



REPÚBLICA DE MOÇAMBIQUE

MINISTÉRIO DA EDUCAÇÃO E DESENVOLVIMENTO HUMANO

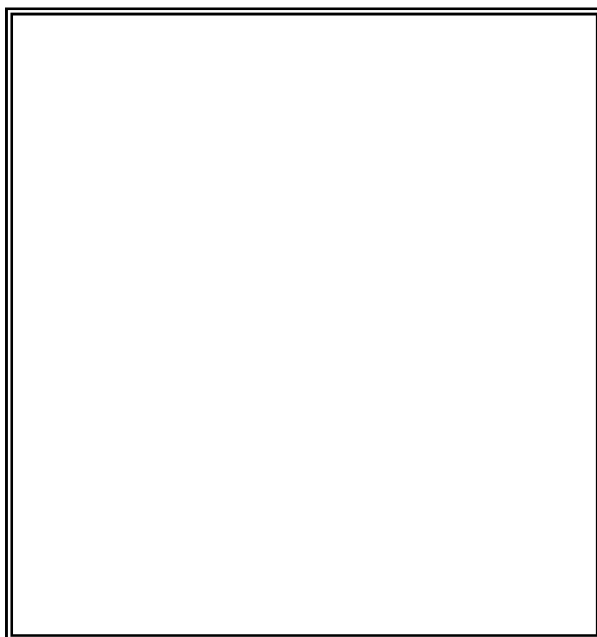
Instituto de Educação Aberta e à Distância

# ENGLISH

**Axes, Health – flu,**

**Self employment,**

**Literature, Law**



## MÓDULO 5

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



# Índice

<b>Lesson 1</b>	<b>9</b>
Taxes.....	9
Introduction.....	9
Study this glossary .....	9
Summary.....	10
Activity.....	11
Evaluation.....	12
<b>Lesson 2</b>	<b>13</b>
Importance of taxes in peoples lives .....	13
Introduction.....	13
Importance of taxes in peoples lives .....	13
Summary.....	15
Activities.....	16
Evaluation.....	17
<b>Lesson 3</b>	<b>18</b>
Discussing economic growth in Mozambique .....	18
Introduction.....	18
Discussing economic growth in Mozambique .....	18
Summary.....	19
Activities.....	20
Evaluation.....	21
<b>Lesson 4</b>	<b>22</b>
Malnutrition in Asia and East Africa.....	22
Introduction.....	22
Malnutrition in Asia and East Africa .....	22
Summary.....	24
Activities.....	25
Evaluation.....	26
<b>Lesson 5</b>	<b>27</b>
Common Health words.....	27
Introduction.....	27
Common Health words .....	27

Summary.....	28
Activities.....	29
Evaluation.....	31
<b>Lesson 6</b>	<b>32</b>
Describing a common viral disease (AIDS).....	32
Introduction.....	32
Describing a common viral disease (AIDS) .....	32
Summary.....	33
Activities.....	34
Evaluation.....	35
<b>Lesson 7</b>	<b>36</b>
Reported Statements.....	36
Introduction.....	36
Reported Statements .....	36
Summary.....	37
Activities.....	38
Evaluation.....	39
<b>Lesson 8</b>	<b>40</b>
Self employment (business activities).....	40
Introduction.....	40
Self employment (business activities).....	40
Summary.....	41
Activities.....	42
Evaluation.....	44
<b>Lesson 9</b>	<b>45</b>
Woman´s world baking .....	45
Introduction.....	45
Woman´s world baking .....	45
Summary.....	46
Activities.....	47
Evaluation.....	48
<b>Lição 10</b>	<b>49</b>
Step Analysis in business .....	49
Introdução .....	49
Step analysis in business .....	49

Summary.....	51
Activities.....	52
Evaluation.....	53
<b>Lesson 11</b>	<b>54</b>
Literature ( Reading about some african writers).....	54
Introduction.....	54
Summary.....	55
Activities.....	56
Evaluation.....	57
<b>Lesson 12</b>	<b>59</b>
Describing some of the Mozambique writers.....	59
Introduction.....	59
Mozambican writer .....	59
Summary.....	60
Activities.....	61
Evaluation.....	62
<b>Lesson 13</b>	<b>63</b>
Law .....	63
Introduction.....	63
Summary.....	65
Activities.....	65
Evaluation.....	66
<b>Lesson 14</b>	<b>67</b>
Identifying ways of avoiding conflicts .....	67
Introduction.....	67
Identifying ways of avoiding conflicts.....	67
Summary.....	68
Activities.....	69
Evaluation.....	70
<b>Lesson 15</b>	<b>71</b>
Describing crime .....	71
Introduction.....	71
Describing crime .....	71

Summary.....	72
Activities.....	72
Evaluation.....	73

<b>Key to evaluations</b>	<b>74</b>
---------------------------	-----------

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<b>PreparationTest</b>	<b>76</b>
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Introduction.....	76
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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 5º 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

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## Taxes

### Introduction

In the previous module you got to know expressions used for making phone calls, got insights on how to write out a business letter and wrote a presentation summary using signposting talks.

In this first lesson of module 5 you are going to discuss the concept of taxes as well as its importance for the development of a country.

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



#### Objectives

- *Discuss* the concept of taxes.
- *Describe* personal opinion on the importance of taxes.

### Study this glossary

**Tax** – an amount of money that you must pay to the government according to your income, property, goods, etc that is used to pay for public services.

**Taxation** – the system of charging taxes.

**Income** – the money that you earn from your work or that you receive from investment.

**Income tax** - tax paid on the money that you earn.

#### Read this passage

Taxation is one of the cornerstones of all political regimes, a point long recognised by diverse authors such as Schumpeter (1991), Musgrave (1959), Brennan and Buchanan (1980), Levi (1988) and others. Over the years, considerable progress has been made in modelling the revenue systems that democratic governments rely upon in a political equilibrium. Generally speaking, in the type of model that has emerged, governments



are forced by competition between parties to adjust the structure of the fiscal system so as to raise taxes with as little overall loss of political support as possible, subject to the general equilibrium structure of the private economy. We show that the application of this recent theoretical work on tax structure in a competitive political system predicts that reliance on a tax source increases as the base for this tax grows, its administrative costs fall or total revenue needed increases.

Much of the empirical testing of this theory of tax structure has been based on time series or cross sectional variation in tax structure within a country, or of selected aspects of a tax structure across countries. This work does not take advantage of the variation in tax bases, administrative costs, and the size of government that exists across countries, nor of the interconnections between parts of the revenue system viewed as a whole.

Analysis of the variation in the complete mix of taxes across countries is likely to provide additional insight into the key factors at work.

---

## Summary



### Summary

The passage that you read describes taxation, which is considered as cornerstones of all political regimes and its importance in the development of a country.

Now, do the activity that follows as a way of checking whether you have understood the lesson you have just finished.

---

# Activity



## Activities

Here are the definitions of some of the words that were used in the passage you read. What are they?

1. The activity of making model taxes \_\_\_\_\_.
2. Something that is extremely important because everything else depends on it \_\_\_\_\_.
3. Money that a business or organization receives over a period of time especially from selling products or services \_\_\_\_\_.
4. A difference or change from the usual amount or form of something \_\_\_\_\_.
5. To develop over a period of time and become something better or more Complete \_\_\_\_\_.
6. Formal connected with money, taxes, debts owned or managed by the government \_\_\_\_\_.

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

### Key to activity

1. Tax structure
2. Income tax
3. income
4. Revenue system
5. Progress
6. Fiscal system

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

---

# Evaluation



## Evaluation

### Writing

The passage you read in this lesson describes taxation and its importance. In your opinion, do you think government should continue making the people of every country pay tax?

After you do this evaluation, you are advised to compare your paragraph with a partner at the Learner Support Centre.

**No key to evaluation**

## Lesson 2

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# Importance of taxes in peoples lives

## Introduction

In the previous lesson you discussed the concept of taxes and its importance in any country.

In this lesson you will discuss how taxes can change the living standards of their communities.

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



### Objetivos

- *Name* different kinds of taxes.
- *Explain* how taxes can improve the living standards..
- *Describe* penalties incurred for tax evasion..

## Importance of taxes in peoples lives

*Read this passage*

### Tax deductible savings and tax deferred income

Qualified retirement saving plans that are encouraged by the tax laws, but which are subject to certain rules in order to be qualified for the tax benefits. Qualified plans give two important tax benefits not available in other types of investment.

- The money put into the savings plan is pre-tax-income,

No income tax is paid on the money deposited in a qualified retirement plan until the money is withdrawn. In essence, both the employee's money and that which would have been paid in taxes to the government are contributed.

- Earnings of qualified plans are not immediately taxable

Qualified plans are tax exempt entities, and the earnings are not subject to taxation. They become taxable, however, when the money in the savings plan is withdrawn. The combined effect of these two tax breaks for

qualified plans make them extremely attractive as an alternative to saving after-tax.

The result of this after-tax distribution from a pension plan over the 20 years would be nearly twice the after-tax funds generated by a taxable saving program.

Some tax payers are concerned that tax rates will be higher in future years, but the benefits of the tax deferred savings plan will overcome higher tax rates over time.

Because of the substantial advantages of tax qualified retirement plans, many tax payers attempt to use such plans for many other forms of savings to simply defer taxes. The tax code discourages the use of qualified plans except for very long term retirement savings.

**Social Security** is the government program of benefits providing workers and their dependents with retirement income. The social security tax is used to pay the program. If one retires, he or she might be subject to taxation.

**Annuities** are a sort of an insurance contract that one purchases for future income. So, one is only taxed when he or she starts taking distributions or if he or she withdraws funds from the account. All annuities are tax deferred, meaning that the earnings from investments in these accounts grows tax-deferred until withdrawal. Distributions and withdraws are taxed as income. If the distribution is made to the annuity-holder in a single lump sum payment, then the full amount is taxed as ordinary income for that year. If one annualised the fixed income distributions, then the part of the payment is considered principal-which will not be taxed and part of it is considered interest earning which are taxed as ordinary income.

### **Tax evasion**

It is an illegal practice where a person, organization or corporation intentionally avoids paying true tax liability. Those caught evading taxes are generally subject to criminal charges and substantial penalties.

### **Penalty tax for pre-mature distributions**

Because the government wants to encourage the use of qualified plans to accumulate money for public and social services, it has to adopt penalties for taking money out of these plans before taxpayer or services are of retirement age or fulfill the required period. So, depending on the concerns and attitudes of the people in each country and the way how government controls tax proceedings, a country can or cannot improve its standard of living.

Source: wikipedia

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## Summary



### Summary

The text above is describing different kinds of taxes, how it is viewed and in what way it can contribute for the development of countries, public services such as pensions, retirement, commerce, etc.

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

---

## Activities



### Activities

Answer these questions.

- a) What is the qualified retirement plan?  
\_\_\_\_\_  
\_\_\_\_\_
- b) What is the money put into the savings plan called?  
\_\_\_\_\_
- c) Why do some entities change from tax exemption to taxable ones?  
\_\_\_\_\_  
\_\_\_\_\_
- d) What is the government position when there are tax payers that attempt to use qualified saving plans to simply defer taxes?
- e) In your opinion, do you think there should be tax penalties? Say why.  
\_\_\_\_\_  
\_\_\_\_\_
- f) What development & social problems may a country have if most of its employers, businessmen and others do not pay taxes?  
\_\_\_\_\_  
\_\_\_\_\_

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

### Key to activity

- a) It is a kind of government plan where an employee is deducted from his or her income aimed to giving him/her a retirement pension.
- b) It is called a pre-tax-income.
- c) Because once in a while they simply decide to withdraw the money they put into the saving plans.
- d) The government position is to adopt penalties aimed to discouraging them.
- e) No key.
- f) A country will not develop, the social and economic services will not improve and therefore, the country remains underdeveloped.

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

---

# Evaluation



## Evaluation

Imagine a situation where a certain person has a company which does not pay taxes for the social security of its workers.

What measures would you put in place as to solve the problem?

After writing your paragraph, you should discuss it with your partners at the Learner Support Centre.

**No key to this evaluation**



# Lesson 3

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## Discussing economic growth in Mozambique

### Introduction

In the previous lesson you read passages which showed how taxes can change the living standards of their people and communities.

In this lesson you will argue in favour or against tax payment and name some of the problems brought by tax evasion into the country.

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



#### Objectivos

- *Argue* in favour or against paying taxes to the government..
- *Name* the problems brought by tax evasion into the country..

## Discussing economic growth in Mozambique

### Read this text

#### Macro Economic growth in Mozambique

The government's key development goals remain poverty reduction, improvement in education and health and provision of jobs. According to one of the former prime ministers Pascoal Mocumbi, the country needs at least 6-7 per cent annual GDP (Gross Domestic Product) growth and preferably 10 per cent or more if we are to emerge from the current situation. A second target has been bringing inflation under control. It hit 71 % in 1994 and aggravated poverty by eroding purchasing power. Mr Mocumbi has warned that since the government no longer will impose price controls, 'Inflation can only be brought under control through restrictive monetary and fiscal measures. Since mid 1990s, the targets of high growth rates, low inflation and currency stability have all been met, and the government has won praise from its international partners for its tight control over public finance. The GDP growth rate peaked at 11.3% in 1997 and average nearly 10% in 1996-9. This is one of the highest rates in the world, although from an admittedly low starting point.

The most spectacular gains have been in industry. After a deep crisis in the 1980s and early 1990s, manufacturing output grew by almost 50 % in

1997, and a further 16% in 1998. The mining industry grew by around 30% in 1997 and 1998, due in part to the lowering of mining taxes, which attracted more foreign vagaries of the world market – a collapse in world graphite prices in 1999 meant that exports no longer covered production costs, so the work at the graphite mines in Ancuabe` has been suspended`.

By 1997, the inflation rate has declined to 5.5%, from 54% in 1995. In 1998, for the first time, average prices actually fell and the inflation rate for the year was minus 1.3%, before rising again to a modest 4.8% in 1999. Significantly, these price falls were concentrated in foodstuffs, on which poor Mozambicans spend the bulk of their income.

Low inflation went hand in hand with the currency stability. In 1992, the bank of Mozambique stopped fixing the exchange rate of the country's currency – the metical – and let it float according to supply and demand. The metical's depreciation against US dollar became no more than a gentle slide, making it one of the most stable currencies in

Southern Africa. This was achieved thanks in part to tight credit ceilings and control over the money supply, although this has posed difficulties for Mozambican businesses. The government has vowed that it will not resort to printing more money to pay its bills.

In I10 Ingles 10a classe/Texto Editopres

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## Summary



### Summary

In this lesson you read a text that was describing Mozambique's economic growth since early 1980s and efforts made by the Mozambican government to control inflation of its currency and improve the living conditions of its people.

Finally you did an activity and evaluation as a consolidation of your understanding.

Now, you have to do the activity that follows using information from the text.

---

# Activities



## Activities

After reading and analysing the graph about the inflation in Mozambique, answer the questions that follow.

1. In 1994 the inflation was extremely high. What were the consequences for the populations' living conditions?
2. At this point the government defined goals to increase development. What were the goals and how were they attained?
3. Which was the most important area for Mozambique's economic growth?

Explain in a few lines the relationship between low inflation and the poverty level.

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

### Key to activity

1. It aggravated poverty by eroding purchasing power.
2. The goals were as follow: restrictive monetary and fiscal measures.
3. It was the industrial area which reached 11,3% of GDP in 1997.
4. Low inflation leads to increase in GDP and consequently to the currency stability.

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

---

# Evaluation



## Evaluation

Complete these sentences with passive construction using the verbs in brackets.

- a) Poverty reduction, improvement in education and health and provision of jobs \_\_\_\_\_ (to consider) key development goals by the Mozambican government.
- b) Low inflation and currency stability \_\_\_\_\_ (to have) all been \_\_\_\_\_ (to meet) by the government and its people.
- c) The manufacturing output \_\_\_\_\_ (to grow) \_\_\_\_\_ almost 50% in 1997.
- d) The exchange rate \_\_\_\_\_ (to stop) \_\_\_\_\_ the Bank of Mozambique.
- e) The metical's depreciation \_\_\_\_\_ (to achieve) thanks to the tight credit ceilings and control over the money supply.
- f) The development of a country can \_\_\_\_\_ (to meet) if the government and its people work together.

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

# Lesson 4

---

## Malnutrition in Asia and East Africa

### Introduction

In the previous unit you discussed the concept of taxes, described different kinds of taxes and finally read a text that described Mozambique's economic growth.

In this lesson you are going to read a passage that describes malnutrition both in Asia and East Africa.

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



#### Objectivos

- *Define* malnutrition.
- *Describe* its causes and effect..
- *Do* exercises and activities using information from the passage..

## Malnutrition in Asia and East Africa

*Read this passage*

### Malnutrition

Many people think that eating food is simply something which is pleasant and necessary to satisfy hunger. They do not realise that a great deal of their ill health is due to eating the wrong kinds of food. The reason for this is that they do not know enough about what food is for.

In many parts of the world, notably in certain Asian countries, there is much starvation, and many people die each year because they eat insufficient food. In these countries, the main problem is the low production of food. In East Africa, however, starvation and prolonged hunger are not as common as in Asia, because in most areas the climate and soil allow the people living there to produce enough food for their needs. A person belonging to a family in which hunger is unknown finds it difficult to realise that some of his relatives may be ill because of something lacking in their diet. But food is necessary not only to satisfy hunger, but also to provide the body with certain substances to keep it

healthy. Ill health due to a poor diet is known as malnutrition. In East Africa, malnutrition is due not to lack of food, but to lack of knowledge about food and the solution to the problem lies in the spreading of this knowledge.

It is important for the people to realise that malnutrition causes a great deal of illness and death. Moreover, apart from the people who are obviously ill, there are many thousands who are tired or weak, or have poorly developed bodies, simply through lack of proper feeding. These people are far more likely to get common diseases (tuberculosis, infections, diarrhoea) than those with a good diet, and they do not recover from them so quickly.

It is extraordinary how many people are unaware of the serious problem of malnutrition in their own countries. Many people are surprised when they see a case, or a photograph of a case, of a common nutritional disease, kwashiorkor, saying that they never realised it existed or how horrible it was. Malnutrition is most common and severe in children under five years of age, and women of child-bearing age. It has been going on for years, and is likely to become more widespread as more and more people go to live in big towns, and cease to grow their own food.

People tend to think that the problem of malnutrition is something for doctors or the Ministry of Health to solve. It is true that the medical staff is necessary to cure the disease due to malnutrition, but the solution is not the cure but prevention. Because nutrition is a wide subject, the prevention of malnutrition needs a wide attack by people trained in many different branches of knowledge. It needs the cooperation of the people from several ministries working in very different fields. Thus the medical man, by examining patients, becomes aware of what faults there are in the diet of people living in a certain area, community or family.

The agricultural officer, knowing these faults, can attempt to increase the production of certain foods. The home economist or domestic science teacher can demonstrate and advise people on how best to prepare these foods. Above all, the teacher can instruct people about food and nutrition. However, although education perhaps holds the key to the solution, it is vital to realise that the problem are best solved by team-work: by people in quite different jobs cooperating with one common aim in view.

In English in Use students' book

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## Summary



### Summary

The passage you read was describing malnutrition, which is defined as an ill health resulting from poor diet. Malnutrition causes diseases and deaths in Asia and in the countries located in East Africa. Finally, the passage suggests efforts that need to be made in an attempt of preventing it.

Now, you have to do the multiple choice activities that follow as to show your understanding of this lesson.

---

# Activities



## Activities

*Read the passage again and then do the multiple choice exercises*

1. According to the writers, many people eat the wrong kind of food because
  - a) they suffer from ill health
  - b) they do not know enough about what food is for
  - c) they think food is pleasant
  - d) they are starving
2. According to the writers, the main difference between certain Asian countries and East Africa is that
  - a) there is lack of food in Asia, but a lack of knowledge about food in East Africa.
  - b) there are more people in Asia than in East Africa.
  - c) there is a lack of knowledge about food in Asia, but a lack of food in East Africa.
  - d) there is starvation in Asia, but not in East Africa.
3. The writers say that malnutrition means
  - a) lack of food.
  - b) lack of knowledge about food.
  - c) lack of the right kind of food.
  - d) ill health.
4. The writers say that malnutrition causes.
  - a) lack of knowledge about food.
  - b) weakness and death.
  - c) underdeveloped bodies and diseases.
  - d) both B and C.
5. According to this passage, the problem of malnutrition should be solved



- by doctors and the Ministry of Health.
- by means of education.
- by cooperative efforts at prevention by all concerned.
- by widespread campaign to cure diseases caused by malnutrition.

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

#### **Key to activity**

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

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

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## **Evaluation**



### **Evaluation**

*Read the passage carefully and then answer the questions*

- a. Define malnutrition.

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- b. What is its main cause in East Africa?

---

- c. Is it likely to get worse?

---

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

# Lesson 5

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## Common Health words

### Introduction

In the previous lesson you read a passage that described malnutrition, its causes and effects both in Asia and East Africa.

In this lesson you are going use the common health words to complete a table with information from the previous passage.

By the end of this lesson you should Able to:



#### Objectivos

- *Complete* a table with information from the previous lesson..
- *Identify* the words related to health whose initials were given..

### Common Health words

Read this text again and use its information to do the activity that follows.

#### Malnutrition

Many people think that eating food is simply something which is pleasant and necessary to satisfy hunger. They do not realise that a great deal of their ill health is due to eating the wrong kinds of food. The reason for this is that they do not know enough about what food is for.

In many parts of the world, notably in certain Asian countries, there is much starvation, and many people die each year because they eat insufficient food. In these countries, the main problem is the low production of food. In East Africa, however, starvation and prolonged hunger are not as common as in Asia, because in most areas the climate and soil allow the people living there to produce enough food for their needs. A person belonging to a family in which hunger is unknown finds it difficult to realise that some of his relatives may be ill because of something lacking in their diet. But food is necessary not only to satisfy hunger, but also to provide the body with certain substances to keep it healthy. Ill health due to a poor diet is known as malnutrition. In East Africa, malnutrition is due not to lack of food, but to lack of knowledge about food and the solution to the problem lies in the spreading of this knowledge.

It is important for the people to realise that malnutrition causes a great deal of illness and death. Moreover, apart from the people who are obviously ill, there are many thousands who are tired or weak, or have poorly developed bodies, simply through lack of proper feeding. These people are far more likely to get common diseases (tuberculosis, infections, diarrhoea) than those with a good diet, and they do not recover from them so quickly.

It is extraordinary how many people are unaware of the serious problem of malnutrition in their own countries. Many people are surprised when they see a case, or a photograph of a case, of a common nutritional disease, kwashiorkor, saying that they never realised it existed or how horrible it was. Malnutrition is most common and severe in children under five years of age, and women of child-bearing age. It has been going on for years, and is likely to become more widespread as more and more people go to live in big towns, and cease to grow their own food.

People tend to think that the problem of malnutrition is something for doctors or the Ministry of Health to solve. It is true that the medical staff is necessary to cure the disease due to malnutrition, but the solution is not the cure but prevention. Because nutrition is a wide subject, the prevention of malnutrition needs a wide attack by people trained in many different branches of knowledge. It needs the cooperation of the people from several ministries working in very different fields. Thus the medical man, by examining patients, becomes aware of what faults there are in the diet of people living in a certain area, community or family.

The agricultural officer, knowing these faults, can attempt to increase the production of certain foods. The home economist or domestic science teacher can demonstrate and advise people on how best to prepare these foods. Above all, the teacher can instruct people about food and nutrition. However, although education perhaps holds the key to the solution, it is vital to realise that the problem are best solved by team-work: by people in quite different jobs cooperating with one common aim in view.

In English in Use students` book

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## Summary



### Summary

In this lesson you read the text about malnutrition and use information from it to join the two parts of a sentence to build grammatically correct sentences. You managed also to identify nouns and verbs that are related with health issues discussed in the previous lesson.

# Activities



## Activities

### Exercise 1

Complete the two parts of a sentence taken from the passage you read in the previous lesson to make one grammatically correct sentence

Table 1	
Food is necessary not only to satisfy,	but also death.
Malnutrition is due not only to lack of food.	but also to keep the body healthy.
Malnutrition causes not only illness,	but it must be prevented.
It is common not only among small children,	but also by everybody.
It must not only be cured,	but also to lack of knowledge about food.
It must be prevented not only by doctors,	but also among young women

### Exercise 2

- Complete the sentences below. The initials of the words are given in each sentence.
- The word can be used as a noun. It describes a sickness that is caused by an infection, not an accident. It begins with d\_\_\_\_\_.
- This is another word for `sickness`. It begins with i\_\_\_\_\_.
- Things that show that you are sick, like a headache. This is a noun and it is plural. It begins with s\_\_\_\_\_.
- Something you do to cure sickness, to get better. It is a noun and it begins with t\_\_\_\_\_.

### Exercise 2

- Complete the sentences below. The initials of the words are given in each sentence.
  - The word can be used as a noun. It describes a sickness that is caused by an infection, not an accident. It begins with d\_\_\_\_\_.
  - This is another word for `sickness`. It begins with i\_\_\_\_\_.

- c) Things that show that you are sick, like a headache. This is a noun and it is plural. It begins with s \_\_\_\_\_.
- d) Something you do to cure sickness, to get better. It is a noun and it begins with t \_\_\_\_\_.
- e) This is a verb which means to say what is wrong with a person. A doctor or a healer usually does this. It begins with a d \_\_\_\_\_.
- f) This means to make someone or something healthy again. It can be a noun or a verb. It begins with c \_\_\_\_\_.

### Key to activity (exercise 1)

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

Table 1	
Food is necessary not only to satisfy hunger,	but also to keep the body healthy.
Malnutrition is due not only to lack of food.	but also to lack of knowledge about food.
Malnutrition causes not only illness,	but also death.
Kit is common not only among small children,	but also among young women
It must not only be cured,	but it must be prevented.
It must be prevented not only by doctors,	but also by everybody.

### Exercise 2

- a) The word can be used as a noun. It describes a sickness that is caused by an infection, not an accident. It begins with diarrhea.
- b) This is another word for `sickness`. It begins with illness.
- c) Things that show that you are sick, like a headache. This is a noun and it is plural. It begins with symptom. Something you do to cure sickness, to get better. It is a noun and it begins with treatment.
- d) This is a verb which means to say what is wrong with a person. A doctor or a healer usually does this. It begins with a diagnose.

- e) This means to make someone or something healthy again. It can be a noun or a verb. It begins with cure.

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

---

## Evaluation



### Evaluation

Malnutrition is also a serious problem in Mozambique and it kills many people including children.

In a short paragraph, express your concerns about measures you think the government should put in place to overcome this problem.

After writing the paragraph you should go to the Learner Support centre to compare what you have done with your partners.

# Lesson 6

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## Describing a common viral disease (AIDS)

### Introduction

In the previous lesson you completed a table with information from a given passage.

In this lesson you are going to read a passage that describes one of the common viral diseases in our country and in the world.

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

- Read the passage and get the most important ideas.
- Show how much you know about AIDS by doing practice.



### Objectives

## Describing a common viral disease (AIDS)

Read the following passage

### Glossary

Breadwinner –the member of a family who earns the money to support the others

### *The Breadwinner*

Alfredo was not smiling when he came into the room. ‘Mother and Henriques, I have something very serious to tell you, he said’.

Mother looked scared. ‘Please do not tell me you have lost your job, she said’.

No, I have not lost my job, mother. Henriques, I hope you have done well at school’.

Yes, I have! Henriques was going to tell him about his good marks at school, but Alfredo stopped him.

‘Good. It is very important that you finish school with good results and get a good job one day’. Alfredo turned and took his mother’s hands.

‘One day, Henriques will have to send money home to you. I will not be able to send money to you any longer’.

Why? Asked his mother. ‘Are you going to take a wife?’

‘No, I will not always be here’.

‘Are you going to another country?’ Asked Henriques.

`No Alfredo said again. He took a deep breath, and then he said, `I am going to die`.

Mother put her hands over her face. `Do not talk like that, Alfredo`.

Henriques was silent. He could not understand what Alfredo was saying.

`Mother, Henriques, said Alfredo very slowly and clearly, `I am not joking or pretending. I am telling you the truth. I have a disease which will not get better. I do not look sick right now, but I was very sick a few months ago, and I will get sick again. Each time I get sick, I will get weaker, and in the end I will die.

The room was silent that Henriques thought he might be dreaming.

`The disease I have is called AIDS, `said Alfredo`.

Suddenly, Henriques understood. That was the disease that sister Filomena had told them about at school. ` I know about AIDS, he told Alfredo. We learned about it at school`.

Alfredo looked at him with sad eyes. `I wish I had learned about it at school` he said. `I knew nothing about it until the doctor told me I had it. Now it is too late to do anything about it`.

*In Mapepe – New Southern Africa Edition*

---

## Summary



### Summary

In this lesson you read a passage that described a situation in a family whose breadwinner got AIDS and decided to tell the family so that it is not got by surprise if one day he had to die.

You did also an activity and an evaluation to check how much you knew about AIDS.



---

## Activities



### Activities

Write answers to these questions.

1. How are Alfredo and Henriques related?
2. Why is it so important that Henriques does well at school?
3. How do you think Alfredo felt when he told his mother he was going to die? Write three adjectives.
4. How do you think Alfredo's mother felt when she heard he was going to die?
5. How would you feel if you were Henriques? Write three adjectives.
6. Who had told Henriques about AIDS at school?
7. Who is the breadwinner of the family now? Who will have to be the breadwinner in the future?

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

1. They are brothers.
2. Because one day he will have to replace Alfredo's role of being a breadwinner.
3. He felt very bad.
4. She also felt very sad and hopeless.
5. Furious, nervous and sad.
6. It was sister Filomena.
7. It is Alfredo.

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

---

# Evaluation



## Evaluation

Everyone is talking about AIDS these days. But how much do you know about it?

If so, say whether the sentences that follow are true or false.

- a) AIDS is caused by a virus called HIV. \_\_\_\_\_
- b) A person can have HIV for many years before becoming ill with AIDS. \_\_\_\_\_
- c) You can not get AIDS from mosquitoes. \_\_\_\_\_
- d) You can have AIDS through having sex with someone who is infected with AIDS. \_\_\_\_\_
- e) Men can only get AIDS from women. \_\_\_\_\_
- f) Someone who looks healthy and strong can have HIV in his blood. \_\_\_\_\_
- g) Birth control pills can not stop women from getting AIDS. \_\_\_\_\_

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

# Lesson 7

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## Reported Statements

### Introduction

In the previous lesson you read a given passage that described one of the most common viral diseases in the world called AIDS.

In this lesson you are going to look at the reported statements.

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



#### Objetivos

- Get to know the structure of the reported speech..
- Get to know the use of the different tenses in both direct and reported speech.
- identify statements in direct and reported speech..

### Reported Statements

*Look at this situation from the previous passage*

*One day Henriques will have to send money home to you.*

*I will not always be here.*

*The disease I have is called AIDS.*

*I wish I had learned about it at school.*

*I knew nothing about it until the doctor told me I had it.*

All the above sentences are in **direct speech**

**If we wanted to change all these sentences from direct to reported statements, we would say:**

*Alfredo said one day Henriques would have to send money home to his mother*

*Alfredo said he would not always be there.*

*He said the disease he had was called AIDS.*

*He said he wished he had learned about it at school.*

*He said he knew nothing about it until the doctor told him he had it.*

- So, when the reporting verb is in the past (e.g. **he said, you told me**) the tense in reported speech **normally moves back. Verbs in present change into the past.**

*I am going to die → he said he was going to die*

*The disease I have is called AIDS → he said the disease he had was called AIDS*

*Are you going to take a wife? → she asked him if he was going to take a wife.*

- **Verbs already in the past change into the past perfect or they do not change.**

*Aids is caused by a virus called HIV → he said Aids was caused by a virus called HIV*

*I learned about it at school → he said he had learned about it at school*

*The room was silent → he said the room had been silent*

- **Verbs already in the past perfect do not change.**

*I had learned about it at school → he said he had learned about it at school*

*She had seen a film about it → they said she had seen a film about it*

---

## Summary



### Summary

In this lesson you learned about direct and reported statements. You managed to do the activity and in the end you evaluated what you learned in both direct and reported speech.

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

---

# Activities



## Activities

Change the sentences that follow into the reported speech.

- What are you doing?
- How is your brother?
- Is there a cure for AIDS?
- The medicine the doctor gave me must be taken three times a day.
- Someone with cholera can be cured at hospital.
- Malnutrition is becoming a serious health problem in Asia and East Africa.

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

### Key to activity

- ❖ He asked what I was doing.
- ❖ He asked me how my brother was.
- ❖ She asked me whether there was a cure for AIDS.
- ❖ He told me that the medicine the doctor had given him had to be taken three times a day.
- ❖ They said that someone with cholera could be cured at hospital.
- ❖ He said that malnutrition was becoming a serious problem in Asia and East Africa.

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

---

# Evaluation



## Evaluation

Which questions would you ask to which people?

1. Will it take long to find a cure for TB? **Nurse**
2. Can I help you to look after these patients? **Cinema attendant**
3. What time does the film about malaria start? **Doctor**
4. Have you got tablets for flu? **Gloria**

What is the doctor in charge of surgery today called? **Pharmacist**

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

# Lesson 8

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## Self employment (business activities)

### Introduction

In the previous unit you read passages that described malnutrition, common health words, a common viral disease and reported statements.

In this lesson you are going to discuss self employment.



#### Objectivos

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

- *Read Gates story and understand its contents..*
- *Do practice.*
- *Find synonyms of words.*

## Self employment (business activities)

### *Read Gates story*

**William Henry Gates III**, commonly known as Bill Gates, is the co-founder, chairman and Chief Software Architect of Microsoft Corporation, the largest software company in the world. According to Forbes Magazine, Gates is the wealthiest person in the world with a net worth of approximately US\$ 50.1 billion as of 2005. Since amassing his fortune, gates has always pursued a number of Philanthropic endeavours, donating billions to various charitable organizations and scientific research programs with the Bill & Melinda Gates Foundation started in 2000.

Gates was born in Seattle, Washington, to William Henry Gates, a lawyer and Mary Maxwell Gates. With a wealthy background (Gates was born with a million trust fund set up by his grandfather) he was able to access computers from a very early mini-computer: the DEC PDP-10. Consequently, Gates was able to pursue an interest in computers and had written his first program by the time he was thirteen. While in High school, he and Paul Allen founded Traf-O-Data: a company which sold traffic counting systems to state governments, and helped computerise his

school's payroll system. Gates was also a member of the Boy Scouts of America, and attained the rank of Life Scout.

Gates enrolled in Harvard University in 1974, where he met his later business partner Steve Ballmer. During his second year at Harvard, Gates, Paul Allen, and Monte Davidoff co-wrote the original Altair BASIC interpreter for the Altair 8800, the first commercially successful personal computer. Gates dropped out Harvard during his third year in order to pursue a career in Software development.

---

## Summary



### Summary

In this lesson you read a text that described Bill gates story, the social and scientific activities he has been caring out throughout his life. In the end you managed to do practice as a consolidation of what you read in the story.

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



---

## Activities



### Activities

Read the story carefully and then complete the sentences in the multiple choice exercises that follow.

1. The text says that
  - a) Gates was a very honest person.
  - b) Gates has held many positions.
  - c) Gates once in a while showed his laziness.
  - d) Gates has never shown interest in computers.
2. Gates was named the world's millionaire in
  - a) 2007
  - b) 2004
  - c) 2002
  - d) 2005
3. What makes Gates different from other millionaires is that he is
  - a) a very sensitive person towards poor people and study programs.
  - b) he is not worried about poor people.
  - c) he supports world wars.
  - d) he fights for more money to buy luxurious houses.
4. He had opportunities to access computers from
  - a) a late adulthood.
  - b) a late childhood.
  - c) an early childhood.
  - d) throughout his career.
5. The text says that Gates and Paul did
  - a) refuse to help their high school install payroll system.
  - b) help their high school install payroll system.
  - c) not care about the payroll system.

d) ignore the payroll system.

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

**Key to activity**

1.a)

2. d)

3. a)

4. c)

5. b)

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

---

# Evaluation



## Evaluation

**Find synonyms of the words below**

Fortune  
Founder  
Wealthy  
Pursue  
Charitable  
Background  
Access  
Successful  
Career

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

# Lesson 9

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## Woman's world baking

### Introduction

In the previous lesson you read a text that described Bill Gates, a man currently considered as the richest man in the world and all he did after becoming a millionaire.

In this lesson you are going to read another text that is discussing women's world baking.

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



#### Objetivos

- *Read* and understand what is meant by world banking..
- *Compare* text with similar or different information..

### Woman's world baking

#### *Glossary*

*Loan-* money that someone borrows from a bank

*Profit-* money that you gain by selling things or doing business

*Rate-* a charge or payment fixed according to a standard scale

#### **Text A**

Maria Emelina Cerrato, a shoemaker and the mother of three children, could not get a normal bank loan to make her business successful. She learned her craft from her brother-in-law in a small town in Honduras. When she decided to start her own business in 1985, he lent her equipment and she started producing one dozen pairs of shoes a day, with sales totalling 240 lempiras (about \$120). Yet her net profit was only 35 lempiras (\$27.50) barely enough to provide food, education, and the minimum comfort for her family. Most of her gross profit went to a loan shark, from whom she borrowed money for supplies and to whom she had to pay interest at the rate of 10% a day.

Cerrato was convinced that if she could borrow money at normal rate of interest and sell directly to consumers, she could do much better. But the

traditional banks of Honduras would not even consider extending credit to her.

Maria Cerrato's story is like of those of women in many countries throughout the world. Traditional bankers see people like her as a bad risk. In the view of their loan officials, it is a waste of time and money even to consider making a loan to an undereducated woman who has difficulty filling in a simple application form for a loan and who may not even know her date of birth.

This problem was noticed by Michaela Walsh, a senior official in a New York City bank in the mid 1970s. She saw, too, that women did 65% of the world's work, yet earned only 10% of the income and owned less than 1% of the world's assets.

She decided that this situation had to change. With a number of enthusiasts from various parts of the world she obtained enough money to establish Women's World Banking. Their aim was to create a more equitable society in which women are equal to partners in economic development. The founders agreed that the key to this was access to credit. Market women in Ghana came to the same conclusion at a meeting in 1974. This voice was loud and clear – the first foremost, they needed the opportunity to obtain a loan: not better education, housing, health care, family planning, equality and peace. Once they got credit, they could use it to make the money required to satisfy all other needs. Our goal was to reach women who had been by passed by the traditional banking system and to bring into economic mainstream, said Ela Bhatt, one of WWB's founder.

WWB consists of the international headquarters and local WWB organizations in individual countries. Together they are now helping business women all over the world. One person who has benefited is Maria Cerrato, who has been able to transform her business. WWB in Honduras guaranteed a loan of 400 lampiras (\$200) for her to buy new material. Today, after nine loans and the possibility of borrowing up to \$5000, her annual sales have jumped from \$10.890b to \$87.120 and her profits have grown from \$2,940 a year to \$21.780.

---

## Summary



### Summary

In this lesson you read a text that described some of the problems that women face while running personal business. You managed also to get to know what are the bank officials' concerns about allowing women get loans from local banks

Now do the activity which follows as a consolidation of what you learned in this lesson.

---

# Activities



## Activities

Read the text again and complete the blank spaces with information from the text

1. Maria Cerrato was first \_\_\_\_\_ by her brother-in-law to start her own business.
2. Maria Cerrato has experienced many of the \_\_\_\_\_ barriers.
3. She has never given up \_\_\_\_\_ for her business success.
4. It used to be very difficult for women to get \_\_\_\_\_ in Honduras.

WWB consists of the \_\_\_\_\_ headquarters and \_\_\_\_\_ WWB organizations in individual countries.

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

### Key to activity

1. Lent equipment
2. Bank loan
3. Fighting/pursuing
4. Loan
5. International and local

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

---

## Evaluation



### Evaluation

Write a short paragraph describing some of the problems women face when they run personal business in your country.

Or

Write a paragraph saying whether you agree or disagree that women should be given equal opportunities when doing business.

**No key to evaluation**

# Lição 10

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## Step Analysis in business

### Introdução

In the previous unit you read passages which described self employment, reported statements and some of the problems women around the world face when running business or when getting loans from the local banks.

In this lesson you are going to discuss the importance of the step analysis in business.

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



#### Objectivos

- Say what STEP stands for.
- *Analyse* a report of a company using the insights given.

### Step analysis in business

STEP analysis is a useful tool for examining ways in which organizations need to adapt external environments. STEP stands for sociological, technological, economic and political changes. So, when doing business, you must be able to consider these crucial areas so that you can easily and wisely fulfill your goal.

*Look at this table and analyse it carefully*



S	T	E	P
<u>Sociological changes</u> Altering demographic patterns such as people living together, rising, falling unemployment, more/fewer school's leavers, changing levels of unemployment. How are they affecting your customer base and the availability of staff?	<u>Technological changes</u> Changing production technology, computer and information technology, automation, etc. How are they affecting the way you work and the way your clients and supplies work?	<u>Economic changes</u> Recession, interest rate changes, taxation, changes, currency fluctuations, changing prices of raw materials. How are they affecting your company's markets, profitability and the resources you have available for investment?	<u>Political changes</u> Changes in government and policies, privatization policies, new laws, new regulations on green issues, stronger/weaker trade unions, wars. How are they affecting the way you conduct the business?

Beside the suggested STEP analysis, you must also consider the following aspects:

- Increase in competition
- Lower sales
- The poor performance of the employees
- Reduced margins
- Increase in expenditure
- Fall in gross profit
- High material costs

---

## Summary



### Summary

In this lesson you analysed a table (STEP analysis) that gave you some of the crucial aspects that have to be considered while doing business. Furthermore you were given a report from Nando's company for you to identify whether the four areas of STEP analysis were included in the report

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

---

## Activities



### Activities

After being given the insights necessary for the STEP's analysis try to draw a similar table where you analyse the performance of Nando's company and say whether the four areas of STEP are described in the report.

#### ***These boots are made for export***

*Nando's Company sells boots and their accessories. His boots are considered as the key to comfort, progress and even survival.*

#### ***Here is his company's report***

When we started the biggest problem was getting customers to buy large enough quantities. So I offered them advertising by printing their logo on the lid in exchange for a minimum order. Two things happened.

First, the shops bought more, and second, because people who were satisfied with the product knew where to buy it, the shops with logos outsold others.

In the second year, we had a turnover of 50.000 units. We moved from a stall into a workshop, making boots by night and selling them by day. We sold to outdoor shops all over Mozambique and we inter-railed around the mountains centres in Africa, winning orders.

Nando believes strongly in research, international marketing and new market polices. He is a linguist and he makes sure the foreign language publicity material is accurate. Unlike most Mozambican companies, he invoices in local currency. He says he would rather risk losing money on individual deals than losing a customer because exchange rates have changed.

The big question for our workshop in future will be whether outdoor shops can survive the recession. Four years of drought on top of economic decline have been bad for business in all areas of the economic development. Now thanks God, the country's state of the nation is good.

Now, compare you key with the key to activity provided below

#### **Key to activity**

S	T	E	P
Getting customers to buy large enough quantities, The shops bought more, and the people who were satisfied with the product knew where to buy it, the shops with logos outsold others.	The company offered them advertising by printing their logo on the lid in exchange for a minimum order.	The company invoices in local currency. The company risks losing money on individual deals than losing a customer because exchange rates have changed. Four years of drought on top of economic decline have been bad for business in all areas of the economic development	The company believes strongly in research, international marketing and new market policies.

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

## Evaluation



### Evaluation

If you were a businessman or businesswoman aiming to running a cashew nuts company, what would you do to make sure that some of the negative aspects mentioned in the report do not happen again?

*Write it on a separate piece of paper.*

**No key to evaluation**

# Lesson 11

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## Literature ( Reading about some african writers)

### Introduction

In the previous lesson you discussed the importance of the step analysis in business.

In this lesson you are going to discuss the concept of literature and describe some of the African writers.

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



#### Objectives

- *Name* some of the well known African writers..
- *Identify* some of the books they have written.

Read these notes of some African writers



#### Nadine Gordimer

- Born in 1923 in Springs, Transvaal
- Educated in a convent, also spent a year at Witwatersrand University in Johannesburg without a degree.
- Her themes include: exile, loneliness and strong political opposition towards racial segregation.
- Works:
  - ✓The lying days (1953)
  - ✓The conservationist (? The winner of the book prize)
  - ✓My son`s story (1990)

- ✓The house gun (1998)
- ✓Short stories: Face to face (1949), Six Fit in the Country (1956), Not for Publication (1965), Livingston's Companions (1971)
- ✓Non-fiction articles and essays on South African subjects.



### Ben Okri

- Born in 1959 in Lagos
- Attended Urhobo College and later a private school in Lagos
- Moved to Britain at 18 and attended the University of Essex
- Lives and writes in London
- Works:
  - ✓Novels: Flowers and shadows (1980), The Landscape Within (1981), The famished Road (1991), Songs of Enchantment (1993), Astonishing the Gods (1995)
  - ✓Short Stories: Incidents at the Shine (1986), Stars of the New Curfew (1988).
  - ✓Poetry: An African Elegy (1992)

---

## Summary



### Summary

In this lesson you read some notes about two of many important African writers and identified some of the works they have been developing throughout their lives. You were also able to use information on the notes to write a complete biography of them.

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

---

# Activities



## Activities

Read the notes about Nadine and Ben Okri and answer the questions

1. Where and when was Nadine born?  
\_\_\_\_\_
2. Where was she educated?  
\_\_\_\_\_
3. Did she get any degrees at University?  
\_\_\_\_\_
4. What works has she developed?  
\_\_\_\_\_
5. Has she ever won a prize?  
\_\_\_\_\_
6. What did Ben do after having attended a College and a private school in Lagos?  
\_\_\_\_\_
7. Has he ever written a poem?  
\_\_\_\_\_

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

### Key to activity

1. She was born in Transvaal in 1923.
2. She was educated in a convent and Witwatersrand university.
3. No, she did not.
4. She developed works like:
  - The lying days (1953)
  - The conservationist (? The winner of the book prize)
  - My son`s story (1990)
  - The house gun (1998)

- Short stories: Face to face (1949), Six Fit in the Country (1956), Not for Publication (1965), Livingston's Companions (1971)
  - Non-fiction articles and essays on South African subjects.
5. Yes, she has.
  6. He attended Urhobo College and later a private school in Lagos
  7. Yes, he has.

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

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## Evaluation



### Evaluation

Choose one of the writers above and write a complete paragraph about his or her biography.

**No key to evaluation**





# Lesson 12

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## Describing some of the Mozambique writers

### Introduction

In the previous lesson you read notes describing some of the African writers namely Nadine Gordimer from South Africa and Ben Okri from Nigeria, and in the end you were asked to choose one and write out a complete biography.

In this lesson you are also going to read other passages of other African writers and this time, the Mozambican ones.

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



#### Objectives

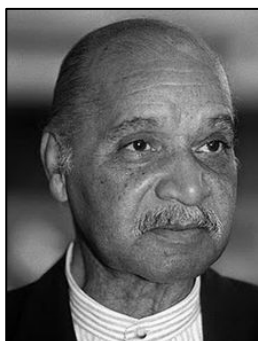
- *Name* some of the well known Mozambican writers.
- *Identify* some of the books they have written.

### Mozambican writer



**Mia Couto** was born in Beira in 1955 and currently he lives in Maputo. He first attended medicine faculty but he did not get a degree. Then he worked as a journalist for many years before going back to the faculty in the late 1980s. This time, not to attend medicine faculty, but the science faculty of Eduardo Mondlane University where he got a degree in biology. He was then given a post to teach there.

In 1983 he wrote the poem "Raiz de orvalho" and since then he has published a number of collections of short stories. His works include "Vozes Anoitecidas (1987), "Cada Homem é uma Raça (1990), Contos do Nascer da Terra (1997), Terra Sonambula (1992).



**José Craveirinha** was born on 28 May 1922 in Lourenço Marques now Maputo, the capital city of Mozambique. His father was an immigrant from Algarve, Portugal and his mother a Ronga woman born in a village close by Lourenço Marques. His mother taught him the African life and love while his father did introduce him to Portuguese prose and poetry.

From 1965 to 1969 he went to prison for his membership with FRELIMO. His poems address issues like racism and the colonial domination. He was one of the African pioneers of the Negritude Movement.

His works include Chigubo, Cantico a un dio di Catrame, karingana wa karingana...

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## Summary



### summary

In this lesson you read two biographies of two Mozambican writers namely Mia Couto and José Craveirinha.

You managed also to do a multiple choice exercise and an evaluation as a consolidation of what you learned throughout this unit.

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

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## Activities



### Activities

Read the biographies again and choose the right answer in the multiple choice exercises.

1. The biography says that Mia Couto.
  - a) was happy with the medicine course he was taking.
  - b) worked first as a journalist.
  - c) stopped medicine because he had to join Frelimo.
  - d) was a famous student.
2. He qualified as a biologist in
  - a) The early 1980s
  - b) the mid 1980s
  - c) the late 1980s
  - d) both a) & b)
3. His first book was entitled
  - a) Cada Homem é uma Raça
  - b) Contos do Nascer da Terra
  - c) Terra Sonambula
  - d) Raiz de orvalho
4. José Craveirinha was brought up by
  - a) a Portuguese father and a changana mother.
  - b) a Portuguese father and a Portuguese mother.
  - c) a Portuguese father and a Ronga mother.
  - d) a Portuguese father and a coloured Ronga mother.
5. His interest in prose was initially shown by
  - a) his father
  - b) his Portuguese friends
  - c) his mother

- d) his membership with Frelimo
6. The latest poem he wrote was entitled
- a) karingana wa karingana
  - b) Chigubo
  - c) Cantico a un dio di Catrame
  - d) Both a) & b)

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

**Key to activity**

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

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

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## Evaluation



### Evaluation

Take notes of one of the most important writers you know very well and write a short biography about him or her. Include:

- When he/she was born
- Where he/she was born
- School, college or university attended
- Books written and dates

**No key to evaluation**

# Lesson 13

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## Law

### Introduction

In the previous unit you discussed the concept of literature and read four of the African writers namely Nadine, Ben Okri, Mia Couto and José Craveirinha.

In this lesson you are going to read passages that discuss the sources of conflicts and ways of preventing them.

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



#### Objectives

- *Read* the passage and understand the information.
- *Express* personal opinion on how to respect the human rights.

#### *Study this glossary*

**Law** – the system of rules that citizens of a country or place must obey.

**Conflict** – a state of disagreement or argument between people, groups, countries, etc.

**Source** – a place, a thing, an activity where you get something or information from.

**Right** – if you have the permission or the right to do something you are normally or legally or officially allowed to do it.

*As you can see from the definition, laws are compulsory in each and every country including Mozambique. Unfortunately there are always people that break these laws and therefore generate conflicts or disagreements.*

Read the 5 pieces information in the tables that follow

<p>1. Some soldiers, members of the small Boy unit, are as young as nine years old, their automatic rifles nearly as tall as they are.</p> <p>They can be the best fighters because they have no fear, said a local businessman. They are usually orphans and they have nothing to lose. Their loyalty to their warlord is total. One barefoot soldier near the headquarters was in shorts, wore a winter hat pulled tightly over his ears and held an AK-47 in one hand. In the other he cradled football, like a schoolboy.</p>	<p><b>2. Boy divorces mother</b></p> <p>16 years old Peter won the right to live with his grandparents and be separated from his mother. His parents were divorced when he was two. His mother then had three children by her second husband. Peter, a shy and nervous teenager, was regularly excluded from family life. He was made to eat upstairs or on the stairs while the rest of the family ate together.</p> <p>His mother seldom allowed him to see his natural father or his grandparents.</p>
<p>3. Four out of ten women are illiterate and in some countries eight out of ten. In many countries nearly twice as many women as men are illiterate. This is because in some countries fewer girls are sent to school than boys.</p>	<p>4. Police Sergeant Suphot Kongdee was on show for press photographers in Bangkok. Three Chinese girls sat next to him. Suphot was accused of being a slave trader. He was arrested for selling girls as young as 12. They had been kidnapped from china and taken to Thailand. There they had been drugged and forced to work as prostitutes.</p>
<p>5. Social workers in a town in England faced severe criticism for giving cruel and humiliating punishments to children in their care. More than 100 children, some as young as nine, were each locked up alone in rooms by themselves for long periods. During their isolation, they</p>	

*In Go for English grade 12 std book - Macmillan*

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## Summary



### Summary

In this lesson you read five extracts that are describing different kinds of violations of the human rights.

According to the extracts, there are many rights being violated in every part of the world.

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

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## Activities



### Activities

Read the extracts carefully and identify what rights are being violated.

- 1.
- 2.
- 3.
- 4.
- 5.

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

### Key to activity

1. Right to protection against military service.
2. Right to family protection.
3. Right to education.
4. Right to protection against children trade.
5. Right to protection against violence/freedom of speech.



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

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## Evaluation



### Evaluation

In your opinion, what should the governments do to make sure all laws are obeyed and all human rights are being respected? Write a short paragraph expressing your concerns.

After finishing your paragraph you should go to the Learner Support Centre to compare what you have done with your partners.

**No key to evaluation**

# Lesson 14

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## Identifying ways of avoiding conflicts

### Introduction

In the previous lesson you read passages that discussed different kinds of violations of human rights.

In this lesson you are going to identify ways of avoiding conflicts.

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



#### Objectives

- *Read* a passage and use information to do practice.
- *Suggest* suitable ways of solving conflicts.
- *Express* personal opinion on how certain conflicts should be solved.

## Identifying ways of avoiding conflicts

*Read this passage*

The last years of Mozambique's history have reflected political developments elsewhere in the 20<sup>th</sup> century. Following the April revolution in Lisbon, Portuguese colonialism collapsed. In Mozambique, the military decision was to withdraw what occurred within the context of a decade of armed anti-colonial struggle, initially led by Eduardo Mondlane. When the independence was achieved in 1975, the leaders of Frelimo rapidly established a one party state and outlawed rival political activity.

The new government gave shelter and support to South African (ANC) and the Zimbabwean (ZANU) liberation movements while the governments of Rhodesia and later apartheid South Africa fostered and financed an armed rebel movement in central Mozambique called The Mozambican National Resistance (RENAMO). Civil war, sabotage from neighbouring states, and economic collapse characterized the first decade of Mozambican independence. Also marking this period were the mass exodus of Portuguese nationals, weak infra-structures, nationalization, and the economic mismanagement. During the civil war, the government

was unable to exercise effective control outside the urban areas, many of which were cut off from the capital.

An estimated 1 million Mozambicans perished during the civil war, 1.7 million took refuge in neighbouring states, and several million more were internally displaced. In the third Frelimo Party Congress in 1983, President Samora Machel conceded the failure of socialism and the need for major political and economic reforms. After his death in 1986, Joaquim Chissano, his successor, continued the reforms and began peace talks with Renamo. The new constitution enacted in 1990 provided for a multi-party political system, market-based economy, and free elections. The civil war ended in October 1992 with the Rome General Peace Accords. Under the supervision of the ONUMOZ peacekeeping force of the United Nations, peace returned to Mozambique.

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## Summary



### Summary

The passage you have just read is describing a political situation under which the Mozambicans used to live for nearly 16 years. In the end you were able to realise the process used to overcome the situation.

Now, you have to do the activity that follows as a way of checking whether you have understood this lesson or not.

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# Activities



## Activities

Answer these questions

1. According to the text, what caused the civil war?
2. What kind of state did the leaders establish in Mozambique?
3. What liberation movements were given support by Frelimo?
4. What characterized the first years of the Mozambican independence
5. What were the major consequences of the civil war in Mozambique?

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

### Key to activity

1. It was Rhodesia and later apartheid South Africa that fostered and financed an armed rebel movement in central Mozambique called The Mozambican National Resistance (RENAMO).
2. They established a one party state and outlawed rival political activity.
3. They were the South African (ANC) and the Zimbabwean (ZANU)
4. The first years of Mozambican independence were characterized by a civil war, sabotage from neighbouring states, economic collapse, the mass exodus of Portuguese nationals, weak infra-structures, nationalization, and the economic mismanagement.
5. The consequences of the civil war were as follow: 1 million Mozambicans perished during the civil war, 1.7 million took refuge in neighbouring states, and several million more were internally displaced.

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

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## Evaluation



### Evaluation

The passage you read described the process through which Mozambique got its peace back, that is, through the signature of the Rome General Peace Accord, supervised by ONUMOZ.

In your opinion, do you think this was a suitable way of ending the conflict between Frelimo and Renamo? If it is not, suggest another way of solving the political conflicts.

**No key to this evaluation**

# Lesson 15

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## Describing crime

### Introduction

In the previous lesson you read a text that described the situation under which Mozambique went through right up after its independence in 1975, and identified the ways forward to restoring peace to Mozambican people.

In this lesson you are going to read a passage of a text that is describing a situation where a teenager violates personal properties without realising it.

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



#### Objectives

- *Read* and understand the passage.
- *express* your concerns and give personal opinion.
- *Suggest* government`s role towards crime.

### Describing crime

*Read this passage taken from a text*

#### Private Property



The information in a person`s private computer is private, and normally is a crime for anyone to find a way of seeing this information when they have no right to do so. Young men who have committed the crime of `hacking` or finding a way of seeing the data in other people`s computers have been sent to prison for as long as six months. However, a court decided that Paul, one of the them, aged 19, did not intend to commit a crime when he illegally gained access to other people`s computers. In the opinion of the court, Paul was an addict who could not stop what he was doing.

Paul`s skills in computer developed after being given a personal computer when he was only 11 years of age. With it, he was able to write his own programs and by the age of 14 he gained access to other people`s

computers and was able to see the secret details of people's illnesses by reading health records on computers.

His skills in computer had no limits and this affected his physical and social life which ended up worrying his parents.

*Extract from Go For English std's book Macmillan*

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## Summary



### Summary

The passage you read is describing a situation that shows the violation of personal privacy. This means that, if one does something without the owner's concern, he or she might be committing a crime.

Now, do the activity that follows as a way of checking understanding of the lesson you have just finished.

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## Activities



### Activities

- a) When is it a crime to try to see the information on someone's computer?
- b) Why was Paul not sent to prison although he had access to other people's computers?
- c) What three things he could do with a computer are mentioned in the passage?
- d) why were Paul's parents worried about him?

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

### Key to activity

- 1. When one finds a way of seeing information from a computer when he or she has no right to do so.
- 2. Because the court realized that he was an addict and he did not have intension to do so.

3. He could write his own programs, he gained access to other people's computers and thirdly he could see secret details of people's illnesses by reading health records on computers.

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

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## Evaluation



### Evaluation

- Give other words or phrases which are used in the passage for each of these expressions.
  - Data
  - Committing a crime
  - Gain access
  - Prison
- Choose one of the suggested topics and discuss it with a partner at the Learner support Centre.
  - Piracy
  - Tax evasion
  - Business licences
  - Government laws

**No key to evaluation**



## Key to evaluations

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### Key to evaluation (lesson 3)

- a) Are considered
- b) Have/met
- c) Had grown/by
- d) Was stopped/by
- e) Was achieved
- f) Be met

### Key to evaluation (lesson 4)

- a) Malnutrition can be defined as an ill health resulting from poor diet.
- b) The main cause of malnutrition in East Africa is lack of knowledge about food.
- c) No, it isn't.

### Key to evaluation (lesson 6)

- a) AIDS is caused by a virus called HIV. **True**
- b) A person can have HIV for many years before becoming ill with AIDS. **True**
- c) You can not get AIDS from mosquitoes. **True**
- d) You can have AIDS through having sex with someone who is infected with AIDS. **True**
- e) Men can only get AIDS from women. **False**
- f) Someone who looks healthy and strong can have HIV in his blood. **True**

g) Birth control pills can not stop women from getting AIDS. **True**

### **Key to evaluation (lesson 7)**

1. Will it take long to find a cure for TB? **Doctor**
2. Can I help you to look after these patients? **Nurse**
3. What time does the film about malaria start? **Cinema attendant**
4. Have you got tablets for flu? **Pharmacist**
5. What is the doctor in charge of surgery today called? **Gloria**

### **Key to evaluation (lesson 8)**

Fortune - wealth

Founder - creator

Wealthy - rich

Pursue - chase

Charitable - helpful

Background - conditions

Access - entry

Successful - flourishing

Career - profession

# PreparationTest

## Introduction

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

## Reading

**Questions 1 to 5 are about the following passage**

*Read this passage that describes religion from the sociological perspective.*

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

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

- It is good for society, helping to draw people together and creating a sense of community;
- That is a bad thing for the majority of people, stopping them complaining about the unfairness of society;
- That it can be important in bringing about social change.

**1. The text says that there is always**

- A. certainty about people's death.
- B. doubt about people's death.

- C. an agreement with regard to people's death.
- D. a mistake in people's lives.

**2. The text suggest that**

- A. people should avoid religion.
- B. people should go to church everyday.
- C. people should be threatened by the society.
- D. there should be a relationship between religion and society.

**3. The sociologists only overlap when they consider religion as**

- A. an important tool to society.
- B. an instrument to unify society.
- C. a weapon to fight against belief.
- D. something that changes people's character.

**4. The three views show**

- A. bad aspects of religion.
- B. good aspects of religion.
- C. positive and negative aspects of religion.
- D. only positive aspects of religion.

### **Drug Prevention and Treatment**

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

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

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

Projects could include:

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

activities that focus on hard to reach youth such as street youth.

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

### **5. What is Health Canada doing as a way of preventing drugs?**

- A. It is creating associations for drug consuming.
- B. It is making youth aware about the dangers drugs can cause on them.
- C. It is fighting the government's plans back.
- D. It is supporting the negative consequences of drugs on the youth.

**6. Health Canada works in partnership with...**

- A. negative social, public safety and economic consequences for all Canadians.
- B. youth associations that are aimed to fighting for drugs.
- C. associations that encourage young people to experiment drugs.
- D. provincial and territorial governments Committees.

**7. Information about activities developed by Health Canada can be found on paragraph...**

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

**8. The phrase “drug” on paragraph 3 can best be replaced by...**

- A. Tree                      B. Drink                      C. medicine                      D. cure

**9. The activities of Health Canada are divided into ... major areas.**

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

**10. Youth engagement is considered a very...tool for the success of the project.**

- A. useless                      B. hard                      C. meaningless                      D. important

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

**11. A friend of mine phoned ..... me to a party.**

- A. for invite                      B. to invite                      C. for inviting                      D. for to invite

**12. Call an ambulance. There has been .....**

- A. accident                      B. little                      C. some accident                      D. an accident

**13. When Jane came to Britain, she had to get used ..... on the left.**

- A. driving                      B. to drive                      C. to driving                      D. drive

**14. They must go now. They promised ..... late.**

- A. not to be                      B. not being                      C. to not be                      D. they wouldn't

**15. My parents ..... educational professionals.**

- A. both are    B. are both    C. is being    D. being are both

**16. A pacifist is a person ..... is against any kind of wars.**

- A. which    B. whose    C. who    D. whom

**17. I have not seen the children .....were rescued in the storm yet.**

- A. there    B. which    C. so that    D. that

**18. If ..... you, I would have phoned the police.**

- A. were    B. was    C. is    D. are

**19. ....can't you write your own story books?**

- A. What    B. Why    C. Who    D. Which

**20. There is one of .....favourite supermarkets.**

- A. mine    B. theirs    C. my    D. him

**THE END**

## Key to preparation Test – Mod 5

1	B. doubt about people's death.
2	D. there should be a relationship between religion and society.
3	A. an important tool to society.
4	C. positive and negative aspects of religion.
5	B. It is making youth aware about the dangers drugs can cause on them.
6	D. provincial and territorial governments Committees.
7	A. 3
8	C. medicine
9	B. 3
10	D. important
11	B. to invite
12	D. an accident
13	C. to driving
14	A. not to be
15	B. are both
16	C. who
17	D. that
18	A. were
19	B. Why
20	C. my

**THE END**