



**REPÚBLICA DE MOÇAMBIQUE**  
**MINISTÉRIO DA EDUCAÇÃO E DESENVOLVIMENTO HUMANO**

**Programa de Ensino da Disciplina de**  
**Língua Inglesa**  
**Ensino Secundário**  
**1º Ciclo**



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## **Prefácio**

### **Caros Professores!**

Os programas que tendes em vossas mãos resultam de uma revisão para acomodar a Lei n.º 18/2018, de 28 de Dezembro, do Sistema Nacional de Educação (SNE), que introduziu reformas no sistema educativo moçambicano, com destaque para a elevação da escolaridade obrigatória para nove classes (1.ª a 9.ª classes), passando cada ciclo de aprendizagem do Ensino Secundário (ES) a ser constituído por três classes, sendo o 1.º ciclo da 7.ª a 9.ª classe e o 2.º ciclo da 10.ª a 12.ª classe.

Estamos cientes que estes programas reflectem uma nova visão do Ensino Secundário, assente no desenvolvimento de um conjunto de conhecimentos, habilidades, atitudes e valores, que permitam ao graduado enfrentar os desafios que surgem na sua vida, na família, na comunidade, no país e no mundo, marcados por uma economia global cada vez mais moderna, exigente e competitiva.

Caros professores, os programas em alusão são, em parte, o reflexo da vossa imagem, pois resultam do trabalho abnegado de técnicos do Ministério da Educação e Desenvolvimento Humano (MINEDH), de professores de reconhecido mérito e experiência, representantes de diferentes escolas de todo o País, que colocaram o seu saber ao serviço da revisão dos mesmos, a quem servimo-nos desta oportunidade para agradecer.

A vós professores, de quem depende em grande medida a implementação destes programas, apelamos à consulta constante das sugestões metodológicas apresentadas, à planificação de aulas com criatividade e inovação, bem como à reflexão sobre as práticas pedagógicas, para levar a cabo a nobre e gratificante tarefa de formar jovens que contribuirão para o desenvolvimento do País.

CARMELITA RITA NAMASHULUA

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MINISTRA DA EDUCAÇÃO E DESENVOLVIMENTO HUMANO

## Introduction

In Mozambique, the Constitution of the Republic advocates education as a right and duty of all Mozambicans, an instrument for improving the living conditions of citizens. In this context, the Strategic Education Plan (PEE) 2020-2029 establishes that education must train citizens with knowledge, skills, moral and civic values, capable of contributing to the development of a cohesive society adapted to the changing world. To this end, the sector should implement an inclusive, equitable, efficient and innovative national system capable of ensuring quality learning that promotes lifelong sustainability.

Education should contribute to improving quality by providing students with relevant and appropriate learning to the country's socio-economic context, to meet today's challenges through a diversified, flexible and professional curriculum. It should also expand the universe of choices, training young people both for further studies and for the labour market and self-employment in the region and in the world.

The phenomenon of the world's growing globalization and the consequent need for an efficient language of communication has made the English language fundamental today throughout the world. It is the international language, and it is for travel and business. Mastery of the language means growth, development and, above all, better conditions to keep up with the rapid changes that have come to occur. Thus, it opens the door to personal, professional and cultural development.

In this context, the English subject aims to respond to one of the increasingly modern market demands that appeals to communicative skills, the field of information technologies, rapid and effective resolution of problems.

Therefore, the general teaching approach adopted for secondary education in Mozambique is the Communicative Language Teaching (CLT). The teaching methods, procedures and techniques will be selected according to the specific goals, conditions and resources available to the teacher and students. Thus, the learning results should translate the ability to carry out a concrete task, that is, the students must be able to develop the communicative and linguistic competencies.

## **Competencies of English Language Subject to be developed in the 1<sup>st</sup> cycle**

The Secondary Education Curriculum plan establishes skills to be developed in this education subsystem. Thus, at the end of the 1<sup>st</sup> cycle, in this subject, the student:

- use the language to solve everyday problems;
- understand the facts, description of events, feelings and wishes in personal letters, simple poems and stories (local and traditional);
- write simple connected texts on topics that are familiar or of personal interest, personal letters, invitations, business letters and simple stories;
- understand the main points of clear standard speech on familiar matters regularly encountered at work, school, leisure (songs, local and traditional stories), radio or TV programmes on current affairs or topics of personal or professional interest;
- communicate with foreigners and for academic purposes at regional and international level.

## **Objectives of the English Language Subject in the 1<sup>st</sup> cycle**

Teaching objectives announce what the student should be able to do or know. Thus, at the end of the 1<sup>st</sup> cycle in this subject, the student should be able to:

- cope linguistically in a range of everyday situations, which require a largely predictable use of language.
- acquire a general basic ability to communicate in a limited number of the most familiar situations in which language is used.
- recognise basic language patterns, respond appropriately to simple commands and questions in English
- recognise the written forms or familiar spoken language and predict meaning of key words in a simple story, poem or song.
- copy/write words, phrases and simple sentences.
- describe people, activities and objects from school, home and community.

- use common words to identify simple geography vocabulary in English and recognise currency of the countries where English is spoken and compare values with Mozambican currency.
- understand the main idea of simple texts, comprehend illustrated stories, follow instructions in English given at one step at a time for a wide range of activities.
- raise and answer questions in a structured form as well as comprehend written classroom directions.
- present simple written or oral report on familiar topics, read, retell and summarise literary works,
- use English vocabulary to identify basic earth science contents like mountain range, coast and desert.

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## Overview of the Units of First Cycle of Secondary Education

Grade 7	Grade 8	Grade 9
<ol style="list-style-type: none"> <li>1. Greetings and Introductions</li> <li>2. School</li> <li>3. The family and friends</li> <li>4. The Human body - Health and Nutrition</li> <li>5. The home and Community</li> <li>6. The Environment</li> <li>7. Aquatic life</li> <li>8. Transport and Communication</li> <li>9. Entertainment and Sports</li> </ol>	<ol style="list-style-type: none"> <li>1. English in Mozambique</li> <li>2. Modern and traditional medicine</li> <li>3. Customs and traditions</li> <li>4. Farming</li> <li>5. Shopping</li> <li>6. Tourism and wildlife</li> <li>7. Managing our planet</li> <li>8. Health and fitness</li> <li>9. Occupation and professions</li> </ol>	<ol style="list-style-type: none"> <li>1. English in the Business World Today</li> <li>2. Importance of Education</li> <li>3. Human Rights and Gender</li> <li>4. Growing economy through farming</li> <li>5. Doing business</li> <li>6. School subjects and future professions</li> <li>7. Science and Technology in the 21<sup>st</sup> Century</li> <li>8. Successful and Famous People</li> <li>9. Life after school</li> </ol>

# **Syllabus – Grade 7**

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## Unit 1. Greeting and introductions

Specific objectives <i>Students should be able to:</i>	Contents	Learning Results for the <i>Students:</i>	Hours
<ul style="list-style-type: none"> <li>- spell the words in English</li> <li>- introduce themselves to others</li> <li>- greet and respond formally and informally</li> <li>- count numbers</li> <li>- talk about countries and nationalities</li> </ul>	<ul style="list-style-type: none"> <li>• English alphabet (consonants and vowels);</li> <li>• Introducing oneself and others;</li> <li>• Greeting formally and informally;</li> <li>• Numbers (0 to 20);</li> <li>• Countries and nationalities.</li> </ul> <p><i>Language function</i></p> <ul style="list-style-type: none"> <li>• Asking and answering questions</li> <li>• Counting and writing numbers</li> </ul> <p><i>Vocabulary</i></p> <ul style="list-style-type: none"> <li>• Hello, good morning afternoon/evening</li> <li>• Good-bye, good-night</li> </ul> <p><i>Grammar</i></p> <ul style="list-style-type: none"> <li>• Personal pronouns</li> <li>• Verb to be (affirmative)</li> <li>• Verb to be - questions and negatives (long and short forms)</li> <li>• Possessive adjectives</li> <li>• Wh - question words (where, what and how)</li> <li>• Countable and uncountable nouns</li> <li>• Article (a, an, the)</li> <li>• The plural of nouns</li> </ul>	<ul style="list-style-type: none"> <li>• spell words in English</li> <li>• introduce themselves and others</li> <li>• greet others in formal/informal way</li> <li>• use different ways to say goodbye</li> <li>• identify parts of the day</li> <li>• ask and answer questions about their personal information</li> </ul>	16

## **Methodologies**

In this unit, to achieve the objectives, the teacher should focus on: interactive and visual approaches that involve activities such as: introducing sounds and mixing them into words using phonics; using visual aids like flashcards and charts; organizing interactive spelling games and activities; providing examples and modeling self-introductions; facilitating role-playing activities for practicing language in context; explaining formal and informal greetings with examples and role-playing scenarios; introducing numbers through visual aids and counting games; and teaching vocabulary related to countries and nationalities through maps, quizzes, and discussions; using flash cards, songs on the English Alphabet, role plays on greetings and introduction and practice dialogues in pairs.

## Unit 2. School

Specific objectives <i>Students should be able to:</i>	Contents	Learning Results for the Students:	Hours
<ul style="list-style-type: none"> <li>- locate places in and around the school</li> <li>- ask for and tell the time</li> <li>- express information about daily activities</li> <li>- respond to classroom commands</li> <li>- name what should be done to maintain a healthy environment at school</li> </ul>	<ul style="list-style-type: none"> <li>• Location of places in and around the school;</li> <li>• Telling the time;</li> <li>• Days of the week;</li> <li>• Timetable;</li> <li>• Numbers from 0 to 100;</li> <li>• Classroom commands;</li> <li>• Healthy environment in school.</li> </ul> <p><i>Language function</i></p> <ul style="list-style-type: none"> <li>• Giving and following instructions;</li> <li>• Locating and describing places;</li> <li>• Counting and writing numbers;</li> <li>• Asking and telling the time.</li> </ul> <p><i>Vocabulary</i></p> <p>Teacher, head-teacher, class leader, classmate, student; desks, chair, blackboard, chalk, window, door, head teacher's office, schoolyard, cafeteria, etc.</p> <p><i>Grammar</i></p> <ul style="list-style-type: none"> <li>• Imperatives</li> <li>• This/that, There is/are</li> <li>• Wh-question words "What"</li> <li>• Demonstrative pronouns</li> <li>• Present simple (general rule)</li> <li>• Wh - question words (what and when)</li> <li>• Auxiliary verb "to do"</li> </ul>	<ul style="list-style-type: none"> <li>• locate and name places at school</li> <li>• ask and tell the time</li> <li>• form the plural of nouns</li> <li>• relate the days of the week to their timetable</li> <li>• respond to classroom commands</li> <li>• distinguish health and unhealthy school environment</li> </ul>	22

## **Methodologies**

In this unit the teacher should use: games “Simon says” and Total Physical Response (TPR) to teach classroom commands by demonstrating actions and having students follow along; visual aids and realia such as maps, pictures, and real-life objects to help students locate places in and around the school; role-playing and simulations to create scenarios where students can practice asking for and telling the time and expressing information about daily activities, and responding to classroom commands.

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### Unit 3. The Family and friends

Specific objectives <i>Students should be able to:</i>	Contents	Learning Results for the <i>Students:</i>	Hours
<ul style="list-style-type: none"> <li>- identify family ties</li> <li>- express information about families</li> <li>- give personal descriptions related to family</li> </ul>	<ul style="list-style-type: none"> <li>• Family tree (nuclear and extended);</li> <li>• Clothes and colours.</li> </ul> <p><i>Language function</i></p> <ul style="list-style-type: none"> <li>• Describing members of the family;</li> </ul> <p><i>Vocabulary</i></p> <p><b>Family</b> - Mother, father, brother, sister, grandmother /father, aunt, uncle, cousin, husband, wife, son daughter, mom, dad, niece, nephew, grandson/ daughter, baby.</p> <p><b>Friends</b> – partner, girl, boy, classmate, etc.</p> <p><i>Grammar</i></p> <ul style="list-style-type: none"> <li>• Present simple;</li> <li>• Possessive case;</li> <li>• Adjectives;</li> <li>• Yes / No questions;</li> <li>• Definite and indefinite articles;</li> <li>• Countable and uncountable nouns;</li> <li>• Quantifiers “How many” / “how much”;</li> <li>• Verb “to have got”;</li> <li>• Quantifiers: “some” and “any”;</li> <li>• Possessive adjectives;</li> <li>• The verb “to look like”;</li> <li>• Modal verb of advice (should/shouldn’t).</li> </ul>	<ul style="list-style-type: none"> <li>• identify members of the families (nuclear and extended family)</li> <li>• use adjectives to describe the members of family</li> <li>• identify colours and articles of clothing (adjectives of quality)</li> <li>• describe the members of the family (physical, for age, background, domicile, etc.)</li> </ul>	29

## **Methodologies**

In this unit, to achieve the objectives, the teacher should: use family tree diagrams to visually illustrate family relationships; use flashcards with pictures and labels of different family members (e.g., mother, father, siblings); involve students in role-playing activities where they act out different family roles and relationships; provide prewritten dialogues where students can practice asking and answering questions about family; assign students to write short paragraphs describing their families, guiding them to include details like the number of members, their names, and a few characteristics of each person.



## Unit 4. The Human body- Health and nutrition

Specific objectives <i>Students should be able to:</i>	Contents	Learning Results for the Students:	Hours
<ul style="list-style-type: none"> <li>- name parts of the body</li> <li>- identify good hygiene habits</li> <li>- identify healthy and unhealthy food</li> <li>- express likes and dislikes</li> </ul>	<ul style="list-style-type: none"> <li>• Parts of the human body;</li> <li>• Hygiene habits;</li> <li>• Healthy and Unhealthy food;</li> <li>• Likes and dislikes.</li> </ul> <p><i>Language function</i></p> <ul style="list-style-type: none"> <li>• Describing;</li> <li>• Expressing likes and dislikes;</li> <li>• Giving advice and suggestions.</li> </ul> <p><i>Vocabulary</i></p> <p>Human Body: head, neck, arms, hands, legs, foot/feet, etc</p> <p>Food: “<i>xima</i>”, rice, soup, bread, beef, chicken, goat, fish, prawns, coconut, cashews, pineapple, banana, oranges, mangoes, beans, onions, tomatoes, potatoes, corn, carrots, lettuce, peanuts, salt, curry, chicken stock, garlic.</p> <p><i>Grammar</i></p> <ul style="list-style-type: none"> <li>• Imperative;</li> <li>• Review demonstrative pronouns;</li> <li>• Suggestions (should);</li> <li>• Sequence markers (first, after, before, after that, finally);</li> <li>• Past tense (irregular-did);</li> <li>• Present continuous.</li> </ul>	<ul style="list-style-type: none"> <li>• identify parts of the human body</li> <li>• give and follow simple instructions related to hygiene, health and nutrition</li> <li>• identify basic rules of hygiene</li> <li>• make suggestions about good hygiene habits;</li> <li>• select and eat healthy food</li> <li>• talk about local foods of the community</li> <li>• express likes and dislikes in regard to food and drinks</li> </ul>	17

## **Methodologies**

In this unit, to achieve the objectives, the teacher should: use flashcards or interactive diagrams where students can match body parts with their names; use role-playing scenarios where students act out different hygiene habits such as washing hands, brushing teeth, etc.; sort activities where students categorize pictures or actual food items into "healthy" and "unhealthy" groups; pair activities where students express their preferences using simple sentences like "I like..." or "I don't like..."

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## Unit 5. The Home and Community

Specific objectives <i>Students should be able to:</i>	Contents	Learning Results for the <i>Students:</i>	Hours
<ul style="list-style-type: none"> <li>- identify different types of houses</li> <li>- identify parts of a house and their use</li> <li>- identify common household objects</li> <li>- expressing daily household activities</li> <li>- name places in the community</li> </ul>	<ul style="list-style-type: none"> <li>• Types of houses;</li> <li>• Parts of a house;</li> <li>• Common household objects;</li> <li>• Daily household activities;</li> <li>• Public places in the community.</li> </ul> <p><i>Language function</i></p> <ul style="list-style-type: none"> <li>• Describing;</li> <li>• Agreeing and disagreeing;</li> </ul> <p><i>Vocabulary</i></p> <p>Sitting room, bedroom, kitchen, etc.</p> <p>Dishes, table, chairs, straw mat, bed, washing tank, etc.</p> <p><i>Grammar</i></p> <ul style="list-style-type: none"> <li>• Prepositions of place (at, in, on, under, behind, between);</li> <li>• Review demonstrative pronouns;</li> <li>• Quantifiers (many, few, little, much);</li> <li>• There is/are (review);</li> <li>• Wh-question words (where);</li> <li>• Review Present continuous;</li> <li>• Past continuous;</li> <li>• Modal verbs “can/may”.</li> </ul>	<ul style="list-style-type: none"> <li>• identify types of houses in the community</li> <li>• talk about the use of the parts of the house</li> <li>• identify the furniture of different parts of the house</li> <li>• describe the use of common household objects</li> <li>• caution when handling household objects</li> <li>• locate the position of objects in a home</li> <li>• ask and respond to questions about objects of common use</li> <li>• describe basic daily activities in and around home</li> <li>• identify public places in the community</li> </ul>	23

### Methodologies

In this unit, to achieve the objectives, the teacher should: use pictures, diagrams, or flashcards to illustrate different types of houses, parts of a house, household objects, and community places; role-play scenarios related to daily household activities, such as setting the table, doing laundry, or cleaning the house;

encourage students to make a collage or poster showcasing common household objects or community places, labeling each item with its name.

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## Unit 6. The Environment

Specific objectives <i>Students should be able to:</i>	Contents	Learning Results for the <i>Students:</i>	Hours
<ul style="list-style-type: none"> <li>- describe the environment</li> <li>- suggest ways to address environmental issues in the community</li> <li>- identify opportunities for young people to participate in environmental issues</li> <li>- describe their community environment</li> <li>- identify the days of the months</li> <li>- identify the weather and the seasons of the year</li> <li>- describe the ways of preserving and protecting the environment</li> </ul>	<ul style="list-style-type: none"> <li>• The environment;</li> <li>• Ways to address environmental issues in the community;</li> <li>• Opportunities for young people to participate in environmental issues;</li> <li>• Months of the year;</li> <li>• Weather and season;</li> <li>• Preserving and protecting the environment.</li> </ul> <p><i>Language function</i></p> <ul style="list-style-type: none"> <li>• Comparing and contrasting;</li> <li>• Describing;</li> <li>• Giving advice and suggestions.</li> </ul> <p><i>Vocabulary</i></p> <p>Domestic and wild animals, rivers, ocean, lake, rain, sun, moon, clouds, stars, trees, plants, flowers, etc.</p> <p><i>Grammar</i></p> <ul style="list-style-type: none"> <li>• Connectors (and, but, because, or, etc.);</li> <li>• Modal verb-expressing suggestion (should; may; can);</li> <li>• Future simple: “will”;</li> <li>• First conditional;</li> <li>• Modal of suggestion and advice “should”;</li> <li>• Probability “may”;</li> <li>• Do and Don’t, must and mustn’t.</li> </ul>	<ul style="list-style-type: none"> <li>• explain how to deal with environmental issues</li> <li>• identify opportunities for young people to participate in environmental issues</li> <li>• identify things that make up the environment of their community</li> <li>• name the seasons of the year and describe the weather of each of them</li> <li>• give suggestion and advice related to the weather</li> <li>• identify ways to preserve and protect environment</li> </ul>	27

## Methodologies

In this unit, to achieve the objectives, the teacher should: take students on nature walks or visits to local parks to observe and describe different environments firsthand; use pictures, videos, and diagrams to illustrate various environments such as forests, oceans, deserts, etc.; facilitate brainstorming sessions where students can share ideas on how they can contribute to addressing local environmental challenges; encourage students to participate in local cleanup events, tree planting initiatives, or community gardens.; use interactive calendars to teach students the days of the month, incorporating environmental themes such as Earth Day or World Oceans Day; have students keep weather journals where they record daily observations of temperature, precipitation, and other weather patterns; create scenarios where students role-play as environmental guardians faced with various conservation challenges; organize hands-on activities like planting trees, creating compost bins, or building bird feeders to demonstrate practical ways of preserving the environment.

## Unit 7. Aquatic life

Specific objectives <i>Students should be able to:</i>	Contents	Learning Results for the <i>Students:</i>	Hours
<ul style="list-style-type: none"> <li>- talk about the importance of aquatic life</li> <li>- identify instruments used for fishing</li> <li>- distinguish small scale and industrial fishing</li> <li>- talk about the importance of fishing</li> <li>- identify the harmful effects of fishing</li> <li>- talk about the impact of industrial/factory pollution</li> <li>- discuss the behavioural aspects that can put in danger different aquatic species</li> </ul>	<ul style="list-style-type: none"> <li>• The importance of aquatic life;</li> <li>• Instruments for fishing;</li> <li>• Small scale and industrial fishing;</li> <li>• Importance of fishing;</li> <li>• The harmful effects of fishing;</li> <li>• The impact of industrial/factory pollution;</li> <li>• Behavioural aspects that can put in danger different aquatic species.</li> </ul> <p><i>Language function</i></p> <ul style="list-style-type: none"> <li>• Agreeing or disagreeing;</li> <li>• Comparing and contrasting;</li> <li>• Describing;</li> <li>• Giving advice and suggestions.</li> </ul> <p><i>Vocabulary</i></p> <p>River, ocean, lake, fishes, plants, flowers, etc.</p> <p><i>Grammar</i></p> <ul style="list-style-type: none"> <li>• “Going to” expressing future;</li> <li>• Present perfect (regular verbs);</li> <li>• Compound nouns;</li> <li>• Modals “must” and “mustn’t”.</li> </ul>	<ul style="list-style-type: none"> <li>• mention the importance of aquatic life</li> <li>• describe small scale and industrial fishing</li> <li>• explain the importance of fishing</li> <li>• describe the harmful techniques used for fishing</li> <li>• describe the ways of preserving aquatic life</li> </ul>	17

## **Methodologies**

In this unit, to achieve the objectives, the teacher should: start by initiating a group discussion about the importance of aquatic life; encourage students to share their thoughts and experiences related to aquatic environments, such as oceans, rivers and lakes; use flashcards to illustrate the diversity of aquatic life and its significance in ecosystems; use visual presentations to discuss the harmful effects of fishing, such as overfishing, bycatch, habitat destruction and pollution; include images, graphs and infographics to convey complex concepts in a more accessible format; encourage students to ask questions and engage in discussions about potential solutions and alternatives to unsustainable fishing practices.



## Unit 8. Transport and Communication

Specific objectives <i>Students should be able to:</i>	Contents	Learning Results for the <i>Students:</i>	Hours
<ul style="list-style-type: none"> <li>- identify common means of transport</li> <li>- distinguish the types of insurance</li> <li>- use vocabulary related to professions and transport</li> <li>- use vocabulary related to communication</li> <li>- ask/tell the distance and time taken for travelling</li> <li>- talk about different types of roads</li> <li>- talk about the major bridges in Mozambique</li> <li>- identify rules for road safety</li> </ul>	<ul style="list-style-type: none"> <li>• Means of transport;</li> <li>• Types of insurance;</li> <li>• Professions related to transport;</li> <li>• Means of communication;</li> <li>• Distance and time taken for travelling;</li> <li>• Types of roads;</li> <li>• Major bridges in Mozambique;</li> <li>• Rules for road safety.</li> </ul> <p><i>Language function</i></p> <ul style="list-style-type: none"> <li>• Agreeing or disagreeing;</li> <li>• Comparing and contrasting;</li> <li>• Describing;</li> <li>• Giving advice and suggestions.</li> </ul> <p><i>Vocabulary</i></p> <ul style="list-style-type: none"> <li>• Truck, car, bus, train, boat, bicycle, motorbike, airplane, helicopter, donkey/cows and cart.</li> <li>• Train station, bus station/ stop, garage, airport;</li> <li>• Bus driver, truck driver, pilot, mechanic;</li> <li>• Telephone, post, fax, email, television, radio.</li> </ul> <p><i>Grammar</i></p> <ul style="list-style-type: none"> <li>• Future simple – “will” and “going to” review;</li> <li>• Past perfect (regular verbs);</li> <li>• Review present perfect</li> <li>• Review present continuous;</li> <li>• Wh-questions “How”;</li> <li>• Review past perfect;</li> <li>• Passive form (present);</li> </ul>	<ul style="list-style-type: none"> <li>• identify means of transport</li> <li>• name places related to transport</li> <li>• ask and say how people get to a certain place</li> <li>• talk about different types of insurance</li> <li>• identify professions related to transport</li> <li>• identify various means of communication</li> <li>• ask and tell how far away is a place</li> <li>• ask and tell how long it takes to travel to a place</li> <li>• distinguish the different types of roads</li> <li>• identify the major bridges in Mozambique</li> <li>• identify road safety rules adapted to the community</li> </ul>	23

	<ul style="list-style-type: none"> <li>• Review adverbs of frequency;</li> <li>• Imperatives.</li> </ul>		
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## Methodologies

In this unit, to achieve the objectives, the teacher should: Start with visual aids like pictures or flashcards showing various means of transport (car, bus, bicycle, etc.); conduct a group discussion or brainstorming session to list different modes of transport students are familiar with; create simple scenarios where different types of insurance (e.g., health, car, home) are needed, and discuss the purpose of each; create dialogues or scenarios where students use profession and transport-related vocabulary in context; use role-play scenarios where students practice communication in various contexts (e.g., asking for directions, making phone calls); create worksheets or exercises where students practice asking and telling about distances and travel times; show pictures or videos of major bridges in Mozambique and discuss their significance and features; present road safety rules through visual aids like posters or infographics and engage students in role-playing scenarios where they demonstrate following road safety rules.

## Unit 9. Entertainment and Sports

Specific objectives <i>Students should be able to:</i>	Contents	Learning Results for the <i>Students:</i>	Hours
<ul style="list-style-type: none"> <li>- talk about sports and the different leisure activities</li> <li>- compare and contrast preferences on sports, entertainment and leisure activities between parents and teenagers</li> <li>- talk about sport personalities in Mozambique</li> </ul>	<ul style="list-style-type: none"> <li>• Different leisure activities;</li> <li>• Preferences on sports, entertainment and leisure activities;</li> <li>• Sports personalities in Mozambique.</li> </ul> <p><i>Language function</i></p> <ul style="list-style-type: none"> <li>• Asking and answering questions</li> <li>• Comparing and contrasting;</li> <li>• Describing</li> <li>• Expressing likes and dislikes</li> <li>• Expressing opinions and advice on sports and entertainment</li> </ul> <p><i>Vocabulary:</i> Tennis, stadium...; Cinema and film concerts, theatre, disco, orchestra...</p> <p><i>Grammar:</i></p> <ul style="list-style-type: none"> <li>• Comparative adjectives (short);</li> <li>• Past simple review;</li> <li>• Present and past simple.</li> </ul>	<ul style="list-style-type: none"> <li>• read short texts about different leisure activities</li> <li>• identify popular sports and leisure activities</li> <li>• ask and answer questions about hobbies, sports and preferences activities</li> <li>• describe local and national famous sportspersons</li> </ul>	16

## **Methodologies**

In this unit, to achieve the objectives, the teacher should: use pictures to demonstrate various sports and leisure activities; compare and contrast preferences on sports, entertainment and leisure activities between parents and teenagers; divide the class into groups representing parents and teenagers, and have them debate their preferences, reasons and perspectives; provide biographical information about famous Mozambican sports personalities, highlighting their achievements and contributions; encourage students to create artworks, write a short text, or make presentations celebrating Mozambican sports personalities and their accomplishments.

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# **Syllabus – Grade 8**

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## Unit 1. English in Mozambique

Specific objectives <i>Students should be able to:</i>	Contents	Learning Results for the <i>Students:</i>	Hours
<ul style="list-style-type: none"> <li>- talk about major languages in the world</li> <li>- identify English speaking countries around Mozambique</li> </ul>	<ul style="list-style-type: none"> <li>• Major languages in the world (English, French, Spanish, Mandarin, Portuguese, etc.);</li> <li>• The importance of English in Mozambique;</li> <li>• English speaking countries surrounding Mozambique.</li> </ul> <p><i>Language Function</i></p> <ul style="list-style-type: none"> <li>• Accepting suggestions;</li> <li>• Agreeing and disagreeing;</li> <li>• Arguing /explaining;</li> <li>• Asking for and giving reasons;</li> <li>• Expressing opinion.</li> </ul> <p><i>Vocabulary</i></p> <ul style="list-style-type: none"> <li>• Languages;</li> <li>• Professions;</li> <li>• Occupations;</li> <li>• Nationalities;</li> <li>• Countries;</li> <li>• Geography;</li> <li>• Means of communications;</li> <li>• Trade, commerce, tourism, industry.</li> </ul> <p><i>Grammar</i></p> <ul style="list-style-type: none"> <li>• Review present and past simple;</li> <li>• Connectors (and, but, because <i>and</i> or);</li> </ul>	<ul style="list-style-type: none"> <li>• identify the major languages in the world</li> <li>• ask and answer questions about the importance of English in Mozambique</li> <li>• name English speaking countries surrounding Mozambique</li> <li>• talk about geographical boundaries or borders of Mozambique (countries surrounding)</li> </ul>	09

	<ul style="list-style-type: none"> <li>• Modals (can/can't);</li> <li>• Adverbs of frequency.</li> </ul>		
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### Methodologies

In this unit, to achieve the objectives, the teacher should: provide each student with a world map, assign each student a major language (English, French, Spanish, Mandarin, Portuguese, etc.). Have them research and mark the countries where their assigned language is spoken. Use stickers or color coding for visual representation; create flashcards with common phrases in English, and practice pronunciation and use them in simple dialogues; divide the class into small groups; distribute each group a specific aspect of English's importance in Mozambique (e.g., education, business, tourism, international relations); provide a map of Southern Africa and have students highlight English-speaking countries surrounding Mozambique (e.g., South Africa, Zimbabwe, Zambia); discuss the reasons for English being spoken in these countries (colonial history, official language status).

## Unit 2. Modern and traditional medicine

Specific objectives <i>Students should be able to:</i>	Contents	Learning Results for the <i>Students:</i>	Hours
<ul style="list-style-type: none"> <li>- compare and contrast modern and traditional medicine</li> <li>- identify the differences between doctors, traditional and religious healers</li> <li>- talk about disadvantages of self-medication</li> <li>- discuss how medicine has made differences on our lives</li> <li>- talk about the latest developments in modern medicine</li> </ul>	<ul style="list-style-type: none"> <li>• Modern and traditional medicine;</li> <li>• The role of the modern and traditional medicine;</li> <li>• The differences between doctors, traditional and religious healers;</li> <li>• Disadvantages of self-medication;</li> <li>• Latest development in modern medicine.</li> </ul> <p><i>Language function</i></p> <ul style="list-style-type: none"> <li>• Asking for and giving advice</li> <li>• Comparing and contrasting;</li> <li>• Debate on modern and traditional medicine</li> <li>• Asking for and giving information</li> <li>• Expressing feelings, opinions and reasons</li> </ul> <p><i>Vocabulary:</i></p> <p>Vocabulary related to modern and traditional medicine (doctor, bush doctor/witchdoctor, healer, herbal medicine, vaccine, syringe, needle, blade, scissors, etc.)</p> <p><i>Grammar</i></p> <ul style="list-style-type: none"> <li>• Review present continuous;</li> <li>• Future – going to / will;</li> <li>• Adjectives (Normal degree);</li> <li>• Conditionals (zero and first);</li> <li>• Quantifiers (few/a few, some, many).</li> </ul>	<ul style="list-style-type: none"> <li>• distinguish modern and traditional medicine</li> <li>• explain pros and cons of modern and traditional medicine</li> <li>• discuss the impact of faith in curing spiritual diseases</li> <li>• explain the consequences of self-medication</li> <li>• express concerns on different ways of preventing and curing diseases through modern and traditional medicine</li> <li>• explain the impact of modern developments in medicine in people's lives (heart transplant, plastic surgery, artificial limbs)</li> </ul>	15



## **Methodologies**

In this unit, to achieve the objectives, the teacher should: start with a lecture drafting key concepts and principles of both modern and traditional medicine. Encourage students to discuss similarities, differences and cultural contexts; use visual aids such as diagrams or charts to illustrate the differences in training, belief systems and practices among doctors, traditional healers and religious healers; divide the class into groups and assign each group an opinion on self-medication (e.g., for, against, neutral); encourage students to reflect on their own experiences with medicine, either as patients or caregivers, and share how medical interventions have impacted their lives.

### Unit 3. Customs and traditions

Specific objectives <i>Students should be able to:</i>	Contents	Learning Results for the <i>Students:</i>	Hours
<ul style="list-style-type: none"> <li>- talk about the importance and impact of traditions, customs and rites</li> <li>- identify different initiation rites and traditional ceremonies</li> <li>- mention different ways of addressing social norms</li> </ul>	<ul style="list-style-type: none"> <li>• Importance and impact of traditions, customs and rites;</li> <li>• Initiation rites and traditional ceremonies;</li> <li>• Roles played by boys and girls in different community activities;</li> <li>• Ways of addressing social norms;</li> <li>• Sex and sexually transmitted disease.</li> </ul> <p><i>Language function</i></p> <ul style="list-style-type: none"> <li>• Asking for and giving examples;</li> <li>• Agreeing and disagreeing;</li> <li>• Comparing and contrasting;</li> <li>• Expressing opinion/points of view;</li> <li>• Relating with others according to social norms;</li> <li>• Describing.</li> </ul> <p><i>Vocabulary</i></p> <ul style="list-style-type: none"> <li>• Names of common traditions/customs/rituals (<i>lobolo</i>);</li> <li>• Names of traditional ceremonies;</li> <li>• Drums/dances.</li> </ul> <p><i>Grammar</i></p> <ul style="list-style-type: none"> <li>• Adverbs (frequency, time, contrast);</li> <li>• Review connectors (and, but, because <i>and</i> or);</li> <li>• Sequence markers (First, second, after/that before, then, finally, etc.);</li> <li>• Review adjectives;</li> <li>• Modal verbs (would and</li> </ul>	<ul style="list-style-type: none"> <li>• ask and answer questions about traditions, customs and rites</li> <li>• identify and talk about traditions, customs and rites in their community</li> <li>• describe ceremonies of:               <ul style="list-style-type: none"> <li>- birth</li> <li>- initiation rites</li> <li>- wedding</li> <li>- funeral</li> </ul> </li> <li>• distinguish and use formal and informal language</li> <li>• ask and answer question about social issues such as love, marriage, employment</li> <li>• explain the importance of mutual respect</li> <li>• ask and answer questions about sexually transmitted diseases</li> <li>• identify ways to prevent sexually transmitted disease</li> </ul>	15

	should); • Modal verbs (ought to and should); • Review future: “going to”; • Modal verbs (should/shouldn’t and must/mustn’t).		
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## Methodologies

In this unit, to achieve the objectives, the teacher should: provide short texts or extracts of articles about traditions, customs and rites relevant to the community or culture the students belong to or are interested in and assign pairs of students to read, discuss and present these articles to the class; distribute writing tasks where students will compose short essays or descriptions about traditions, customs, and rites in their community or a community they are interested in learning about; organize debates on common ceremonies and the different roles played by boys and girls in community activities.

## Unit 4. Farming

Specific objectives <i>Students should be able to:</i>	Contents	Learning Results for the <i>Students:</i>	Hours
<ul style="list-style-type: none"> <li>- explain the importance of farming</li> <li>- describe the conditions for farming</li> <li>- describe types of farming</li> <li>- explain the importance of food preservation</li> <li>- describe ways of preserving food</li> <li>- discuss ways of minimising the effects of climate change</li> </ul>	<ul style="list-style-type: none"> <li>• Types of farming;</li> <li>• Importance of growing crops and raising animals;</li> <li>• Conditions for growing crops and raising animals;</li> <li>• Importance of preserving food;</li> <li>• Ways of minimising effects of climate change;</li> <li>• Importance of climate change for farming.</li> </ul> <p><i>Language function</i></p> <ul style="list-style-type: none"> <li>• Describing</li> <li>• Discussing</li> <li>• Making predictions</li> <li>• Arguing /explaining</li> <li>• Expressing opinions</li> </ul> <p><i>Vocabulary</i></p> <ul style="list-style-type: none"> <li>• Climate;</li> <li>• Environment;</li> <li>• Agriculture instruments (plough, hoe);</li> <li>• Animal husbandry;</li> <li>• Natural disasters (floods, cyclones, earthquakes, droughts, etc.).</li> </ul> <p><i>Grammar</i></p> <ul style="list-style-type: none"> <li>• Review definite and indefinite articles;</li> <li>• Countable and uncountable nouns;</li> <li>• Modal verbs (suggestions/obligation);</li> <li>• Past continuous;</li> </ul>	<ul style="list-style-type: none"> <li>• ask and answer questions about growing crops</li> <li>• identify conditions for growing crops</li> <li>• ask and answer questions about raising animals</li> <li>• identify conditions for raising animals</li> <li>• ask and answer questions about the importance of preserving food</li> <li>• describe how to preserve or process crops, meat and fish</li> <li>• ask for and give information about the climate and its importance for farming</li> </ul>	15

	<ul style="list-style-type: none"> <li>• Wh – question words (what and where);</li> <li>• —Present perfect;</li> <li>• Passive (present simple).</li> </ul>		
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## Methodologies

In this unit, to achieve the objectives, the teacher should: use infographics to explain different types of farming such as arable farming, pastoral farming, mixed farming, and subsistence farming; initiate discussions on the benefits of growing crops and raising animals, including food security, economic benefits and ecological balance; use soil, water and sunlight models to demonstrate the necessary conditions for crop growth and animal rearing; present climate-related farming problems and have students brainstorm and present solutions; organize debates on topics such as “How should farmers adapt to climate change?” to encourage critical thinking and perspective-taking.

## Unit 5. Shopping

Specific objectives <i>Students should be able to:</i>	Contents	Learning Results for the <i>Students:</i>	Hours
<ul style="list-style-type: none"> <li>- talk about different types of shops and shopping places</li> <li>- discuss the importance of bargaining when shopping</li> </ul>	<ul style="list-style-type: none"> <li>• Shops and shopping places</li> <li>• The importance of bargaining</li> </ul> <p><i>Language function</i></p> <ul style="list-style-type: none"> <li>• Agreeing and disagreeing;</li> <li>• Arguing and complaining;</li> <li>• Asking and answering questions;</li> <li>• Complaining and giving reasons;</li> <li>• Comparing and contrasting;</li> <li>• Persuading.</li> </ul> <p><i>Vocabulary</i></p> <ul style="list-style-type: none"> <li>• Shops;</li> <li>• Clothes;</li> <li>• Foods;</li> <li>• Tools;</li> <li>• Payment modes (cash, instalment);</li> <li>• Discount;</li> <li>• Bargaining;</li> <li>• Commercial documents (Invoice, receipts...).</li> </ul> <p><i>Grammar</i></p> <ul style="list-style-type: none"> <li>• Quantifiers: How much/how many;</li> <li>• Wh-question (What);</li> <li>• Question tags;</li> <li>• Comparative (long adjectives);</li> <li>• Modal verbs (suggestions).</li> </ul>	<ul style="list-style-type: none"> <li>• name and describe different types of shops and shopping places</li> <li>• ask for the price of the products</li> <li>• discuss the price of items</li> </ul>	10

## Methodologies

In this unit, to achieve the objectives, the teacher should: use flashcards to introduce different types of shops and shopping places such as supermarkets, boutiques, malls, markets and online stores; organize role-playing scenarios where students must negotiate prices for goods (provide them with phrases and strategies for effective bargaining).

## Unit 6. Tourism and wildlife

Specific objectives <i>Students should be able to:</i>	Contents	Learning Results for the <i>Students:</i>	Hours
<ul style="list-style-type: none"> <li>- talk about the importance of tourism/wild life for the community and the country's development</li> <li>- talk about the impact of tourism in Mozambique</li> <li>- discuss ways of conserving tourist places and attracting tourism</li> <li>- identify national parks and game reserves in our country</li> <li>- compare and contrast other tourist venues</li> <li>- describe ways of protecting endangered species</li> <li>- talk about ways of promoting tourism</li> <li>- explain the importance of managing wild life</li> </ul>	<ul style="list-style-type: none"> <li>• Importance of tourism and wild life in the community and country's development;</li> <li>• The impact of tourism in Mozambique;</li> <li>• Ways of conserving tourist places and attracting tourism;</li> <li>• National parks and game reserves;</li> <li>• Tourist venues</li> <li>• Protection of endangered species;</li> <li>• Ways of promoting tourism;</li> <li>• The importance of managing wildlife.</li> </ul> <p><i>Language function</i></p> <ul style="list-style-type: none"> <li>• Arguing /explaining;</li> <li>• Asking for and giving information;</li> <li>• Comparing and contrasting;</li> <li>• Describing;</li> <li>• Discussing;</li> <li>• Expressing opinions;</li> <li>• Giving advice.</li> </ul>	<ul style="list-style-type: none"> <li>• explain the importance of tourism and wild life for their communities</li> <li>• discuss the impact of tourism and wild life to the development of the community</li> <li>• identify ways of conserving tourist places and attracting tourism</li> <li>• identify areas for tourism (accommodation and activities)</li> <li>• ask and give information about interesting and historical places to visit (domestic tourism)</li> <li>• explain the importance of wildlife for ecosystems</li> <li>• identify ways of protecting wildlife ecosystem</li> <li>• identify ways of entertainment through tourism</li> <li>• ask for and give information about wild animals in Mozambique</li> </ul>	15

	<p><i>Vocabulary</i></p> <p>Topic related vocabulary (parks, beaches, caves, falls ecosystem, poachers, snorkelling, scuba diving, yachting...).</p> <p><i>Grammar</i></p> <p>Modals (can/can't; may/may not);</p> <ul style="list-style-type: none"> <li>▪ Adjectives;</li> <li>▪ Review the use of “will”;</li> <li>▪ Review past continuous;</li> <li>▪ Modal verbs (must/mustn't, have to and need to);</li> <li>▪ Reflexive pronouns;</li> <li>▪ Superlative;</li> <li>▪ Review Present perfect.</li> </ul>	and their use for human beings	
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## Methodologies

In this unit, to achieve the objectives, the teacher should: begin with a short lecture on the positive and negative impacts of tourism on wildlife and local communities. Follow this with a class discussion to explore students' perspectives; ask students to write a short text or discuss the impacts highlighted in the lecture ; divide students into groups to create posters or presentations showcasing different types of gains (e.g., economic benefits, conservation successes); organize a visit to a local wildlife reserve or tourist site to observe firsthand the impacts of tourism; assign students to research and write about various conservation measures and strategies to attract sustainable tourism; create an interactive map of the country highlighting parks, reserves, museums, beaches and other tourist venues; have students create awareness campaigns (posters, social media posts, etc.) about endangered species and how to protect them; show examples of tourism advertisements and analyze their components (images, slogans, target audience); use visual aids (photos, videos) to describe various wildlife habitats and their ecological importance; encourage students to visit a local habitat and take notes or draw what they observe; ask students to write a short descriptive essay on a specific habitat, detailing its wildlife and benefits to humans.



## Unit 7. Managing our planet

Specific objectives <i>Students should be able to:</i>	Contents	Learning Results for the <i>Students:</i>	Hours
<ul style="list-style-type: none"> <li>- talk about the importance of the environment for human beings</li> <li>- discuss the impact of desertification and deforestation</li> <li>- discuss the importance of protecting the environment</li> <li>- explain the importance of recycling products</li> </ul>	<p><b>Managing our planet</b></p> <ul style="list-style-type: none"> <li>• Importance of the environment for human being;</li> <li>• Desertification and deforestation;</li> <li>• Importance of protecting the environment;</li> <li>• Recycling products.</li> </ul> <p><i>Language function</i></p> <ul style="list-style-type: none"> <li>• Agreeing or disagreeing;</li> <li>• Describing;</li> <li>• discussing</li> <li>• Giving advice and suggestions.</li> </ul> <p><i>Vocabulary</i></p> <p>Erosion, drought, floods, pollution, deforestation, etc.</p> <p><i>Grammar</i></p> <ul style="list-style-type: none"> <li>• Relative pronouns</li> <li>• Conditional (second)</li> <li>• Suggestions (should and would)</li> <li>• Reflexive Pronouns</li> <li>• Do and Don't</li> <li>• Must and mustn't</li> <li>• Review articles</li> </ul>	<ul style="list-style-type: none"> <li>• express opinion on the importance of protecting the environment</li> <li>• ask and answer questions about ways to prevent soil erosion</li> <li>• identify ways of protecting environment</li> <li>• explain how to recycle rubbish</li> </ul>	14

## **Methodologies**

In this unit, to achieve the objectives, the teacher should: facilitate group discussions where students can share their experiences about nature, encouraging them to talk about their favourite places in nature and why they are important; use pictures and infographics that show various ecosystems and how they support human life; encourage students to create artwork, posters, or videos that express the importance of protecting the environment; organize recycling workshops where students can learn how to sort and recycle different materials, showing them the recycling process and its benefits; create challenges or competitions to see which class or group can recycle the most materials.

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## Unit 8. Health and Fitness

Specific objectives <i>Students should be able to:</i>	Contents	Learning Results for the <i>Students:</i>	Hours
<ul style="list-style-type: none"> <li>- discuss some causes and preventions of diseases related to malnutrition</li> <li>- explain how to protect themselves and others from HIV/AIDS and other common diseases</li> <li>- identify and talk about causes and prevention of the most common diseases</li> <li>- discuss the importance of having a balanced diet and exercise for a healthy living</li> </ul>	<ul style="list-style-type: none"> <li>• Causes and preventions of diseases related to malnutrition;</li> <li>• Protection from common diseases;</li> <li>• Causes and cures of the most common diseases;</li> <li>• Balancing diet.</li> </ul> <p><i>Language function</i></p> <ul style="list-style-type: none"> <li>• Identifying and classifying;</li> <li>• Describing and explaining;</li> <li>• Expressing likes, dislikes and preferences;</li> <li>• Giving advice;</li> <li>• Making and accepting suggestions;</li> </ul> <p><i>Vocabulary</i></p> <ul style="list-style-type: none"> <li>• Home tasks related vocabulary (cleaning, sweeping, washing, etc.);</li> <li>• Types of common diseases e.g.: malaria, cholera;</li> <li>• Diseases caused by malnutrition e.g.: kwashiorkor, anaemia, blindness;</li> <li>• Carbohydrates vitamins and proteins;</li> <li>• Symptoms (fever, headache).</li> </ul> <p><i>Grammar</i></p> <ul style="list-style-type: none"> <li>• Review conditions (second);</li> <li>• Modals (can, may, will, should);</li> <li>• The plural of nouns.</li> </ul>	<ul style="list-style-type: none"> <li>• ask and answer questions about health and nutrition</li> <li>• give advice and reasons for people to go to hospital to make voluntary tests</li> <li>• describe the most common diseases and prevention measures</li> <li>• conduct a debate on health and nutrition</li> <li>• name different groups of nutrients</li> </ul>	12

## **Methodologies**

In this unit, to achieve the objectives, the teacher should: use diagrams, infographics, and charts to illustrate the effects of malnutrition on the body and the importance of proper nutrition; create scenarios where learners simulate conversations about safe practices to prevent the spread of HIV/AIDS and other diseases; encourage learners to research and present information about HIV/AIDS to their peers; show practical demonstrations of preparing balanced meals and simple exercises that can be done at home; organize cooking classes or group workouts where learners actively participate and experience the benefits of a balanced diet and exercise.

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## Unit 9. Occupations and professions

Specific objectives <i>Students should be able to:</i>	Contents	Learning Results for the <i>Students:</i>	Hours
<ul style="list-style-type: none"> <li>- discuss the preferred occupations and professions and state the reason for the choice</li> <li>- compare and contrast past and current demands of professions</li> </ul>	<ul style="list-style-type: none"> <li>• Occupations and professions;</li> <li>• Past and current demand of professions.</li> </ul> <p><i>Language Functions</i></p> <ul style="list-style-type: none"> <li>• Asking for and giving information;</li> <li>• Planning daily activities;</li> <li>• Agreeing and disagreeing;</li> <li>• Asking for repetition or clarification;</li> <li>• Expressing abilities, opinions and preferences.</li> </ul> <p><i>Vocabulary</i></p> <p>Vocabulary related to Occupation and professions (doctor, teacher, driver, nurse, engineer, etc)</p> <p><i>Grammar:</i></p> <ul style="list-style-type: none"> <li>• Conditionals (First and Second);</li> <li>• Modals (should, shouldn't, ought to ...);</li> <li>• Question Tags;</li> <li>• Review present perfect.</li> </ul>	<ul style="list-style-type: none"> <li>• describe the different occupations and professions and express their preference</li> <li>• discuss, describe and compare professional necessities</li> </ul>	9

### Methodologies

In this unit, to achieve the objectives, the teacher should: encourage open discussions where students can share their thoughts on preferred occupations and professions; use graphs, charts, and timelines to visually compare past and current demands of professions; organize role-playing activities where students can simulate different professions and scenarios; organize debates where students can argue for or against the importance of specific professions in today's society, encouraging them to consider both historical perspectives and current trends when making their arguments.

# **Syllabus – Grade 9**

## Unit 1. English in the business world today

Specific objectives <i>Students should be able to:</i>	Contents	Learning Results for the <i>Students:</i>	Hours
<ul style="list-style-type: none"> <li>- discuss the importance of English language in the world today</li> <li>- mention the importance of Mozambique regional integration</li> <li>- discuss the cultures of peoples that use English language in the region</li> </ul>	<ul style="list-style-type: none"> <li>• The importance of English language in the world;</li> <li>• The importance of regional integration;</li> <li>• The cultures of people that use English language in the region.</li> </ul> <p><i>Language function</i></p> <ul style="list-style-type: none"> <li>• Explaining and arguing;</li> <li>• Asking for and giving information;</li> <li>• Comparing and contrasting;</li> <li>• Describing;</li> <li>• Differentiating;</li> <li>• Discussing;</li> <li>• Expressing opinion.</li> </ul> <p><i>Vocabulary</i></p> <p>Currency, products, market, loan, customer, trade, etc.</p> <p><i>Grammar</i></p> <ul style="list-style-type: none"> <li>• Comparative (equality, inferiority and superiority)</li> <li>• Modal verbs probability (can, may)</li> <li>• Review future tense</li> </ul>	<ul style="list-style-type: none"> <li>• talk about the importance of English language in the world</li> <li>• talk about Mozambique's integration in the region (SADC)</li> <li>• compare and contrast habits and cultures of English and Portuguese speaking countries in the region</li> </ul>	12

## **Methodologies**

In this unit, to achieve the objectives, the teacher should: begin with a brief lecture discussing the importance of the English language in today's world; use visual aids such as infographics or short videos to illustrate key points, such as the number of English speakers worldwide, its role in business and education; divide the class into small groups and assign each group a topic related to the importance of English in the world today; organize role-playing activities where students simulate real-life scenarios that require English language skills, such as ordering food in a restaurant, negotiating a business deal, or seeking directions in a foreign country; use maps to visually represent the concept of regional integration, focusing specifically on Mozambique's role within its region and highlight neighboring countries, major trade routes and regional organizations; encourage students to identify opportunities and challenges for regional integration and discuss how it can benefit Mozambique and its neighbors.



## Unit 2. Importance of Education

Specific objectives <i>Students should be able to:</i>	Contents	Learning Results for the <i>Students:</i>	Hours
<ul style="list-style-type: none"> <li>- talk about the importance of education</li> <li>- talk about the importance of educating girls</li> <li>- compare and contrast education given at home and at school</li> </ul>	<ul style="list-style-type: none"> <li>• The importance of education;</li> <li>• The importance of educating girls;</li> <li>• Education given at home and at school.</li> </ul> <p><i>Language function</i></p> <ul style="list-style-type: none"> <li>• Agreeing and disagreeing with statements;</li> <li>• Ask for repetition or clarification;</li> <li>• Ask for and give information;</li> <li>• Comparing and contrasting;</li> <li>• Expressing opinions.</li> </ul> <p><i>Vocabulary</i></p> <p>Training, quality, development, citizenship, critical sense, etc</p> <p><i>Grammar:</i></p> <ul style="list-style-type: none"> <li>• Present simple;</li> <li>• Adverbs of manner;</li> <li>• Word formation (adjectives);</li> <li>• Present perfect continuous.</li> </ul>	<ul style="list-style-type: none"> <li>• explain the importance of education</li> <li>• discussion on the importance of educating girls</li> <li>• describe the education given at home and at school</li> </ul>	10

### Methodologies

In this unit, to achieve the objectives, the teacher should: begin by facilitating an open discussion about the importance of education and encourage students to share their thoughts, experiences and aspirations related to education; organize debates on topics such as "Should education be a fundamental right for all?" or "Are single-sex schools beneficial for girls' education?"; engage students in a comparative analysis of education at home and school; encourage students to interview family members or elders about their educational experiences at home versus school.

### Unit 3. Human Rights and Gender

Specific objectives <i>Students should be able to:</i>	Contents	Learning Results for the <i>Students:</i>	Hours
<ul style="list-style-type: none"> <li>- discuss human rights in relation to customs and traditions</li> <li>- discuss the equality in rights between men and women</li> <li>- state and discuss children's rights and duties</li> <li>- distinguish sex and gender</li> </ul>	<ul style="list-style-type: none"> <li>• Human rights, customs and traditions;</li> <li>• Equal rights between men and women;</li> <li>• Children's rights and duties;</li> <li>• Sex and gender attitudes within the family and community.</li> </ul> <p><i>Language function</i></p> <ul style="list-style-type: none"> <li>• Asking for and giving information;</li> <li>• Comparing and contrasting societal cultural norms in relation to gender;</li> <li>• Complaining and giving reasons;</li> <li>• Narrating events and facts.</li> </ul> <p><i>Vocabulary</i></p> <p>Topic related vocabulary (domestic violence, children's right); Law, Rape, crime, peace, health, Life, etc.</p> <p><i>Grammar</i></p> <ul style="list-style-type: none"> <li>• Have to;</li> <li>• Past simple;</li> <li>• Review adverbs of manner;</li> <li>• Expressions: Both, either...or, neither...nor.</li> </ul>	<ul style="list-style-type: none"> <li>• describe how human rights are observed and respected in their communities</li> <li>• talk about equal rights between women and men</li> <li>• name children's rights and duties</li> <li>• establish the difference between sex and gender</li> </ul>	13

## **Methodologies**

In this unit, to achieve the objectives, the teacher should: present real-life case studies where human rights are influenced by customs and traditions, discussing cases involving child marriage or gender discrimination in different cultures; organize debates on specific topics related to gender rights, such as equal pay, reproductive rights, or political representation; use stories and children's literature that highlight children's rights and duties and discuss them to the principles of children's rights; set up mock trials to simulate cases of human rights violations, assigning roles such as judges, lawyers, and witnesses.

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## Unit 4. Growing economy through farming

Specific objectives <i>Students should be able to:</i>	Contents	Learning Results for the <i>Students:</i>	Hours
<ul style="list-style-type: none"> <li>- compare and contrast traditional and modern agricultural and fishing practices in Mozambique</li> <li>- identify and talk about the importance of preserving food in the community</li> <li>- talk about the importance of dams and reservoirs in the fishing industry</li> </ul>	<ul style="list-style-type: none"> <li>• Traditional and modern agricultural and fishing practices in Mozambique;</li> <li>• The importance of preserving food;</li> <li>• The importance of dams and reservoirs in the fishing industry.</li> </ul> <p><i>Language function</i></p> <ul style="list-style-type: none"> <li>• Agreeing and disagreeing;</li> <li>• Arguing /explaining;</li> <li>• Asking for and giving information;</li> <li>• Comparing.</li> </ul> <p><i>Vocabulary</i></p> <p>Agriculture, production, animal husbandry, fertilizers, tractors, economy, farming, etc.</p> <p><i>Grammar</i></p> <ul style="list-style-type: none"> <li>• Sequence markers (review);</li> <li>• Quantitative adjectives (either, neither, some, few, whole, many, more, etc.;</li> <li>• Modal verbs (of advice);</li> <li>• Comparison of adjectives (short);</li> <li>• Countable and uncountable nouns.</li> </ul>	<ul style="list-style-type: none"> <li>• talk about the agricultural and fishing practices in their communities</li> <li>• explain how livestock is kept and its importance</li> <li>• explain the importance of dams and reservoirs in the fishing industry</li> </ul>	15

## Methodologies

In this unit, to achieve the objectives, the teacher should: use flashcards with pictures and diagrams showing traditional and modern practices. Include maps, charts and timelines to illustrate changes over time; organize

field trips to farms and fishing sites to observe practices firsthand, alternatively, simulate farming and fishing activities in a classroom or school garden; organize debates with students assigned roles to argue for or against the importance of dams and reservoirs in fishing; create scenarios where students can role-play as stakeholders (e.g., fishermen, government officials, environmentalists) to discuss and negotiate the use of dams and reservoirs.

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## Unit 5. Doing business

Specific objectives <i>Students should be able to:</i>	Contents	Learning Results for the <i>Students:</i>	Hours
<ul style="list-style-type: none"> <li>- talk about the importance of business</li> <li>- identify and talk about local business</li> <li>- discuss the role of the formal and informal market in the community</li> <li>- identify local raw materials and products available in the area</li> <li>- discuss ways of improving living standards of their community (talk about local main sources of income)</li> </ul>	<ul style="list-style-type: none"> <li>• The importance of business;</li> <li>• Local business;</li> <li>• The role of informal market;</li> <li>• Local raw materials and products;</li> <li>• Ways of improving living standards in the community.</li> </ul> <p><i>Language function</i></p> <ul style="list-style-type: none"> <li>• Agreeing/disagreeing;</li> <li>• Arguing and complaining;</li> <li>• Comparing;</li> <li>• Explaining;</li> <li>• Expressing opinion;</li> <li>• Identifying;</li> </ul> <p><i>Vocabulary</i></p> <p>Factory, business, industry, commerce, money, profits, etc.</p> <p><i>Grammar</i></p> <ul style="list-style-type: none"> <li>• Quantifiers: few/a few little/a little more and less;</li> <li>• Imperatives;</li> <li>• Passive voice;</li> <li>• Prepositions of place and time (in, at, on).</li> </ul>	<ul style="list-style-type: none"> <li>• talk about different local products</li> <li>• mention types of business activities in the community</li> <li>• write business letters</li> <li>• describe the role of the in/formal market in their community</li> <li>• describe raw material and products in their community</li> <li>• identify the ways of improving living standards in the community</li> </ul>	15

### Methodologies

In this unit, to achieve the objectives, the teacher should: start with a group brainstorming session where students list the factors that affect living standards; provide articles, stories, or reports about small businesses; guide students through reading comprehension exercises; have students write compositions about a small business and share their work in small groups; simulate a panel discussion where students represent different business opportunities and argue their merits; guide students in comparing and

contrasting the informal and formal markets by creating scenarios where students simulate being part of informal and formal markets.

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## Unit 6. School subjects and future professions

Specific objectives <i>Students should be able to:</i>	Contents	Learning Results for the <i>Students:</i>	Hours
<ul style="list-style-type: none"> <li>- talk about their favorite subjects</li> <li>- talk about professional orientation</li> <li>- talk about opportunities that the subjects give for future jobs</li> </ul>	<ul style="list-style-type: none"> <li>• Favourite school subjects;</li> <li>• Professional orientation;</li> <li>• Field of study (subjects).</li> </ul> <p><i>Language function</i></p> <ul style="list-style-type: none"> <li>• Identifying;</li> <li>• Expressing opinions;</li> <li>• Comparing;</li> <li>• Advising;</li> <li>• Predicting.</li> </ul> <p><i>Vocabulary</i></p> <p>Biology, Mathematic, Physics, Chemistry, English, Portuguese, Geography, Engineer, Farmer, Doctor, Nurse, Teacher, Police, etc.</p> <p><i>Grammar</i></p> <ul style="list-style-type: none"> <li>• Past simple vs present perfect;</li> <li>• The passive (past simple);</li> <li>• Relative pronouns (who, which, that);</li> <li>• Comparative and superlative of adjectives;</li> <li>• Future simple and “going to”;</li> <li>• Time clauses (as soon as, while, when, until).</li> </ul>	<ul style="list-style-type: none"> <li>• predict one’s future profession</li> <li>• relate school subjects and professions</li> <li>• make short presentation on professional dreams</li> </ul>	12



## **Methodologies**

In this unit, to achieve the objectives, the teacher should: start with a brainstorming session where students list their favorite subjects; organize small group discussions where students talk about why they like their chosen subjects; have students write essays about their favorite subjects and how they see themselves using this knowledge in the future; create lessons that integrate multiple subjects and show how they connect to various careers. For example, a project that combines math, science, and technology for engineering.

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Unit 7. Science and Technology in the 21<sup>st</sup> Century

Specific objectives <i>Students should be able to:</i>	Contents	Learning Results for the <i>Students:</i>	Hours
<ul style="list-style-type: none"> <li>- talk about scientific and technological tools/appliances/ devices</li> <li>- talk about the role of technology in agriculture and manufacture</li> <li>- discuss the advantages and disadvantages of information and communication technologies (ICT)</li> </ul>	<ul style="list-style-type: none"> <li>• Scientific and technological tools/appliances/devices;</li> <li>• Innovations in the community;</li> <li>• Advantages and disadvantages of Information and Communication Technologies (ICT).</li> </ul> <p><i>Language function</i></p> <ul style="list-style-type: none"> <li>• Analysing;</li> <li>• Asking for and giving information;</li> <li>• Comparing and contrasting;</li> <li>• Describing;</li> <li>• Discussing;</li> <li>• Explaining;</li> <li>• Identifying.</li> </ul> <p><i>Vocabulary</i></p> <p>appliances, computer, e-mail/website, pedal water pumps, solar panel, iPods, cell phones;</p> <p><i>Grammar</i></p> <ul style="list-style-type: none"> <li>• Verbs “do” and “make”;</li> <li>• Articles (definite and indefinite);</li> <li>• Connectors of contrast (but, although);</li> <li>• Past perfect (never, already).</li> </ul>	<ul style="list-style-type: none"> <li>• ask and answer questions about science technology and innovation</li> <li>• mention instructions on how to use modern technological tools/appliances/devices (radio, computer, mobile phone)</li> <li>• mention the advantages and disadvantages of information and communication technologies (ICT)</li> </ul>	13

## **Methodologies**

In this unit, to achieve the objectives, the teacher should: explain how to design small projects; present case studies of successful community innovations and discuss the process and impact of using ICT; organize debates where students will discuss the pros and cons of ICT.

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## Unit 8. Successful and famous people

Specific objectives <i>Students should be able to:</i>	Contents	Learning Results for the <i>Students:</i>	Hours
<ul style="list-style-type: none"> <li>- identify famous and successful people in various fields (sports, arts, economy, science, politics...) in Mozambique</li> <li>- talk about famous and successful people in various fields in the world</li> <li>- talk about national heroes in various fields</li> </ul>	<p><b>Successful and Famous People</b></p> <ul style="list-style-type: none"> <li>• Famous and successful people in various fields in the past and in the present;</li> <li>• Famous and successful people in various fields in the world;</li> <li>• National heroes in various fields.</li> </ul> <p><i>Language function</i></p> <ul style="list-style-type: none"> <li>• Arguing and explaining;</li> <li>• Asking and answering;</li> <li>• Agreeing and disagreeing;</li> <li>• Asking for and giving advice;</li> <li>• Comparing and contrasting;</li> <li>• Describing;</li> <li>• Expressing opinions;</li> <li>• Inquiring about ....</li> </ul> <p><i>Vocabulary</i></p> <p>Politicians, Musicians, Artists, Sportsmen, writers, actors, etc</p> <p><i>Grammar:</i></p> <ul style="list-style-type: none"> <li>• Comparison of adjectives, with <i>er, more, as...as; like;</i></li> <li>• Present simple and past simple;</li> <li>• Reported speech (present simple and past simple, present continuous and past continuous).</li> </ul>	<ul style="list-style-type: none"> <li>• identify and describe famous and successful people in their community in various fields</li> <li>• identify and describe the works of famous people in various fields in the world</li> <li>• identify and talk about local and national heroes</li> </ul>	12

## **Methodologies**

In this unit, to achieve the objectives, the teacher should: create visually appealing presentations that showcase famous and successful people from various fields in Mozambique and around the world; provide biographies or short profiles of famous individuals from different fields (e.g., science, arts, politics, sports); integrate lessons about famous people with other subjects such as literature, history, science, and social studies; divide the class into groups and assign each group a famous figure to research and engage them to create presentations or posters to share with the class, highlighting the individual's achievements and contributions. Encourage debates and discussions on the impact of famous individuals on society; their contributions to their respective fields and the qualities that led to their success.

## Unit 9. Life after school

Specific objectives <i>Students should be able to:</i>	Contents	Learning Results for the <i>Students:</i>	Hours
<ul style="list-style-type: none"> <li>- discuss jobs and professions;</li> <li>- explain the advantages and disadvantages of business partnerships</li> <li>- talk about the importance of pursuing a career</li> <li>- identify job opportunities in their communities</li> <li>- talk about professional orientation</li> </ul>	<ul style="list-style-type: none"> <li>• Jobs and professions;</li> <li>• Business partnerships;</li> <li>• The importance of pursuing a career;</li> <li>• Job opportunities;</li> <li>• Self-employment.</li> </ul> <p><i>Language function</i></p> <ul style="list-style-type: none"> <li>• Asking for and giving information;</li> <li>• Comparing and contrasting;</li> <li>• Explaining;</li> <li>• Giving advice;</li> <li>• Making future plans;</li> <li>• Predicting.</li> </ul> <p><i>Vocabulary</i></p> <p>Vocabulary related to life after school</p> <p>Work, entrepreneurship, self-support, businessperson, etc.</p> <p><i>Grammar</i></p> <ul style="list-style-type: none"> <li>• Adjectives (describing personal characteristics);</li> <li>• Comparative;</li> <li>• Gerunds;</li> <li>• Tenses (revision);</li> <li>• Conditionals (revision);</li> <li>• Modals (revision).</li> </ul>	<ul style="list-style-type: none"> <li>• describe and compare different types of jobs</li> <li>• cooperate with different business partnership in different projects</li> <li>• identify self-employment opportunities</li> <li>• make inquiries about job opportunities</li> <li>• identify possible fields of studies (vocational training)</li> </ul>	12

## **Methodologies**

In this unit, to achieve the objectives, the teacher should: conduct brainstorming sessions where students list various jobs and professions they are aware of; present case studies or real-life examples illustrating successful and unsuccessful business partnerships; facilitate group discussions where students analyze the pros and cons of working in a partnership versus sole proprietorship or corporation; divide the class into teams for a structured debate on whether pursuing a career is essential or optional; provide reading materials or articles presenting arguments from various perspectives, such as societal, economic, and personal development; encourage students to share their aspirations and discuss how pursuing a career aligns with their long-term goals.

## Assessment

Assessment can be defined as the formal or informal process of collecting evidence about students' progress, analysing and evaluating progress, communicating about progress, and adjusting teaching practice based on reflection on a teacher's practice. It is an important part in the teaching and learning process and it cannot be disassociated from the activities, procedures, methods used in the classroom. There are two main ways in which assessment is important in learning - formative and summative. Formative Assessment is an assessment carried out by teachers during the learning process with the aim of using the results to improve the learning and teaching process. It relates to how the student has been learning. It can use both formal and informal measurement tools. Summative Assessment is carried out in predetermined periods and at the end of term or school year – often for purposes of providing aggregated information on learning outcomes to educational authorities and parents. It relates to what and how much the student has learnt. This is usually done through tests, quizzes and exams (ACs and ACPs). The New Curriculum emphasizes formative assessment, which gives scope for the inclusion of informal assessment also known as classroom assessment. The inclusion of classroom assessment is also in line with the general teaching philosophy of the constructivist approach to learning. Formative assessments, includes the evaluation of any activity related to learning process such as participation, homework, pair and group work, portfolio, projects, presentations and posters. This type of assessment allows the student to be an active participant in the process of learning and assessment. The aim of this type of assessment is to involve the students in thinking about how they learn and encourage them to take control of their learning. Thus, by assessing all the above aspects will not only provide data on the quantitative knowledge but also the qualitative aspects. As put forward by this new syllabus, teachers are strongly recommended to include and use formative assessment to cater for the qualitative aspect.



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