



**Republic of Mozambique**

**Maputo Province**

**SDEJT-Manhiça**

**Manhiça Secondary School**

**TERM II--2024**

**Grade 10 Handout**

**Name:** \_\_\_\_\_

**Stream:** \_\_\_\_\_ **Number:** \_\_\_\_\_

**English**

Studying English is important in today's globalized world. English is the most widely used language in business, science, and technology.

Knowing English allows individuals to communicate with people from different cultures and backgrounds, making it easier to build relationships and collaborate across borders.

Additionally, many academic programs and job opportunities require a strong proficiency in English. Thus, being able to speak and write in English can open doors to higher education, better job prospects, and increase earning potential. It also provides access to a wealth of information and resources, including books, websites, and media, which are primarily written in English.

<https://learnenglish100.com/why-studying-english/>

**Bibliography:**

-MATOLA, Justino, et al., Livro do aluno-Ingês-10 classe: Plural Editores

-Murphy, R. (2002) English Grammar in Use, 2<sup>nd</sup> edition: Cambridge University Press

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### **Bibliography:**

-MATOLA, Justino, et al., Livro do aluno-Ingês-10 classe: Plural Editores

-Murphy, R. (2002) English Grammar in Use, 2<sup>nd</sup> edition: Cambridge University Press

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## I. Used to

We use it to talk about things that happened regularly in the past.

Structure:

**Subject + used to+ main verb (base form) ...**

Examples

- As a child, I used to play hide and seek. (I don't play it anymore)
- I used to live in Manica. (Today I don't live there anymore)
- 'Do you go to the cinema much?' 'Not now, but I used to.'

## Exercises

1. Rewrite the sentences below using “used to”.

a) Tony was my friend.

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b) I played electronic games.

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c) We ate at an expensive restaurant in Costa do Sol.

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d) Laura sold good second-hand clothes.

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## II. Reported speech



**Paul**

I'm feeling sick.

### Bibliography:

-MATOLA, Justino, et al., Livro do aluno-Ingês-10 classe: Plural Editores

-Murphy, R. (2002) English Grammar in Use, 2<sup>nd</sup> edition: Cambridge University Press

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You want to tell somebody what Paul said. There are two ways of doing it:

1. You can repeat Paul's words (**direct speech**):  
-Paul said, 'I am feeling sick.'
2. Or you can use **reported speech (indirect speech)**:  
-Paul said that he was feeling sick.

When we use **reported speech**, the main verb of the sentence is usually past (**Paul said that...** / **she told me that...** etc.). The rest of the sentence is usually past too. The present form in direct speech changes to the past form in reported speech:

am/is – was      do/does – did      will – would      can – could      go – went      want – wanted  
are – were      have/has – had      know – knew      like – liked      buy – bought      etc.

Examples

- Direct: Ana said, 'I am going to learn to drive.'
- Reported: Ana said that she was going to learn to drive.
- Direct: James said, 'I want to buy a car.'
- Reported: James said that he wanted to buy a car.

The past simple (was/were / did / saw / knew/ etc.) can usually stay the same in reported speech, or can be changed to the past perfect (had been / had done / had seen / had known/ etc.)

Examples

- Direct: The teacher said, 'the letter was opened.'
- Reported: The teacher said that the letter was opened **or**  
The teacher said that the letter had been opened.

In reported speech, some expressions regarding time, place and pronouns change too:

"here – there"                      "today – that day"                      "tomorrow – the following day"  
"yesterday – the day before"      "this – that"                      "this morning – that morning"  
"tonight – that night"              "next week – the week after" etc.

#### **Bibliography:**

-MATOLA, Justino, et al., Livro do aluno-Inglês-10 classe: Plural Editores  
-Murphy, R. (2002) English Grammar in Use, 2<sup>nd</sup> edition: Cambridge University Press

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## Examples

- Direct: She said, 'I will phone you this evening.'
- Reported: She said that she would phone me that evening.
- Direct: Peter said, 'Marcos phoned me yesterday.'
- Reported: Peter said that Marcos had phoned him the day before.

We can leave out **“that”**. So we can say:

- She said that she would phone me that evening **or** She said she would phone me that evening.
- Peter said that Marcos had phoned him the day before **or** Peter said Marcos had phoned him the day before.

## Exercises

1. Match. (An example has been given)

here	—	that day
today		there
last year		the following day
tomorrow		the previous year
this afternoon		the month after
next month		that afternoon

2. Yesterday you met a friend of yours, Steve. You hadn't seen him for a long time. He told you many things in direct speech. Later that day you tell another friend what Steve said.

### Use reported speech:

a) I'm living in Pemba.

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b) My sister has had a baby.

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c) I saw Helen at a party in June.

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d) My car was stolen last week.

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### Bibliography:

-MATOLA, Justino, et al., Livro do aluno-Inglês-10 classe: Plural Editores

-Murphy, R. (2002) English Grammar in Use, 2<sup>nd</sup> edition: Cambridge University Press

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### III. Countable and uncountable nouns

Nouns can be countable or uncountable.

<u>Countable nouns</u>	<u>Uncountable nouns</u>
<p>A countable noun can be singular (<b>banana</b>) or plural (<b>bananas</b>).</p> <ul style="list-style-type: none"> <li>▪ I eat a <b>banana</b> every day.</li> <li>▪ I like <b>bananas</b>.</li> </ul> <p>We can use numbers with countable nouns:</p> <ul style="list-style-type: none"> <li>▪ one banana, two bananas, etc.</li> </ul> <p>We can use <b>a/an</b> with singular countable nouns:</p> <ul style="list-style-type: none"> <li>▪ I want <b>a banana</b>.</li> <li>▪ Kate was singing <b>a song</b>.</li> <li>▪ There was <b>an accident</b>.</li> </ul> <p>Here is a list of countable nouns: banana, cup, apple, accident, idea, song, beach, shoe, photograph, tree, hand, etc.</p>	<p>An uncountable noun has only one form (<b>rice</b>).</p> <ul style="list-style-type: none"> <li>▪ I eat <b>rice</b> every day.</li> <li>▪ I like <b>rice</b>.</li> </ul> <p>We cannot use numbers with uncountable nouns:</p> <ul style="list-style-type: none"> <li>▪ <del>one rice, two rices</del>, etc.</li> </ul> <p>We cannot use <b>a/an</b> with uncountable nouns:</p> <ul style="list-style-type: none"> <li>▪ <del>a rice, a sand, an oil</del>, etc.</li> </ul> <p>But, we can say “a... of...”</p> <ul style="list-style-type: none"> <li>▪ a grain of rice, a glass of water, etc</li> </ul> <p>Here is a list of uncountable nouns: rice, water, oil, sand, dust, fame, knowledge, meat, money, information, etc.</p>

#### Exercises

1. Write **C** (countable) or **U** (uncountable)

egg \_\_\_\_\_ sugar \_\_\_\_\_ star \_\_\_\_\_ cable \_\_\_\_\_ honey \_\_\_\_\_

grass \_\_\_\_\_ milk \_\_\_\_\_ money \_\_\_\_\_ way \_\_\_\_\_ college \_\_\_\_\_

cake \_\_\_\_\_ wall \_\_\_\_\_ idea \_\_\_\_\_ blood \_\_\_\_\_ behaviour \_\_\_\_\_

oil \_\_\_\_\_ cow \_\_\_\_\_ coffee \_\_\_\_\_ electricity \_\_\_\_\_ quality \_\_\_\_\_

rain \_\_\_\_\_ cheese \_\_\_\_\_ tank \_\_\_\_\_ advice \_\_\_\_\_ colour \_\_\_\_\_

#### Bibliography:

-MATOLA, Justino, et al., Livro do aluno- Inglês-10 classe: Plural Editores

-Murphy, R. (2002) English Grammar in Use, 2<sup>nd</sup> edition: Cambridge University Press

#### IV. Quantifiers

We use quantifiers to state the quantity or amount of something without using numbers. They answer the question “How many? /How much?”

Look:

	Countable	Uncountable	Examples	
<b>some</b>	X	X	Paul bought some apples.	I have some money.
<b>any</b>	X	X	Do you have any doubts?	Do you have any money?
<b>many</b>	X		I have many friends.	
<b>much</b>		X	I don't have much sugar.	
<b>few</b>	X		I know few people. I would like to know more.	
<b>a few</b>	X		I know a few people; I know enough people to make me happy.	
<b>little</b>		X	I know little French. It will be a problem if I travel to France.	
<b>a little</b>		X	I know a little French, at least enough to communicate.	
<b>enough</b>	X	X	I have enough pens.	I have enough money to buy a pen.
<b>plenty</b>	X	X	I have plenty of friends.	I have plenty of money.

#### Exercises

1. Complete the gaps using the following quantifiers: **much** **some** **(a) little** **(a) few** **many**

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-Murphy, R. (2002) English Grammar in Use, 2<sup>nd</sup> edition: Cambridge University Press

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- a) There are \_\_\_\_\_ rivers in Gaza.
- b) How \_\_\_\_\_ sugar do you need?
- c) Very \_\_\_\_\_ African people live in good health conditions.
- d) I know \_\_\_\_\_ Germany.
- e) I need \_\_\_\_\_ money to buy a dictionary.

### V. Let's read (1)

Why do you let your brother's children go to school? Demanded Obed's eldest son, John. He was twenty years old, a farmer who was working hard to buy himself a wife.

The girl - Ana - why waste money on her? It's not my money that is wasted, answered Obed. Her mother pays for her education, but, even so she won't be going to college. She has only a few more months of school. He laughed loudly. His sons looked puzzled. You don't understand, said Obed. Don't you know that I hope to become a chief? To become a chief, a man had to offer a large and expensive gift to the gods. Then he received the red hat, which was the mark of a chief, and there were days of celebration. Indeed, in the old days, a slave was put to death to celebrate this great event. It all cost a great deal of money. Well, what has that to do with Ana?' John asked. Ana and your sister Oddet will get married at about the same time. Their bride prices will come to me, and these days, people pay more for educated girls. Now his sons understood. So Ana's name will come true, they thought. She will truly become a "father's wealth". Unfortunately, her own father did not live to enjoy this wealth. But not to worry -Obed is almost a father to her now. They smiled at their father's cleverness. He needed money in order to become a boss. Ana's bride price will provide that money. She will marry a rich man, and make us rich too, they thought.

**(Adapted from The Bride Price by Buchi Emecheta, retold by Rosemary Border, published by Oxford University Press)**

### Exercises

1. Put T - true or F - false in the following sentences according to the text:

- a) Ana's father is dead. \_\_\_\_\_
- b) Obed pays for Ana to go to school. \_\_\_\_\_
- c) Obed needs a lot of money to become a chief. \_\_\_\_\_

### Bibliography:

- MATOLA, Justino, et al., Livro do aluno-Inglês-10 classe: Plural Editores
- Murphy, R. (2002) English Grammar in Use, 2<sup>nd</sup> edition: Cambridge University Press
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d) Ana's bride price will go to her mother. \_\_\_\_\_

2. Should women go to school? Why?

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## VI. Passive (is done/was done)

When we use an active verb, we say what the subject does:

- They built this school in 1982.
- We clean this room every day.

When we use the passive, we say what happens to the subject.

The passive is **be** (is/was, etc.) + **past participle** (done, eaten, cleaned, built, seen, etc.):

- This school **was built** in 1982.
- This room **is cleaned** every day.

If we want to say **who** or **what** causes the action, we use **by**... :

**Active:** Our ancestors built this school in 1982.

**Passive:** This school was built by our ancestors in 1982.

**Active:** Careless driving causes accidents.

**Passive:** Accidents are caused by careless driving.

**Active:** Ana accused me of stealing her pen.

**Passive:** I was accused by Ana of stealing her pen.

### Exercises

1. Complete each sentence using one of these verbs in the correct form, present or past:

#### Bibliography:

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-Murphy, R. (2002) English Grammar in Use, 2<sup>nd</sup> edition: Cambridge University Press

Cause **hold** **invite** **make** **show** **translate** **write**

- a) Many accidents **are caused** by dangerous driving.
- b) Cheese \_\_\_\_\_ from milk.
- c) You \_\_\_\_\_ to the wedding. Why didn't you go?
- d) A cinema is a place where films \_\_\_\_\_.
- e) In Mozambique, elections for president \_\_\_\_\_ every five years.
- f) Originally the book \_\_\_\_\_ in English, and a few years ago it \_\_\_\_\_ into Portuguese.

2. Write questions using the passive. Some are present and some are past.

- a) Ask about glass. (how/ make?)  
**How is glass made?**
- b) Ask about television. (when/ invent?)

\_\_\_\_\_

- c) Ask about mountains. (how / form?)

\_\_\_\_\_

- d) Ask about America. (when/ discover?)

\_\_\_\_\_

- e) Ask about smartphones. (what/ use for?)

\_\_\_\_\_

## VII. Verbs DO and MAKE.

- We use **DO** for actions, obligations, and repetitive tasks.

**Do:** good, business, one's best, (someone) a favour, one's hair, one's duty, etc.

### Examples

- Can you do the shopping?
  - I did my homework yesterday.
  - I want time to do some reading.
  - I will do my best to get good marks this year.
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- We use **MAKE** for creating or producing something, and for actions we choose to do.

### Bibliography:

-MATOLA, Justino, et al., Livro do aluno-Ingês-10 classe: Plural Editores

-Murphy, R. (2002) English Grammar in Use, 2<sup>nd</sup> edition: Cambridge University Press

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**Make:** an attempt, an effort, an offer, an excuse, a suggestion, a decision, an exception, enquiries, a phone call, a mistake, a noise, arrangements, a journey, progress, money, a profit, a fortune, love, a bed, a fire, war, peace, etc.

### Examples

- Luísa made a mistake.
- I will make a phone call to my father tomorrow.
- Can you please make a fire for me?
- Will you please stop making a noise?

### Exercises

#### 1. Put in **do** or **make**

- a) I want you to \_\_\_\_\_ the homework.
- b) He is \_\_\_\_\_ copies.
- c) I am just going to \_\_\_\_\_ a call.
- d) She is \_\_\_\_\_ the ironing.
- e) Excuse me, can you \_\_\_\_\_ me a favour.

**Remember: the past simple of DO is DID and the past simple of MAKE is MADE.**

### VIII. Present Perfect Simple

The Present Perfect Simple expresses an action or event that is still going on or stopped recently, but with consequence(s) in the present time.

Structure:

Subject+ have+/has+ Past Participle...

--Past Participle often ends in -ed (finished, played, copied, etc.), but many other verbs are irregular (lost, eaten, done, etc.).

Examples

- Ana **has come** back.
- I can't write. I **have cut** my right hand.

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-Murphy, R. (2002) English Grammar in Use, 2<sup>nd</sup> edition: Cambridge University Press

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- Marta **has lost** her pen.
- I **haven't finished** to copy yet.

### Exercises

1. Complete the sentences with the words in brackets. Use the Present Perfect or the Simple Past.

A: Have you ever been in Europe?

B: Yes, I \_\_\_\_\_. I (be) \_\_\_\_\_ in Europe several times. In fact, I (be) \_\_\_\_\_ in Europe last year.

A: Have you ever eaten at Mama Mia's?

B: Yes, I \_\_\_\_\_. I (eat) \_\_\_\_\_ there many times. In fact, I (eat) \_\_\_\_\_ there last night.

A: Have you ever talked to professor Gerson about your grades?

B: Yes, I \_\_\_\_\_. I (talk) \_\_\_\_\_ to him about my grades a couple of times.

### IX. Prepositions of time

Preposition of time is a word we use to discuss when a particular action or event takes place.

Here is a list of some prepositions of time: before, after, during, since, for, until, at, on, in, etc.

Compare **at**, **on** and **in**:

- They arrived **at** 7 o'clock.
- They arrived **on** Monday.
- They arrived **in** May. / They arrived **in** 2022.

We normally use:

**(at)** for a precise time

Examples

- Ana is on her way home **at** the moment.
- I have English classes **at** 11: 00 AM.
- We are going to see each other **at** noon.

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-MATOLA, Justino, et al., Livro do aluno-Inglês-10 classe: Plural Editores

-Murphy, R. (2002) English Grammar in Use, 2<sup>nd</sup> edition: Cambridge University Press

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(in) for months, years, centuries and long period

## Examples

- I was born **in** 1999.
- Abel will come back **in** July.
- Things will be harder **in** the future.

(on) for days and dates

## Examples

- Marta doesn't go to school **on** Saturdays.
- I went to the cinema **on** Sunday.
- My birthday is **on** 21<sup>st</sup> April.
- The Rome General Peace Treaty was signed **on** 4<sup>th</sup> October, 1992 in Rome.

**Exercises**

1. Put in **at**, **on** or **in**.

- a) Micas was born in Manica \_\_\_\_\_ 1999.
- b) I haven't seen Kate for a few days. I last saw her \_\_\_\_\_ Tuesday.
- c) The price of electricity is going up \_\_\_\_\_ October.
- d) The course begins \_\_\_\_\_ 7<sup>th</sup> April and ends sometime \_\_\_\_\_ June.
- e) I don't like driving \_\_\_\_\_ night.
- f) I will be working \_\_\_\_\_ five years' time.

**X. Prepositions of place**

Preposition of place is a word indicating the location or position of something..

Here is a list of some prepositions of place: in, behind, between, under, in front of, beside, on, at, above, next to, inside, near, outside, etc.

**At/ in/ on**

In general, we use:

**(at)** for a point

**(in)** for an enclosed space

**Bibliography:**

-MATOLA, Justino, et al., Livro do aluno-Inglês-10 classe: Plural Editores

-Murphy, R. (2002) English Grammar in Use, 2<sup>nd</sup> edition: Cambridge University Press

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**(on)** for a surface

<b>at</b> (point)	<b>in</b> (enclosed space)	<b>on</b> (surface)
at the corner	in the garden	on the wall
at the bus stop	in Maputo	on the ceiling
at the door	in a box	on the floor
at the top of the page	in my pocket	on the carpet
at school	in hospital	on a page
at home	in the sky	on a road
at a party	in bed	on a train

Examples

- Gaspar is **at** the bus stop.
- Luis is sitting **on** the floor.
- Anita's mother is **in** hospital.

**Exercises**

1. Put in **in**, **on** or **at**.

- a) My train arrives at 11:30. Can you meet me \_\_\_\_\_ the station?
- b) Some people are \_\_\_\_\_ prison for crimes that they did not commit.
- c) We spent a few days \_\_\_\_\_ Chimoio.
- d) Our flat is \_\_\_\_\_ the second floor of the building.

## **XI. Let's read (2)**

### **What is Facebook?**

Facebook is a social networking website launched in February 2004. It is operated and privately owned by Facebook, Inc.

Users can add people as friends and send them messages and update their personal profiles to notify friends about themselves. Additionally, users can join workplace, school or college's networks. The website's name stems from the colloquial name of books given to students at the start of the academic year by US's university administrations, with the intention of helping students to get to know each other better.

### **Bibliography:**

- MATOLA, Justino, et al., Livro do aluno-Inglês-10 classe: Plural Editores
  - Murphy, R. (2002) English Grammar in Use, 2<sup>nd</sup> edition: Cambridge University Press
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Today anyone over the age of 13 can become a Facebook user.

Facebook was founded by Mark Zuckerberg with his college roommates and fellow computer science students Eduardo Saverin, Dustin Moskovitz and Chris Hughes. The website's membership was initially limited by the founders to Harvard students, but was then expanded to other colleges in the Boston area, the Ivy League and Stanford University. It later expanded further to include (potentially) any university students, then high school students and, finally, to anyone aged 13 and above (...)

The website currently has more than 400 million active users worldwide.

<http://en.wikipedia.org> (adapted)

### Exercises

1. Say whether the following statements are TRUE or FALSE.
  - a) Facebook is a well-known photographer's book. \_\_\_\_\_
  - b) Facebook is a social networking website. \_\_\_\_\_
  - c) Facebook was founded by Mark Zuckerberg with his college roommates and fellow computer science students Eduardo Saverin, Dustin Moskovitz and Chris Hughes.  
\_\_\_\_\_
  - d) If you have a Facebook account, you can add friends to it, but you can't send them messages.  
\_\_\_\_\_
  - e) At first it was used only by university students. \_\_\_\_\_
  - f) Nowadays anyone over the age of 13 can become a Facebook user. \_\_\_\_\_
2. Write a composition about the importance of technology in our country.

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### Bibliography:

- MATOLA, Justino, et al., Livro do aluno-Ingês-10 classe: Plural Editores
- Murphy, R. (2002) English Grammar in Use, 2<sup>nd</sup> edition: Cambridge University Press