in the price.
3. They are going on \_\_\_\_\_ in Kenya. They'll be able to see lots of wildlife.
4. We brought back some local handcrafts as \_\_\_\_\_. Each time we look at them we remember what a great time we had.

- 
5. I wouldn't get a scheduled flight if I were you. A \_\_\_\_\_ flight would be much cheaper.
  6. A holiday \_\_\_\_\_ is a town which welcomes and entertains tourists.
  7. Bed and breakfast is 650.00MZM a night. If you want \_\_\_\_\_, it costs an extra 270M ZM which covers either lunch or dinner.
  8. We really enjoy \_\_\_\_\_ holiday where we rent a house and look after ourselves.

### **Key to Practice**

1. brochure
2. package tour
3. safari
4. souvenirs
5. charter
6. resort
7. half-boarded
8. self-catering

---

## Summary



### Summary

In this lesson you learned some words associated with holiday and travel such as resort, brochure, safari, souvenirs, package tour, charter etc. Additionally, you wrote a short article for a magazine about a holiday or a trip you have been on recently.

---

## Exercises



### Exercises

Read the report of a family holiday and correct any mistake you may find. e.g. an extra, etc.

Last year we had a different kind of a holiday. We were used to rent a house in the countryside. Even though it was lovely, but it was boring too. Instead, of last year we hired a caravan by the sea. We left from Nampula early and took the train. We were shocked when we entered to the campsite – it was too much big. The best thing was the beach. It was such wide and sandy and safe for my brother. The caravan was enough large but it was hard to adapt ourselves to a small space. I was made friends at the teenager's club.

We played games and had fires at night. A boy from Angoche he taught me windsurfing. He was really a funny. The worst thing was a noise funfair opposite of the site. One other thing else was the traffic jams. Nobody could tell us about how to avoid them. Otherwise I had a wonderful time. I don't know about my parents.

In Think First Certificate, J. Naunton, Longman

### Key to Exercise

Last year we had a different kind of a holiday. We were used to rent a house in the countryside. Even though it was lovely, **but** it was boring too. Instead, **of** last year we hired a caravan by the sea. We left **from** Nampula early and took the train. We were shocked when we entered **to** the campsite – it was too **much** big. The best thing was the beach. It was **such** wide and sandy and safe for my brother. The caravan was **enough** large but it was hard to adapt ourselves to a small space. I **was** made friends at the teenager's club.

We played games and had fires at night. A boy from Angoche **he** taught me windsurfing. He was really a funny. The worst thing was a noise funfair opposite of the site. One other thing **else** was the traffic jams. Nobody could tell us **about** how to avoid them. Otherwise I had a wonderful time. I don't know about my parents.

---

## Evaluation



### Evaluation

Time has come to write!

Write a short article for a travel magazine about a holiday or trip you have been on recently. Use the report you edited as a guide. Say

- why you chose the holiday, and where it was.
- what your travel arrangements were.
- what your first impressions were.
- how the holiday was organized.
- what the general atmosphere was like.
- which the good things and the less positive things were.
- what your final thoughts and recommendations are.

# Lesson 9

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## A letter of complaint

### Introduction

In the previous lesson you learned some words associated with holiday and travel, wrote a short article for a magazine about a holiday or a trip you have been on recently.

In this lesson you are going to read a letter of complaint written by Peter Carr, answer questions and write a letter of complaint about the quality of the holidays.

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



#### Objectives

- *Read* a letter of complaint
- *Answer* questions using information from the letter.
- *Write* a letter of complaint.

### A letter of complaint

Look at this advertisement:

#### **CLUB 20-30**

**Make friends and enjoy yourself at one of our villa parties from a choice of over 15 continental resorts. Try Club 20-30 for action-packed holiday. Sun-soaked days on the beach and fun evenings at parties and discos. Not for old folk over 30.**

## Learn this Glossary

**tip** (*n*) - a small amount of money given to a waiter as thanks for a service performed.

**refund**(*n*) - repayment

**cracks**(*n*) - a line of division caused by splitting

**rude**(*adj*) - not at all polite

Peter Carr went on a *Club 20-30* holiday but did not enjoy himself very much.

The Managing Director	42, Rua das Flores
Club 20-30 Holiday	Nampula
26 Prédio JFS	
Vilanculos	1st July 2006

Dear Sir

I am writing to complain about a Club 20-30 holiday I went on at the resort of Vilanculos between 15<sup>th</sup> and 30<sup>th</sup> June.

According to your brochure, accommodation was supposed to be in a small villa. However, when I got to Vilanculos, I was taken to a modern hotel about 500 metres from the sea. Even though, it had just been built, there were cracks everywhere and it looked as though it was going to fall down. The walls were paper everything thin and you could hear everything from the neighbouring room.

To make matters worse, there were only two other young people in the hotel and they were both men. The hotel had been taken over by a packed tour of old age pensioners who insisted on playing bingo in the discotheque every evening. Where was the 'night life' I had been promised?

On top of everything, when I mentioned my complaints to your company representative, she was extremely rude to me and

only reappeared at the end of my stay and became abusive when I refused to give her a tip.

You can imagine how upset I am at having spent a considerable amount of money on this holiday. In fact, I expect a full refund plus compensation for the inconvenience and discomfort I suffered. I trust you will give this matter your immediate attention.

I look forward to receiving a satisfactory reply by return of post. If I do not receive full satisfaction, I intend to write to the TV programme 'Justiça e Ordem' and expose your operation.

Yours faithfully,

*Peter Carr*

Peter Carr

---

## Summary



### Summary

In this lesson you read a letter of complaint written by Peter Carr, answered questions and wrote a letter of complaint about the quality of the holiday Peter has been provided with.



---

## Exercises



### Exercises

1. Read this letter and note how many complaints he has to make. Which are serious?

---

# Evaluation



## Evaluation

Writing

Look at this advertisement:

### **RIGBY ACTIVITY HOLIDAYS**

**Test yourself and learn new skills in the glorious Beach Hotel. Holidays for people who don't want to laze around on the beach. Learn to sail and windsurf to our exclusive fully-equipped lakeside facilities. Rock climbing and survival skills taught by professionals.**

**Beginners welcome. Get fit-learn confidence. Ten action-packed days for just 27 000MZM. Holidays begin the first and third Saturdays of each month.**

Suppose that you went on the Rigby Activity Holiday advertised above. Read the advertisement carefully, and the notes which give details about why you were dissatisfied with the holiday.

Write a letter complaining about the quality of the holiday. Write between 120 – 180 words in an appropriate style.

#### Notes:

- ✓ Instructors ex-soldiers – expected too much
- ✓ Like a prison camp
- ✓ Not enough surfboards / life jackets
- ✓ Cabins cold – had to clean them
- ✓ Not enough food
- ✓ Cold and frightened! Left after one week



# Lesson 10

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## Clothing

### Introduction

In the previous unit you read a passage about environment, described the use of contrast, and practised some words associated with holidays and travel. Additionally, you read a letter of complaint and you were asked to write one of your own.

In this lesson you are going to read an extract about clothing and write the words that fills each gap.

By the end of this lesson you should

- *Read* an extract about clothing.
- *Fill* in the gaps.



### Objectives

### Clothing

What clothes do you wear when you:

1. go to work or school?
2. spend a lazy day at home?
3. go out in the evening?
4. play your favourite sport?
5. have a family celebration?
6. do physical work (e.g. cleaning, decorating, gardening)?

Use the words in the box to help you, and give some examples.

casual, comfortable, elegant, formal, old, scruffy,  
smart, trendy

---

## Learn this Glossary

**cool**(*adj*) – neither warm nor cold

**soft**(*adj*) – smooth and delicate to the touch

**sticky**(*adj*) – made of or containing material which can stick to anything else

**warm**(*adj*) – having or giving a pleasant feeling of heat

**waterproof**(*adj*) – something which does not allow water to go through

**garments** (*n*) – the name used, especially by the makers, for an article of clothing

---

## Summary



### Summary

In this lesson you read an extract about clothing and wrote the words that fills each gap

---

## Exercises



### Exercises

Read the following passage and write the word that fills in each gap.

### Clothing

Most material which we use for clothing comes originally from animals or vegetables. The principal animal products are silk, wool, leather and furs. Those from plants include cotton, linen and rubber.

COTTON is made from the fluffy part of \_\_\_\_\_(1) cotton seed. It is a good conductor of \_\_\_\_\_(2) and becomes wet by soaking up perspiration, so \_\_\_\_\_(3) is the most comfortable material to wear in \_\_\_\_\_(4) tropics.

LINEN is made from the flax plant \_\_\_\_\_(5) is similar to cotton but stronger and more \_\_\_\_\_(6). It is often used for sheets, although many \_\_\_\_\_(7) prefer to buy cotton or polyester sheet because \_\_\_\_\_(8) are cheaper.

RUBBER is a milky substance found \_\_\_\_\_(9) the sap of the rubber plant. Rubber garments \_\_\_\_\_(10) waterproof but, as they do not allow the \_\_\_\_\_(11) to pass through, they always make the person \_\_\_\_\_(12) hot and sticky.

SILK is the thread spun \_\_\_\_\_(13) the silkworm when making its cocoon. It is \_\_\_\_\_(14) smooth and soft but it is very \_\_\_\_\_(15) material. It does not shrink when washed and \_\_\_\_\_(16) shines beautifully when ironed.

WOOL is made from \_\_\_\_\_(17) fleece of sheep. Woollen materials are thick and \_\_\_\_\_(18) air between the fibres, so they are very \_\_\_\_\_(19). Garments made from wool are very comfortable in \_\_\_\_\_(20) weather but they shrink when washed and are \_\_\_\_\_(21) expensive than cotton garments.

LEATHER is made from \_\_\_\_\_(22) (cow) skins. It is used to make coats \_\_\_\_\_(23) people who live in cold countries because it \_\_\_\_\_(24) air-proof and therefore very useful in cold winds \_\_\_\_\_(25) when riding on a motor cycle or walking \_\_\_\_\_(26) the countryside. It is used mainly for shoes \_\_\_\_\_(27) boots.

FUR is obtained from the skins of \_\_\_\_\_(28) such as rabbits, seals, squirrels and mink. It \_\_\_\_\_(29) one of the warmest materials because the soft fibres \_\_\_\_\_(30) trap the air are backed by the strong, airless skin of the animal.

NYLON is made from coal tar. It does not absorb moisture and is not good to wear next to the skin in hot countries, because it does not allow perspiration to escape. It is easy to wash and iron.

Other modern materials such as POLYESTER and RAYON are made from plastics and certain chemicals. None of them are as cool and pleasant to wear in the tropics as cotton or silk, but they are produced in bright attractive colours.

In English Africa Premiere, Macmillan

### Key to Exercise

- |             |                  |                 |
|-------------|------------------|-----------------|
| 1. the (a)  | 2. heat          | 3. it           |
| 4. the      | 5. It            | 6. expensive    |
| 7. people   | 8. they          | 9. in           |
| 10. are     | 11. air          | 12. feel        |
| 13. by      | 14. very (quite) | 15. expensive   |
| 16. it      | 17. the          | 18. hold (trap) |
| 19. warm    | 20. cold         | 21. more        |
| 22. animal  | 23. for          | 24. is          |
| 25. or      | 26. in           | 27. and         |
| 28. animals | 29. is           | 30. which       |

---

## Evaluation



### Evaluation

Complete the sentences with an appropriate word that is connected with clothes. Use the words in the box.

take...in, match, tight, loose, shrink, go, wardrobe, clash, suits, baggy,

1. These trousers are really \_\_\_\_\_ I'll have to go on a diet.
2. Mind you don't wash it in hot water: You don't want it to \_\_\_\_\_

3. This jacket doesn't quite \_\_\_\_\_ these trousers.
4. She wanted to make room in her \_\_\_\_\_ so she threw away all her old clothes.
5. Go on! Buy that skirt. The colour really \_\_\_\_\_ you.
6. These trousers are really too big. They look \_\_\_\_\_.
7. Passengers are advised to wear \_\_\_\_\_, comfortable clothes when flying.
8. You can't possibly wear that striped shirt with a tartan shirt tie. They \_\_\_\_\_ horribly.
9. Don't worry if these jeans are too big. We can always \_\_\_\_\_ them \_\_\_\_\_ at the waist and turn \_\_\_\_\_ the legs.
10. I'd like a blouse to \_\_\_\_\_ with this skirt. What would you suggest?

---

## Key to Evaluation

1. tight
2. shrink
3. match
4. wardrobe
5. suits
6. baggy
7. loose
8. clash
9. take...in, up
10. go



# Lesson 11

---

## Colour choices

### Introduction

In the previous lesson you read an extract about clothing and chose the words that filled each gap.

In this lesson you are going to discuss people's concerns on colour choices and describe adjectives of personality.

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

- *Discuss* people's concerns on colour choices.
- *Describe* adjectives of personality.



### Objectives

## Colour choices

When you select what you wear, are there colours you always choose?  
Are there any colours you always avoid because they don't suit you?

What really suits you?

1. You are going to read an article about a method of selecting the colours that suit you best, based on the colour of your hair and eyes, and your skin tone. Before you begin, study the vocabulary in the glossary.

**flair** – imagination and style

**gorgeous** – very attractive

**mauve** – pale purple

**get away with** – succeed at something risky

**bronze** – dark yellowish brown

**drained** – with all the colour taken away

**go for/opt for** – choose

**steer clear of** – avoid

**pastel** – pastel colours are and pale

**subtle** – delicate, not obvious

**garish** – too brightly coloured

**porcelain** – cream

**ivory** – very white

## **O - E**

In recent years there has been a growing interest in how we use colour in clothes and how to use the colours which suit us best. Colour consultant Margot Henderson uses a system based around the kind of skin we have and the colour of our eyes and hair. The vast majority of people can then be placed into a number of broad categories or classifications called clear, light, soft, deep and warm.

Last week we picked half a dozen young people off the street for an instant analysis by Margot.

### **CLEAR**

**Hair:** brown, black, or dark grey.

**Eyes:** blue, green, hazel or brown.

**Skin:** porcelain, ivory, dark brown, clear yellow.

#### **Kevin: 1**\_\_\_

Well this one obviously likes to play safe. He is dressed all in black and he is actually lucky that he can get away with it. He could afford to be a lot more adventurous. Clear people can basically mix dark and light items or go for something more dramatic. He should go for a bright red pullover or something like that to make himself stand out from the crowd. Five out of ten, but no marks for flair.

#### **Susie: 2**\_\_\_

Susie has recently made a good start. That purple top really does suit her and that gorgeous mauve jacket is just right. She should also try to experiment with bright reds or pinks as she could get away with it - she might even find that people take a lot more notice of her. She could be a bit more adventurous with the makeup, though. Some daring bronze eye shadow would really bring her eyes out. Seven out of ten.

---

## LIGHT

**Hair:** blond, light grey

**Eyes:** blue, blue-grey, green

**Skin:** peaches and cream, ivory or porcelain

**Jason: 3**\_\_

Oh dear. What I can say? He is dressed in what is considered fashionable at the moment - all grey - but it just doesn't suit him at all, I'm afraid. There are so many sheep out there who just love to follow the crowd. He looks completely drained and washed out. He'd look much better in say brown or mushroomy colours. Pastels would also work for him too, I think. He should get rid of any pure white clothes he has in his wardrobe too. They have exactly the same effect as grey. Instead he should go for cream and off-white. Two out of ten.

**Vanessa: 4**\_\_

She has got something right. The light blue polo-neck suits her beautifully, just the thing for her complexion and eyes. That dark navy blue blazer is just too much, tough. It's too overwhelming. She really ought to steer clear of dark draining colours. A bluey green jacket would be much better. She's a bit of mixture really.

As far as make-up goes, the red lipstick is far too dominant. She should opt for gentle pinks or rose. Pastel colours would suit her complexion better. All in all, I'd say she's about half way there. I'd give her six or seven out of ten.

## SOFT

**Hair:** light brown, medium brown, grey or ash blonde.

**Eyes:** brown, greyish blue, bluey green

**Skin:** ivory, rose, beige, light olive

**Wayne: 5**\_\_

I think this one is the best of the lot. He has either been to a consultant or else he an extremely good sense of what suits him. He has done very well to stay with a central colour - in this case blue - and play with different tones. He could also go for earthy browns too. Very good indeed. Full marks.

**Penny: 6**\_\_

This is an example of just what you shouldn't do. I'm afraid. My guess is that she's got a friend and has just imitated her style without thinking what is best for her.

That bright pink T-shirt is all wrong. It is just too dominating - she should wear something a lot more subtle. The bright green eye shadow too is just too garish. It is screaming, but we lose her eyes beneath it. Something mauve or a light grey would suit her much better than this. No more than three. She needs help.

*In Think First Certificate, J. Naunton, Longman*

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## Summary



In this lesson you had an opportunity to discuss people's concerns on colour choices, described adjectives of personality and learn which colour suit each skin colour.

### Summary

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## Exercises



### Exercises

1. Read the first two paragraphs and find out what Margot Henderson does for a living and how her technique works.
2. Read the short profile of the people Margot has analysed and put them in order according to way of how successful Margot thinks their present choice colours are. Start with the best and go through to the worst.
3. Now choose the most appropriate heading from the list **A-H** for each part **1-6** of the article. There is an example at the beginning (**0**) and an extra heading you do not need to use.

- A. fashion victim
- B. a hopeless case
- C. variations on a colour
- D. prettier in pink
- E. colour coded
- F. a bit mixed up
- G. copy cat
- H. dare to be bold

### Key to exercise

1. Margot Henderson is a colour consultant. He helps people find the colour/s for clothes which best suit their own skin, eyes and hair colour.
2. (Best to worst)  
Wayne (3) Susie (6) Vanessa (5) Kevin (1) Penny (4) Jason (2)

## Key to Evaluation

	Clothes		Make-ups	
	v	X	v	X
<b>Clear</b>	Clear bright colours or dark/light mixtures		Clear bronze	
<b>Light</b>	Brown/pastels/blue-green	Black/white/dark colours	pastels/gently pinks or rose	red
<b>Soft</b>	Blue/tones of the same colour/earth browns	red	Mauve/light grey	Bright green

3. 1. H, 2. D, 3. A, 4. F, 5. C, 6. G

The extra heading is B

---

## Evaluation



### Evaluation

List the colours that the three categories should and shouldn't use for clothes and make-ups.

	Clothes		Make-ups	
	v	X	v	X
<b>Clear</b>				
<b>Light</b>				
<b>Soft</b>				

# Lesson 12

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## Compound nouns

### Introduction

In the previous lesson you discussed people's concerns on colour choices, described adjectives of personality and became aware of which colour suits each skin colour.

In this lesson you are going to discuss the concept of compound nouns, which is a noun formed from two nouns, or from an adjective and a noun.

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



#### Objectives

- *Get to know* the concept and use of the compound nouns correctly.
- *Do Practice* using them.
- *Identify* where the stress is.

### Compound

Formation: A compound noun is formed from two nouns, or from an adjective and a noun. Here are some of the common examples:

Alarm clock

Credit card

Table tennis

T- Shirt

Traffic lights

Tin opener

Parking meter

First aid

Pedestrian crossing  
Dining room (the room where you eat meals)  
Film star (e.g. Tom Cruise, Jodie Foster)  
Brother-in-law (your sister's husband or your husband's brother)  
Income tax (the tax you pay in your salary)  
Writing paper (paper for writing letters)  
Washing machine (the machine for washing clothes)  
Cheque book (a book which has cheques)  
Mother tongue (your first language)  
Baby-sitter (he/she looks after children when parents are out)  
Science fiction (stories about the future)  
Box office (where you buy tickets in cinema and theatres)

### **One word or two?**

Compound nouns are usually written as two words (e.g. credit card), but sometimes there are joined by a hyphen.

Example: baby-sitter

Or written as one word

Example: sunglasses

Unfortunately there is no rule for this, so you may need to check in a dictionary.

### **Pronunciation**

The main stress is usually on the first part.

*Example:* parking meter

But sometimes it is on both parts

Example: mother tongue.



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## Summary



### Summary

In this lesson you were able to discuss the concept of the compound nouns and got to know that a compound noun is formed from two nouns, or an adjective and a noun.

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# Exercises



## Exercises

Look at the box and choose the correct compound word to complete the sentences:

Waiting room	Baby sitter
Traffic jam	Parking meter
Income tax	Science fiction
First aid box	Alarm Clock
Film star	Sunglasses

Now complete these sentences:

1. I'm late because there was a terrible \_\_\_\_\_ in the centre of the town.
2. Humphrey Bogart was a famous \_\_\_\_\_ in the forties and fifties.
3. My \_\_\_\_\_ didn't ring in this morning and I didn't wake up until 9:30.
4. When I got to the Surgery, I had to sit in the \_\_\_\_\_ for forty minutes before I could see the dentist.
5. Maria really wanted to see the film but she couldn't find a \_\_\_\_\_ for the children, so she had to stay at home.
6. When I'm driving I always wear \_\_\_\_\_ if it's very bright and sunny.
7. You have to pay \_\_\_\_\_ on your salary in Mozambique. The amount depends on how much you earn.
8. I often have the same problem: I park the car next to a \_\_\_\_\_, and then I discover that I don't have the right money.
9. In some countries you have to have \_\_\_\_\_ box in your car for minor injuries and illnesses.
10. My brother loves \_\_\_\_\_, but I prefer true stories about the present or the past.

## Key to exercises

1. traffic jam
2. film star
3. alarm clock
4. waiting room
5. baby sister
6. sunglasses
7. income tax
8. parking meter
9. first aid box
10. science fiction

---

## Evaluation



### Evaluation

Take one word (the first part or second part of the compound word) from each compound and create a new compound. Use a dictionary to help you if necessary.

*Example:* brother-in-law → mother-in-law

Dining room \_\_\_\_\_

Film star \_\_\_\_\_

Credit \_\_\_\_\_

Toothpaste \_\_\_\_\_

Traffic lights \_\_\_\_\_

Sunglasses \_\_\_\_\_

Hairdryer \_\_\_\_\_

# Lesson 13

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## Wedding ceremony

### Introduction

In the previous unit you were asked to read an extract about clothes. You also read a discussion on the people's concern about colour choice and described adjectives of personality. Furthermore, you discussed the concept of compound noun. Finally, you discussed the concepts of compound nouns.

In this lesson you are going to read a passage about Adebunmi's wedding, find words and sentences with the same meaning.

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



#### Objectives

- *Read* a passage to get information about a wedding ceremony.
- *Find* words/sentences in the passage with the same meaning.

## Wedding ceremony

### Learn this Glossary

**gorgeous** (adj) - very beautiful

**huge** (adj) - very big

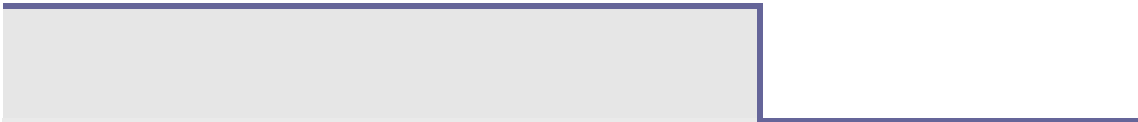
**perfect** (adj) - complete, with nothing missing

**similar** (adj) - of the same kind

**solemn** (adj) - most formal kind

Read the following passage carefully.

I wanted my wedding, which was to take place in Lagos Cathedral, to be perfect, and it was. Early in the morning of my great day, my mother's friend went to the Cathedral and decorated the altar, the front and the pulpit with gorgeous flowers, freshly picked and still wet with the



morning dew. Back at home everyone was rushing here and there under mother's frantic directions. By eleven o'clock nearly everything was ready.

'I'll go and have my bath, mother,' I said. Half an hour later I was ready to get dressed. My best friend helped me as I put on my long white lace bridal gown, long white veil and silver shoes with the thinnest straps. The little bridesmaids, my sister's two daughters and my fiancé's niece were the next to arrive.

The Cathedral, a huge impressive building towered above us as the black Mercedes stopped outside. As I walked down the aisle beside my father, the organ sounded and the congregation stood up. The service which was to change my life begun. Adebunmi and I, standing side by side, made our promises to each other in the sight of God.

After the prayers, the priest asked Adebunmi, 'Wilt thou have this woman to thy wedded wife to live together after God's ordinance in the holy estate of matrimony? Wilt thou love her, comfort her honour and keep her, in sickness and in health and forsaking all other keep thee only unto her, so long as you both shall live?'

Adebunmi answered solemnly, 'I will.' Then the priest asked me similar question. Towards the end of the service we had to repeat after him our promise to each other. I had to say, 'I, Olayinka, take thee, Adebunmi, to my wedded husband, to have and to hold from this day forward, for better for worse, for rich for poor, in sickness and in health, to love, cherish and to obey till death us do part; ...'

Some more prayer, a closing him, and the solemn day drew to a close. We walked out into the hot sun and posed for photographs. Then we returned to my parent's house for the wedding feast.

In years to come I shall show my daughter our wedding photographs and, as I do so, I shall relive the greatest day in my life, the day when my husband and I began our married life together in the great Cathedral in Lagos.

*In English Africa Second, Macmillan*

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## Summary



### Summary

In this lesson you read a passage about Adebunmi's wedding, found words and sentences with the same meaning.

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## Exercises



### Exercises

- 1. Read the passage again and find one word in the passage which means the same as the one below.**
  1. seriously
  2. a group of people in the church
  3. richly coloured
  4. busy and excited
  
- 2. Now find a group of words or a sentence in the passage which means the same as the following:**
  1. ...we are all busy carrying out mother's instructions
  2. 'It's time I went to wash myself.'
  3. The large car drew up outside the Cathedral and I looked up to admire the great church.
  4. My father and I walked down the centre of the Cathedral and everyone stood up as the music began.
  5. Everyone went back to my father's and mother's house to eat and drink, dance and listen to the speeches.
  6. I look forward to the time when I can talk to my daughter about my wonderful wedding day and show her my photograph album.

### Key to Exercise 1

1. solemnly
2. congregation
3. gorgeous
4. frantic

---

## Key to Exercise 2

1. ...everyone was rushing here and there under mother's frantic directions.
2. 'I will go and have a bath'
3. The Cathedral, a huge impressive building, towered above us as the black Mercedes stopped outside.
4. As I walked down the aisle beside my father, the organ sounded and the congregation stood up.
5. Then we returned to my parent's house for the wedding feast.
6. In years to come I shall show my daughter our wedding photographs and as I do so I shall relive the greatest day in my life, the day when my husband and I began our married life together in the great Cathedral in Lagos.

---

## Evaluation



### Evaluation

Based on the Adebunmi's description of her wedding, describe any wedding ceremony you have participated.

# Lesson 14

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## Wedding ceremonies in Mozambique

### Introduction

In the previous lesson you read a passage about Adebunmi's wedding, found words and sentences with the same meaning.

In this lesson you are going to describe the wedding ceremonies in Mozambique, the traditional and modern weddings and revise tenses.

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



#### Objectives

- *Describe* wedding ceremonies in Mozambique and elsewhere.
- *Compare* traditional & modern weddings.
- *Revise* tenses.

## Wedding ceremonies in Mozambique and elsewhere

### Reading

In the world, specifically in Mozambique there are two ways of getting married: traditional and modern wedding. You will notice in the following passages below the differences between these two marriages.

### Passage A

Lobola is a custom in southern African countries like Mozambique and South Africa. In this kind of marriage, a man pays his fiancé's family for her hand in marriage. This custom tries to bring the two families together and it shows to what extent the man is capable to support his wife.

Traditionally, the lobola payment was in cattle because a cattle was a sign of wealth in African society, but most modern couples have switched to using cash.



In India parents don't pay lobola but they do arrange their daughters' marriages. In India this system is called Streedhan. A woman is given her share of her parent's riches when she gets married. A woman may not inherit anything from her parents so streedhan is a way that her parents can give her, her share of their wealth. Often the husband's family uses the streedhan to pay their own daughter's streedhan.

## Passage B

### New family values

Being the centre of society, family as concept has had to adapt to its new values and changes. The traditional family was controlled by the breadwinner, the wife or the husband, and the women didn't have an active role in society.

This situation changed, first, with the industrial revolution and, afterwards, on the occasion as a result of the two world wars.

Women also became heads of the families once they have to take up men's posts and jobs. Finally, the 1960's, the so called pop revolution society, witnessed the changing of traditional family values. Women were by that time co-partners within the family. These new families soon realised that they didn't have time to take care of their children, so one of the main consequences was that families become smaller.

As you've seen, there are two ways of getting married in Mozambique: traditional and modern weddings. Read the passages again and complete the tables with the differences between the two.

TRADITIONAL WEDDING	MODERN WEDDING

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## Summary



### Summary

In this lesson you described the wedding ceremonies in Mozambique and elsewhere and you were asked to compare traditional and modern weddings. Finally, you were given an opportunity to revise tenses.

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## Exercises



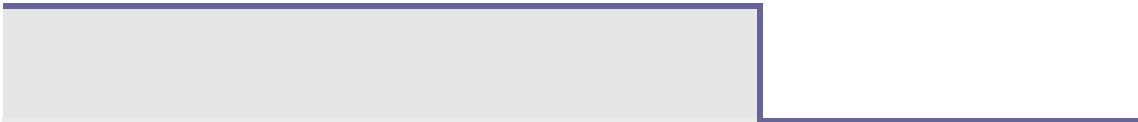
### Exercises

1. Which kind of marriage most happens in your society?

**Now you are going to have the opportunity to revise tenses.**

Match constructions **1 – 15** with sentences **A – O**.

- A. **I've been learning** English in London for the past 9 months.
- B. He managed to pick it up while he was in Malawi.
- C. **If we had spoken** in a tribal language during our campaign, **it would have caused** political problems.
- D. **I'm still studying** but I ...
- E. Abdala **uses** English all the time.
- F. My parents **came over** about 15 years old.
- G. **I love listening** to English pop music.
- H. **He managed to pick** it up.
- I. **I've won** a few local tournaments.
- J. My **biggest problem** is pronunciation.
- K. I hope **I'll be able** to make myself understood.
- L. My father speaks **much better English than** my mother.
- M. **I'd never been** away from home.
- N. **Ancha was sent** to an English-speaking school.
- O. Next month **I'm going to visit** Northern Africa.

- 
1. present simple
  2. past perfect
  3. past simple
  4. verb+gerund
  5. simple future
  6. present perfect
  7. third conditional
  8. passive
  9. superlative
  10. past continuous
  11. verb+infinitive
  12. comparative
  13. *going to* future
  14. present continuous
  15. present perfect continuous

### **Key to exercise**

- A. -15
- B. -10
- C. -7
- D. -14
- E. -1
- F. -3
- G. -4
- H. -11
- I. -6

- J. -9
- K. -5
- L. -12
- M. -2
- N. -8
- O. -13

---

## Evaluation



### Evaluation

Identify the tenses in the following sentences.

- a. I live in a flat near the centre of the town.
- b. I speak three languages.
- c. I'm learning English because I need it for my studies.
- d. I've been to Malawi, South Africa and Kenya.
- e. I was born in Nampula.
- f. I've been learning English for three years.
- g. I have two brothers and a sister.
- h. I've got 50 meticaais in my pocket.
- i. I went to the cinema last night.
- j. I'm wearing jeans and a jumper.

---

## Key to Evaluation

- a. present simple
- b. present simple
- c. present continuous
- d. present perfect simple
- e. past passive simple
- f. present perfect continuous
- g. present simple
- h. present perfect simple
- i. past simple
- j. present continuous



# Lesson 15

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## Word formation

### Introduction

In the previous unit you described wedding ceremonies in Mozambique and elsewhere as well as the traditional and modern weddings.

In this lesson you are going to discuss word formation: prefixes with the meaning '*not*'.

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



#### Objectives

- *Discuss* word formation.
- *Use* prefixes correctly.

### Word formation

#### Prefixes with the meaning 'not'

Prefixes (*un-*, *in-*, *il-*, *ir-*, and *dis-*) are often used to give adjectives (and some verbs and nouns) a negative meaning. Here are common examples:

happy → **un**happy

possible → **im**possible

correct → **in**correct

like (v) → **dis**like

legal → **il**legal (against the law)

regular → **ir**regular e.g. irregular verbs

**un-** is used with many different words:

Example: **un**friendly

**un**able

**unemployed** (without a job)

**untidy** (not in order).

**im-** is used before some words beginning with **m** or **p**:

Example: **impolite** (rude)

**impatient** (somebody who is impatient wants things to happen now)

**il-** is used before some words beginning with **l**:

Example: **illegible** (cannot be read because the writing is very bad)

**ir-** is only used before some words beginning with **r**:

Example: **irresponsible**.

**dis-** is used before some adjectives:

Example: **dishonest**.

It is also used for a few words:

Example: **dislike**; **disagree**.

**in-** is used before a limited number of words:

Example: **invisible** (cannot be seen).

Note: a prefix does not normally change word stress:

Example: happy → **unhappy**;

possible → **impossible**.

### **Verb prefixes: *un-* and *dis-***

These prefixes have two meanings: they can have negative meaning (as above), but they can also mean the “opposite of an action” or “to reverse an action”. This meaning is used with certain verbs:

Example: I locked the door when I left, but I lost my keys, so I couldn't **unlock** it when I got back.

I had to pack my suitcase (put everything in it) very quickly, so when I **unpacked** (took everything out) at the hotel, most of my clothes looked terrible.

The plane appeared in the sky, and then suddenly **dis**appeared behind a cloud.

In the morning you get dressed (put on your clothes); when you go to bed you get **und**ressed (take off your clothes).

### **other verb prefixes with specific meaning**

**re-** (again)

Example: my homework was terrible, so I had to **redo** it.

**over-** (too much)

Example: I think my boss is overdoing it at the moment (working too hard; also overwork)

**miss-** (badly or incorrectly)

Example: two of the students misread the first question.

---

## Summary



### Summary

In this lesson you were able to describe the formation of the prefixes *un-*, *in-*, *il-*, *dis-*, *re-*, *over-*, *mis-*.



---

## Exercises



### Exercises

In this exercise you are asked to form the opposite of the words (antonyms) below:

- \_\_\_\_\_ happy
- \_\_\_\_\_ correct
- \_\_\_\_\_ legible
- \_\_\_\_\_ pack
- \_\_\_\_\_ patient
- \_\_\_\_\_ regular
- \_\_\_\_\_ friendly
- \_\_\_\_\_ lock
- \_\_\_\_\_ polite
- \_\_\_\_\_ visible
- \_\_\_\_\_ employed
- \_\_\_\_\_ agree
- \_\_\_\_\_ legal
- \_\_\_\_\_ possible
- \_\_\_\_\_ honest
- \_\_\_\_\_ like

### Key to exercises

Unhappy, impatient, illegal, incorrect, irregular, invisible, impossible, illegible, unfriendly, unemployed, dishonest, unpack, unlock, disagree, dislike.

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# Evaluation



## Evaluation

Complete the verbs in these sentences:

1. I'm sorry, I mis\_\_\_\_\_ her message completely.
2. She was here a minute ago, but then she dis\_\_\_\_\_. I'm afraid I don't know where she is now.
3. We normally have similar opinions but I dis\_\_\_\_\_ with him totally on the subject of drugs.
4. My homework was so bad that I'll have to re\_\_\_\_\_ it.
5. Apparently her alarm clock didn't ring and she over\_\_\_\_\_.
6. She finally managed to un\_\_\_\_\_ the door and we were able to go inside.
7. I dis\_\_\_\_\_ the film, but the other enjoyed it.



## Key to Evaluation

### Lesson 1

No Key

### Lesson 2

1. Complaints should be sent to the head office.
2. The meeting had to be postponed because of the illness.
3. Your car might have been stolen if you had left the keys in it.
4. The fire could have been caused by an electrical fault.
5. The next year's congress will be held in Beira.
6. The football match shouldn't have been played in such bad weather

### Lesson 3



#### Evaluation

1. When you are living in Nacala, you should do as the people of Nacala do.
2. Ancha drinks her milk every day before she goes to school.
3. While Abdala was lying on his bed, he was listening to music.
4. Jane broke a plate yesterday while she was washing up.
5. As Paulina was getting out of bed yesterday, she fell over.
6. Have a good time when you are travelling in Johannesburg.
7. I got very wet while I was wringing out the clothes this morning.
8. When Berta is doing a test, she generally feels nervous.

**Lesson 4**

No Key

**Lesson 5**

1. Green Belt Movement was founded by Wangari Maathai, a Kenyan biologist, who saw the damage done by the destruction of the forest. This movement was able to achieve its goals: to plant trees, to enable the rural population to grow enough firewood for themselves and to push back the desert.
2. Wangari Maathai and Esther Wairimu. The first because she founded the GBM and it achieved its goals, second because she was converted by the movement from tree killer to tree planting.

**Lesson 6**Complete the sentences with **although**, **in spite of**, **because/ of**.

1. Although it rained a lot, we enjoyed our holiday.
2. a) In spite of all of our careful plans, a lot of things went wrong.  
b) Although we had planned everything carefully a lot of things went wrong.
3. a) I went home early I because was feeling unwell.  
b) I went to work the next day although I was still feeling unwell.
6. a) She only accepted the job because of the salary, which was very high.  
b) She accepted the job in spite of the salary which was rather low.
7. a) I managed to get to sleep although there was a lot of noise.  
b) I couldn't get to sleep because of the noise.

**Lesson 7**

No Key

## **Lesson 8**

No Key

## **Lesson 9**

No Key

## **Lesson 10**

1. tight
2. shrink
3. match
4. wardrobe
5. suits
6. baggy
7. loose
8. clash
9. take...in, up
10. go

**Lesson 11**

	Clothes		Make-ups	
	v	X	v	X
<b>C le ar</b>	C le ar bright colours or dark/light mixture s		C le ar bronze	
<b>L igh t</b>	B row n/pastels/ blue-green	B lack/white/ dark colours	pastels/gentl y pinks or rose	re d
<b>So ft</b>	B lue /tones of the sam e colour/e arth brow ns	re d	M auve/light grey	B right green

4. 1. H, 2. D, 3. A, 4. F, 5. C, 6. G

The extra heading is B

**Lesson12**

No Key

**Lesson13**

No Key

**Lesson14**

- a. present simple
- b. present simple
- c. present continuous
- d. present perfect simple
- e. past passive simple
- f. present perfect continuous
- g. present simple
- h. present perfect simple
- i. past simple
- j. present continuous

## Lesson15

1. I'm sorry, I misunderstand her message completely.
2. She was here a minute ago, but then she disappeared I'm afraid I don't know where she is now.
3. We normally have similar opinions but I disagree with him totally on the subject of drugs.
4. My homework was so bad that I'll have to repeat it.
5. Apparently her alarm clock didn't ring and she overslept
6. She finally managed to unlock the door and we were able to go inside.
7. I disliked the film, but the other enjoyed it.



# PREPARATION TEST

**Questions 1 to 7 are based on the following passage**

## **Floods in Mozambique**

Mozambique is suffering from climate change. In the last a few years the rains have not been the same. Extensive floods due to terrible and heavy rains are constantly reported along the banks of the rivers of central and southern Mozambique. These floods have led to people abandoning their homes and farms.

The majority of the population in central and southern Mozambique cultivate on plains along the banks of the rivers. As a result, when there are heavy rains, the plains get flooded with growing crops. Thus, the first harvest season which gives the rural population the main crop is frequently lost. Despite the fact that second planting season can take place when the floods have finished crops produced at this time certainly only alleviates people suffering because it can not solve the problem completely.

Since most communities are usually completely dependent on their harvests for food and income, crop loses can cause a variety of socioeconomic problems. These problems may include families resorting to negative coping strategies like selling off assets and keeping children out of school as a source of labour in order to survive. Any little cash they may have is spent on food, and very often there is nothing left for healthcare or other social welfare issues.

Very often when this happens, the government has to request for Non Governmental Organizations and other humanitarian organization for food aid. But at times government effort can not satisfy the demand for foods in order for these people to survive. For this reason, in the long term it is essential that the government reflects about the drought matter more seriously. This reflection can involve considering the introduction of alternative seeds and plants more tolerant to drought, like sorghum, millet and cassava.

One of the biggest challenges facing government of Mozambique is the increased dependence on rain-fed agriculture. This type of agriculture is not feasible, particularly in the south of Mozambique. Given the chronic nature of the problem, government has to seek for long-term solutions, which may include the construction of irrigation systems and water management schemes, drought-resistant crop varieties, and diversifying into alternative livelihoods, like fishing.

*Adapted from: <http://www.irinnews.org>*

Select the most appropriate answer to complete the sentences.

- 1. Floods in Mozambique are caused by.....**
  - a. heavy rain
  - b. climate change
  - c. droughts
  - d. none of these
  
- 2. The majority of the population in central and southern Mozambique have their farms.....**
  - a. in the rocky areas
  - b. plain areas
  - c. rivers
  - d. sea
  
- 3. The first harvest season is....**
  - a. always lost
  - b. for eating home
  - c. for sale
  - d. None of these
  
- 4. The second planting season can take place...**
  - a. before the floods
  - b. after the floods
  - c. during the floods
  - d. None of these
  
- 5. Government is urged to reflect about drought matter...**
  - a. in more serious way
  - b. in less serious way
  - c. in a way it has been doing
  - d. None of these.
  
- 6. Mozambique is..... dependent on rain-fed agriculture**
  - a. highly
  - b. not
  - c. somehow
  - d. less

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

7. **As far as her father was concerned this was.....double trouble (two problems) first working for Fortune and now getting involved in a demonstration.**
- simply
  - quite
  - entirely
  - quietly
8. **She has been warned before....., she should not have committed the same offense again.**
- as a result
  - in this case
  - instead
  - despite this
9. **She went on a strict diet. ....she didn't lose any weight.**
- as a result
  - by contrast
  - despite this
  - instead
10. **I .....to her and she.....at once.**
- wrote, came
  - would write, will come
  - write, comes
  - have written, have come
11. **I wish you.....keep to the subject instead of digressing like this.**
- should
  - would
  - might
  - must
12. **He was deaf.....all our requests.**
- at
  - to
  - with
  - on
13. **Yesterday I.....a new watch as my old one.....stolen.**
- buy, is
  - bought, had been

- c. bought, was
- d. bought, have been

**14. She would never.....if she hadn't changed jobs.**

- a. had been promoted
- b. have been promoted
- c. have promoted
- d. had promoted

**15. No doubt he has achieved much, but I cannot give him credit for all that he boasts.....**

- a. of
- b. for
- c. to
- d. with

**16. Although his writings are greatly influenced by those of his contemporaries, they nevertheless also show display a.....degree of originality.**

- a. concise
- b. marked
- c. relative
- d. limited

**17. A large number of men and women.....their lives for winning us our independence.**

- a. laid off
- b. laid down
- c. laid aside
- d. laid by

**18. Suddenly she complained.....chest pain.**

- a. from
- b. with
- c. of
- d. about

**19. We.....them two weeks ago.**

- a. had visited
- b. visited
- c. would visit

d. visit

20. **It is true that there has been a considerable.....in the incidence of rural poverty over time.**

- a. reduction
- b. decline
- c. drop
- d. none of these

21. **A child's mind requires a.....surrounding to develop.**

- a. confidential
- b. affectionate
- c. careful
- d. congenial

**The End**

**Key Preparation Test**

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