

ANEXO

**Programa de Ensino da Disciplina de
Língua Inglesa
Formação de Professores**



Ficha Técnica

Título: **Programa de Ensino da Disciplina de Língua Inglesa – Formação de Professores**

Edição: ©INDE/MEC – Moçambique

Autor: INDE/MEC – Moçambique

Capa, Composição, Arranjo gráfico: INDE/MEC – Moçambique

Arte final: INDE/MEC – Moçambique

Tiragem:

Impressão:

Nº de Registo: INDE/MEC



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Introduction

The English language subject designed for teacher training for primary schools aims to equip future teachers with the skills to use English effectively in professional, educational, and social settings. Spanning from Elementary to Upper-Intermediate levels (A1–B2), the programme integrates listening, speaking, reading and writing within meaningful pedagogical contexts. Trainees begin with foundational English, focusing on basic communication, reflective writing and understanding the social role of teachers. As they advance, the subject expands their language use to include community, family, inclusion, health and school-related interactions, emphasising practical communication and professional collaboration. Upper-Intermediate levels further develop academic literacy, critical thinking, digital competence and the ability to construct a strong professional identity. The final stage integrates language development with primary English teaching skills, preparing trainees to plan lessons, manage classrooms, assess learners and engage in reflective practice.

The programme's objectives ensure that trainees can comprehend spoken and written English in educational and professional contexts, communicate fluently and appropriately with students, colleagues and the wider community and interpret texts critically on topics related to teaching, education systems and social issues. Additionally, trainees learn to produce coherent, reflective and professional written texts, develop a strong sense of professional identity and apply English effectively in lesson planning and classroom instruction.

Throughout the subject, integrated language skills are systematically developed. Listening skills are enhanced to enable understanding of instructions, discussions, presentations and explanations in academic and pedagogical settings. Speaking skills focus on fluency, clarity, and appropriate register, allowing trainees to participate in discussions, debates, presentations, role-plays and classroom teaching. Reading skills develop the ability to interpret professional documents, academic texts, pedagogical materials and case studies. Writing skills evolve from reflective and opinion-based texts to structured lesson plans, teaching materials and professional correspondence. Skill development progresses from basic comprehension and spoken interaction in early stages to professional and pedagogical application in advanced.

The subject also foster essential professional competences. Trainees build effective communicative competence in educational settings, reflective and critical skills for analysing teaching practices and societal issues and the ability to use language inclusively and ethically.



They acquire academic and digital literacy, encompassing critical reading, academic writing, and responsible use of technology, alongside pedagogical and classroom competence for planning, teaching and assessing young learners. Public speaking and presentation skills are cultivated to ensure confident and clear communication in professional contexts.

Methodologically, the programme emphasises a communicative, learner-centred, task-based, and reflective approach. Trainees engage with authentic materials drawn from Mozambican social and educational contexts, participate actively through role-plays, debates, discussions, simulations, and projects and move from guided practice to independent spoken, written and pedagogical production. Reflection on professional identity, inclusive teaching, ethical practice and classroom strategies is central to learning.

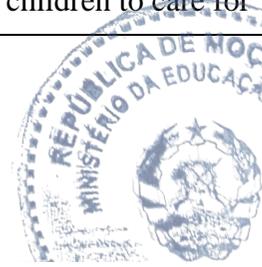
Assessment is continuous, formative and performance-based, focusing on practical use of English in educational contexts. Methods include discussions, presentations, role-plays, written tasks, lesson plans, portfolios and peer, self and teacher feedback. Evaluation considers comprehension, fluency, clarity, accuracy, coherence, register, inclusivity, critical thinking and pedagogical effectiveness, evolving from assessing basic understanding and communication in initial stages to evaluating professional teaching competence, lesson delivery and material development at advanced levels.

Overall, this subject progressively develops language proficiency, pedagogical and professional competence, reflective and critical thinking and inclusive communication. Completion of the programme prepares future primary school teachers to use English confidently and effectively across Mozambique's educational, institutional and community settings.

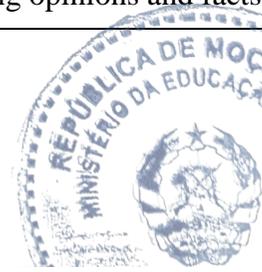


Overview of the syllabus

English I	English II	English III	English IV
<p>Thematic unit I. Greeting and Introductions</p> <ul style="list-style-type: none"> • Formal and informal greetings in familiar and school contexts • Introducing oneself in formal and informal contexts • Introducing others in formal and informal contexts • Meeting people in formal and informal contexts 	<p>Thematic unit I. The Family, Community and Education</p> <ul style="list-style-type: none"> • Families as partners in children’s education • Parents’ expectations of school and teachers • Community support for schools and education • Home - school communication • Family and school roles: values, behaviour and discipline 	<p>Thematic unit I. Digital Literacy</p> <ul style="list-style-type: none"> • Basic digital tools for teaching (phones, tablets, computers) • Using technology to support inclusive classrooms • Safe and responsible use of the internet • Creating simple digital learning materials • Meeting people in the digital world 	<p>Thematic unit I. The Media</p> <ul style="list-style-type: none"> • Media and messages built • Bias, perspective and representation • Persuasion, advertising and propaganda • News, misinformation and reliable sources • Creating responsible media messages
<p>Thematic unit II. The school</p> <ul style="list-style-type: none"> • The school as an educational institution • The school facilities and physical infrastructures • School management and administration • Teaching and learning spaces 	<p>Thematic unit II. Gender Equality and Inclusion</p> <ul style="list-style-type: none"> • Concepts of gender, sex and equality in education • Gender bias and stereotypes in the classroom • Inclusive language and communication in school settings 	<p>Thematic unit II. Environmental Awareness and School Health</p> <ul style="list-style-type: none"> • Environmental problems in Mozambique (waste, water, climate change) • Healthy and clean school environments • Teaching children to care for 	<p>Thematic unit II. Studying for problem solving</p> <ul style="list-style-type: none"> • Understanding problems and identifying root causes • Brainstorming and generating solutions • Evaluating options: pros, cons and feasibility



<ul style="list-style-type: none"> • Support services and job descriptions (roles) 	<ul style="list-style-type: none"> • Creating safe, supportive and respectful learning environments • Language and cultural diversity in the classroom 	<p>the environment</p> <ul style="list-style-type: none"> • School hygiene, nutrition, and disease prevention 	<ul style="list-style-type: none"> • Developing a project proposal • Presenting, negotiating and defending solutions
<p>Thematic unit III. Becoming a teacher</p> <ul style="list-style-type: none"> • Teaching as a career and as a profession • Skills needed for one to become a teacher • Motivation for becoming a teacher • The role of the teacher at school and in the community • The teacher's role in shaping learners 	<p>Thematic unit III. Education Systems in Mozambique and Beyond</p> <ul style="list-style-type: none"> • Structure of the Mozambican Education System • Roles and responsibilities of teachers in primary education • Comparing Education Systems in Mozambique and those of other countries • Inclusion, equity and access to education in diverse Mozambican contexts • Educational challenges and opportunities in Mozambique 	<p>Thematic unit III. Academic Writing</p> <ul style="list-style-type: none"> • Writing simple academic paragraphs • Organizing ideas clearly in writing • Using basic academic vocabulary • Avoiding plagiarism and using simple references • Writing different kind of complaint letter 	<p>Thematic unit III. Financial Literacy</p> <ul style="list-style-type: none"> • Income and sources of income • Needs and desires • Saving and budgeting • Spending and decision-making • Banking and financial services • Entrepreneurship and self-employment • Responsible financial behaviour
<p>Thematic unit IV. The importance of English in Mozambique</p> <ul style="list-style-type: none"> • The role and importance of English in education in 	<p>Thematic unit IV. Professional Communication</p> <ul style="list-style-type: none"> • Formal and informal communication in schools • Written communication: 	<p>Thematic unit IV. Critical reading of texts</p> <ul style="list-style-type: none"> • Understanding main ideas and details in texts • Identifying opinions and facts 	<p>Thematic unit IV. Life after training</p> <ul style="list-style-type: none"> • Transition from training to professional life • Teacher identity and



<p>Mozambique</p> <ul style="list-style-type: none"> • English as a tool for employment and career development • English and tourism in Mozambique • English, globalisation and international communication • The role of English for the national and socioeconomic development 	<p>emails, reports and notices</p> <ul style="list-style-type: none"> • Oral communication: meetings, briefings and presentations • Respectful and inclusive language in professional contexts • Writing CV 	<ul style="list-style-type: none"> • Reading texts about social and educational issues • Asking questions and reflecting on texts 	<p>professional ethics</p> <ul style="list-style-type: none"> • Classroom realities and school context • Employment opportunities and career pathways • Continuous professional development • Challenges of the teaching profession
	<p>Thematic unit V. Public speaking and presentation skills</p> <ul style="list-style-type: none"> • Speaking clearly and confidently in front of others • Preparing simple presentations • Using visual aids effectively • Managing nervousness and engaging the audience 		



English I



1. General description of English I

English I is an English as a Foreign Language (EFL) designed for teacher trainees at Elementary (A1) level. It aims to develop learners' ability to use English effectively in academic, professional and social educational contexts. It also emphasizes meaningful communication, professional interaction and reflective language use related to teaching, schools and society.

2. Teaching and learning time

English I consists of four units, designed to be delivered over approximately **108** hours:

Unit	Contents	Time
Thematic unit I. Greeting and Introductions	Formal and informal greetings in familiar and school contexts	6
	Introducing oneself in formal and informal contexts	6
	Introducing others in formal and informal contexts	6
	Meeting people in formal and informal contexts	6
Thematic unit II. The school	The school as an educational institution	6
	The school facilities and physical infrastructures	6
	School management and administration	6
	Teaching and learning spaces	6
	Support services and job descriptions (roles)	6
Thematic unit III. Becoming a teacher	Teaching as a career and as a profession	6
	Skills needed for one to become a teacher	6
	Motivation for becoming a teacher	6
	The role of the teacher at school and in the community	6
	The teacher's role in shaping learners	6
Thematic unit IV. The importance of English in Mozambique	The role and importance of English in education in Mozambique	6
	English as a tool for employment and career development	5
	English and tourism in Mozambique	5
	English, globalisation and international communication	6
	The role of English for the national and socioeconomic development	6



3. Main Objectives of English I

By the end of English I, trainees will be able to:

- Listen to and understand spoken English used in academic and professional educational contexts;
- Speak fluently and coherently to describe, explain, discuss and reflect on topics related to teaching and education;
- Read and interpret short academic and professional texts related to schools, teaching and society;
- Write short reflective and structured texts (e.g. articles, opinion paragraphs) to support spoken communication;
- Use English with appropriate professional register, politeness strategies and pragmatic conventions;
- Demonstrate Intermediate communicative competence in educational contexts.

4. Skills to be developed in English I

English I focuses on the integrated development of the following language skills:

a) Listening Skills

- Understanding main ideas and relevant details in discussions, presentations and professional interactions.
- Following spoken instructions and explanations in academic and school-related contexts.

b) Speaking Skills

- Participating actively in discussions, debates and role-plays.
- Delivering clear oral presentations and structured self-introductions.
- Expressing opinions, justifying ideas, agreeing and disagreeing politely.
- Reflecting on professional identity and educational issues.

c) Reading Skills

- Understanding short texts related to education, teaching, schools and national development.
- Identifying main ideas, supporting details and viewpoints.

d) Writing Skills

- Writing short reflective articles and opinion paragraphs.
- Organizing ideas coherently using appropriate connectors and academic vocabulary.



5. Main competences to be developed in English I

English I develops the following competences through integrated skills practice:

- **Professional communicative competence** - effective spoken interaction in educational contexts;
- **Institutional and contextualised communicative competence** - ability to discuss schools and educational systems;
- **Reflective and argumentative communicative competence** - ability to reflect on teaching, values and professional choices;
- **Pragmatic and sociolinguistic competence** - appropriate language use according to context and audience;
- **Intermediate spoken interaction and production competence** - coherent, fluent spoken English.

6. Methodology Suggestions

The methodology of English I is communicative, learner-centered and task-based, designed to promote active use of English across the following skills:

- Integration of listening, speaking, reading and writing in each unit;
- Use of authentic and semi-authentic materials related to education and society;
- Emphasis on interaction, reflection and collaboration;
- Scaffolding from controlled practice to independent spoken and written production.

7. Assessment Suggestions

Assessment in English I is continuous, formative and performance-based, evaluating the integrated development of language skills.

Assessment Methods

- Listening-based discussion tasks.
- Spoken role-plays, presentations and debates.
- Short reflective writing tasks.
- Peer and teacher feedback.

Assessment Criteria

- Comprehension and response to spoken input.
- Clarity, coherence and fluency in speaking.
- Accuracy and range of grammar and vocabulary.
- Appropriacy of register and pragmatic use.
- Organization and clarity in reflective writing.



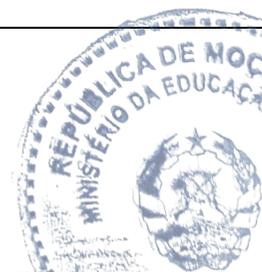
Thematic unit I. Greeting and introductions

Main competence

By the end of Unit 1, trainees will have developed professional communicative competence in English, enabling them to greet, introduce themselves and others and engage in polite professional interactions in academic and educational settings, using appropriate register, pragmatic conventions and Intermediate spoken language skills.

Unit Structure

Contents	Learning outcomes (By the end of this lesson, the trainee will be able to...)	Time
<ul style="list-style-type: none"> • Formal and informal greetings in familiar and school context • Introducing others in formal and informal context • Introducing oneself in formal and informal context • Meeting people in formal and informal context <p>Grammar</p> <ul style="list-style-type: none"> • Verb <i>to be</i>; • Present simple; • Simple question forms. <p>Vocabulary</p> <p>Professional titles (teacher, student teacher/trainee, head teacher)</p> <p>Greetings and polite expressions (Good morning, good afternoon, good evening, hello, hi, Nice to meet you, please</p>	<ul style="list-style-type: none"> • use formal greetings and polite expressions in simple academic and school situations • give a short, clear self-introduction (name, role and workplace) using simple sentences • spell their names and say their profession clearly • introduce another person using basic personal and professional information • participate in short and simple professional exchanges using familiar expressions 	24



to meet you, Thank you) Language Functions Greeting and introducing Starting a conversation Self-introduction		
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Methodology Suggestions

In this unit, teaching should follow a communicative, learner-centred and task-based approach, appropriate for Elementary (B1) learners. Lessons should engage teacher trainees in simple, realistic academic and school-related interactions using clear models and guided practice. Activities should simulate familiar professional situations such as formal and informal greetings, simple self-introductions, introducing others, and basic small talk in educational contexts. The teacher should provide language models, key phrases and controlled practice before moving to semi-controlled and simple communicative tasks. Pair and small-group work, short role-plays, dialogue building, substitution drills and guided speaking activities should be used to support learners in producing short and meaningful spoken exchanges. Visual aids, cue cards and repetition should be used to reinforce understanding, build confidence and promote accurate and appropriate basic professional language use.



Thematic unit II. The school

Main Competence

By the end of this unit, trainees will have developed institutional communicative competence in English, enabling them to describe, explain and discuss the structure, spaces, roles and daily operations of a school, using appropriate professional register, coherent spoken discourse and Intermediate English in educational contexts.

Unit Structure

Contents	Learning outcomes (By the end of this lesson, the trainee will be able to...)	Time
<ul style="list-style-type: none">• The School as an Educational Institution• The school facilities and physical infrastructures• School management and administration• Teaching and learning spaces <p>Grammar</p> <ul style="list-style-type: none">• Present simple;• Present simple for routines;• Adverbs of frequency;• Sequencers (first, then);• Prepositions of place;• Simple purpose. <p>Vocabulary</p>	<ul style="list-style-type: none">• describe what a school is and state its basic purpose using simple sentences• describe school facilities and physical infrastructures using basic spatial language• identify school leaders and administrative staff and say what they do using simple sentences• describe how school spaces are used for teaching and learning in simple English	30



<p>Students, teachers, head teacher, deputy, secretary, administrator, classroom, library, playground, office, toilets, canteen, desks, chairs, books.</p> <p>Language Functions</p> <p>Explaining purposes</p> <p>Expressing opinions</p> <p>Comparing</p> <p>Describing</p>		
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Methodology Suggestions

The lesson will be conducted using a communicative, contextualized and learner-centered approach promoting the use of English in authentic school-related situations. Trainees should engage in tasks that require them to describe school environments, identify institutional roles and responsibilities, explain administrative and leadership structures and discuss teaching, learning, and support services. Task-based activities such as simulations, case scenarios, collaborative discussions, guided descriptions and role-plays should be prioritised to strengthen professional vocabulary, communicative competence.



Thematic unit III. Becoming a teacher

Main Competence

By the end of this unit, trainees will have developed reflective and argumentative communicative competence in English, enabling them to express, justify and discuss personal motivations and professional choices related to becoming a teacher, using appropriate register, coherent spoken discourse and Intermediate language skills in academic and educational contexts.

Unit Structure

Contents	Learning outcomes (By the end of this lesson, the trainee will be able to...)	Time
<ul style="list-style-type: none">• Teaching as a career and as a profession• Skills needed to one become a teacher• Motivation for becoming a teacher• The role of the teacher at school and in the community <p>Grammar</p> <ul style="list-style-type: none">• Present simple;• Past simple;• Simple connectors;• Sequencers;• Future intentions;• Time expressions: (Now, this afternoon, yesterday,	<ul style="list-style-type: none">• describe teaching as a job and profession using short, clear sentences• explain why they want to become teachers using simple present and past tense forms• describe the skills one needs to become a teacher• narrate when and how they decided to become teachers using basic sequencing (first, then, after that)• use simple connectors (because, so) to give reasons for career choices• state basic future teaching goals using simple future expressions	30



<p>last month, tomorrow, next week, always, usually).</p> <p>Vocabulary Career path, commitment, vocation, job opportunity, professional ethics, lifelong learning, leadership, inspiration</p> <p>Language Functions Expressing opinions Giving reasons Narrating</p>		
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Methodology Suggestions

The methodology for this unit should be communicative, reflective and learner-centred, promoting the integration of language development with professional identity formation. Activities should encourage trainees to explore teaching as a career and a profession, as well as their personal vocation and motivation for becoming teachers. Interactive discussions, guided reflections and pair or group tasks should be used to help trainees express opinions, describe personal experiences and compare perspectives about the teaching profession. Short readings, case scenarios and testimonies of teachers can serve as prompts for speaking, reading and writing activities. Reflective tasks such as personal statements, short paragraphs, or learning journals should support trainees in articulating their motivations, values and future professional goals. Role-plays and simulations of school-related situations can further connect language use with real educational contexts.



Thematic unit IV. The Importance of English in Mozambique

Main Competence

By the end of this unit, trainees will have developed contextualized communicative competence in English, enabling them to describe, discuss and evaluate the importance of English in education, employment, tourism and national development in Mozambique, using appropriate register, coherent spoken discourse and Intermediate language skills.

Unit Structure

Contents	Learning outcomes (By the end of this lesson, the trainee will be able to...)	Time
<ul style="list-style-type: none">• The role of English for the national and socioeconomic development• English as a tool for employment and career development• English and tourism in Mozambique• English, globalization and international communication <p>Grammar</p> <ul style="list-style-type: none">• Present perfect vs past tense;• Future forms (will, going to);• Cause-and-effect connectors (because of, therefore, as a result).	<ul style="list-style-type: none">• describe how English helps students and teachers in schools and higher education• explain the importance of English for jobs, careers, and professional development in Mozambique• describe the role of English in connecting Mozambique to the world and promoting cultural and technological exchange• express opinions and give reasons about the role of English in economic growth, employment, and international participation	28



<p>Vocabulary National development, economic growth, opportunities, job market, professional growth, competitiveness tourism, hospitality, international visitors, communication, services, globalization, cultural exchange.</p> <p>Language Functions Giving reasons Agreeing and disagreeing Describing situations Expressing opinions</p>		
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Methodology Suggestions

The lesson will be conducted using a communicative, contextualised and learner-centered approach that situates English language learning within authentic national and global realities. Trainees should engage in task-based and discussion-oriented activities that examine the role of English in education, employment, tourism, international communication and socioeconomic development. Methods such as case studies, collaborative projects, simulations, guided debates and oral presentations should be prioritised to strengthen communicative competence, professional language use and critical understanding of English as a resource for personal and national development.



English II



1. General description of English II

English II is an English as a Foreign Language (EFL) designed for teacher trainees at Pre-intermediate (A2) level. It expands trainees' ability to use English confidently and appropriately in educational, professional and community-related contexts. It focuses on themes that are central to teachers' professional reality, including family and community engagement, diversity and inclusion, health and well-being, education systems and professional communication.

2. Teaching and Learning Time

English II consists of four units, designed to be delivered over approximately 108 hours:

Unit	Contents	Time
Thematic unit I. Family, community and education	Families as partners in children's education	6
	Parents' expectations of school and teachers	6
	Community support for schools and education	6
	Home - school communication	6
	Family and school roles: values, behaviour, and discipline	5
Thematic unit II. Gender equality and inclusion	Concepts of gender, sex, and equality in education	5
	Gender bias and stereotypes in the classroom	5
	Inclusive language and communication in school settings	5
	Creating safe, supportive, and respectful learning environments	5
	Language and cultural diversity in the classroom	5
Thematic unit III. Education system in Mozambique and beyond	Structure of the Mozambican education system	6
	Roles and responsibilities of teachers in primary education	6
	Comparing education system in Mozambique and those of other countries	6
	Inclusion, equity and access to education in diverse Mozambican contexts	6
	Educational challenges and opportunities in Mozambique	6
Thematic unit IV. Professional communication	Formal and informal communication in schools	6
	Written communication: emails, reports and notices	5
	Oral communication: meetings, briefings and presentations	5
	Respectful and inclusive language in professional contexts	6

	Writing business letters (application, complaint, CV, reports, etc.).	6
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3. Main Objectives of English II

By the end of English II, teacher trainees will be able to:

- Understand spoken English used in school, community, and professional educational contexts;
- Communicate clearly and confidently about family, community, diversity, health and education systems;
- Participate actively in discussions, role-plays, meetings and presentations related to teaching and school life;
- Read and interpret short texts related to education, inclusion, health and professional communication;
- Produce short written texts (e.g. emails, reports, notices, reflective paragraphs) to support professional interaction;
- Use English with appropriate register, politeness strategies and inclusive language;
- Demonstrate solid Intermediate communicative competence in educational and professional contexts.

4. Skills to be Developed in English II

English II promotes the integrated development of the following language skills:

a) Listening Skills

- Understanding main ideas and key details in school-related discussions, explanations and presentations.
- Following instructions and professional interactions in educational contexts.

b) Speaking Skills

- Describing, explaining and discussing educational and social topics.
- Participating in role-plays, debates, meetings and group discussions.
- Organising oral presentations.
- Expressing opinions, giving advice, making suggestions and interacting politely.

c) Reading Skills

- Understanding short, adapted texts related to education system, inclusion, health and professional practice.
- Identifying main ideas, comparisons and viewpoints.

e) **Writing Skills (Functional and Reflective)**

- Writing short professional texts such as emails, notices, reports and opinion paragraphs.
- Organising ideas clearly using basic connectors and appropriate vocabulary.

5. Main Competences to be Developed in English II

The course develops the following competences through integrated skills practice:

- Professional communicative competence - effective communication in school and institutional contexts;
- Community and family-related communicative competence - ability to interact with parents and community members;
- Inclusive and reflective communicative competence - discussing diversity, inclusion, equity and well-being;
- Institutional and systemic communicative competence - describing and comparing education systems;
- Pragmatic and sociolinguistic competence - appropriate, respectful and inclusive language use;
- Intermediate spoken and written production competence - clear, coherent and meaningful communication.

6. Methodology Suggestions

The methodology of English II is communicative, task-based and learner-centred, closely linked to real school and community contexts in Mozambique.

Key methodological principles include:

- Integration of listening, speaking, reading and writing in each unit;
- Use of authentic and semi-authentic materials related to education and society;
- Emphasis on interaction, collaboration and reflection;
- Role-plays, simulations, problem-solving tasks and micro-teaching activities;
- Scaffolding from guided practice to independent spoken and written production;
- Reflection on trainees' professional identity, ethics and inclusive practice.

7. Assessment Suggestions

Assessment in English II is continuous, formative and performance-based, focusing on the practical use of English in educational and professional contexts.



Assessment Methods

- Pair and group discussions.
- Role-plays and simulations (e.g. parent-teacher meetings, school interactions).
- Short oral presentations and micro-teaching tasks.
- Guided and independent writing tasks (emails, reports, reflections).
- Peer and teacher feedback.

Assessment Criteria

- Comprehension and response to spoken input.
- Clarity, coherence and fluency in speaking.
- Accuracy and appropriate range of grammar and vocabulary.
- Appropriacy of register, politeness and inclusive language.
- Organisation, clarity and purpose in written communication.

English II equips teacher trainees with the language skills and professional communicative competence necessary to engage effectively with learners, families, colleagues, and communities. It strengthens their ability to address key educational themes-such as inclusion, well-being, and education systems-using practical Intermediate English aligned with their roles as future primary school teachers.



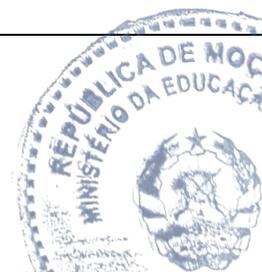
Thematic unit I. Family, Community and Education

Main Competence

By the end of this unit, trainees will have developed Intermediate communicative competence that enables them to describe, discuss and explain the roles of families and communities in children's education, using simple, clear spoken English, appropriate register and language structures commonly used in school and community contexts.

Unit Structure

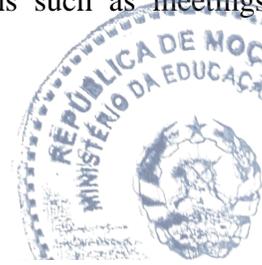
Contents	Learning outcomes (By the end of this lesson, the trainee will be able to...)	Time
<ul style="list-style-type: none"> • Families as partners in children's education • Parents' expectations of school and teachers • Community support for schools and education • Home - school communication • Family and school roles: values, behaviour, and discipline <p>Grammar</p> <p>Present simple (routines and habits);</p> <p>Adverbs of frequency;</p> <p>Comparatives (better than, more important than)</p> <p>Question forms;</p> <p>Polite requests (Can you...? Could you...?)</p> <p>Imperatives;</p>	<ul style="list-style-type: none"> • describe how families support children's learning at home and school • explain parents' expectations of schools and teachers and compare expectations in rural and urban • explain the responsibilities of families in supporting schooling using modals of obligation appropriately • describe how community members and local organisations support schools and education in their community • use polite English to communicate in common home-school situations such as meetings and messages • explain how families and schools work together to teach values, behaviour and discipline using simple advice structures 	29



<p>Giving advice (should / shouldn't); There is / there are.</p> <p>Vocabulary Parents, caregivers, homework, attendance, support, motivation, safety, teaching quality, values, learning environment; respect, behaviour, discipline, rules, cooperation, community leaders, school council, local organisations, activities</p> <p>Language Functions Expressing opinions Reporting opinions and viewpoints Expressing obligation and responsibility Agreeing and disagreeing politely</p>		
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Methodology Suggestions

The methodology for this unit follows a communicative, practical and learner-centred approach that develops trainees' ability to use English effectively in real school and community contexts in Mozambique. Language learning is viewed as a social and active process in which trainees build knowledge through interaction, reflection and application to authentic educational situations. Teaching and learning activities promote participation, collaboration and problem-solving, allowing learners to connect classroom language with their experiences as students and future teachers. Trainees work individually, in pairs and in groups through discussions, role-plays and simulations of parent-teacher and school-community interactions. Lessons are contextualised using familiar school situations such as meetings, rules and routines, supported by



vocabulary lists, sentence frames and model texts. The four skills-listening, speaking, reading and writing are integrated through dialogues, presentations, short texts and reflective writing. Learners reflect on their professional identity and responsibilities as future teachers, while collaborative work promotes inclusion and respect for diversity. Assessment is continuous and formative, focusing on participation, communication, confidence and relevance rather than only grammatical accuracy.



Thematic unit II. Gender, diversity and inclusion

Main Competence

By the end of this unit, trainees will have developed Intermediate communicative competence that enables them to describe, discuss and explain diversity and inclusion issues in the classrooms, including language and cultural diversity, mixed-ability learners, learners with special educational needs and large classes, using clear spoken English, appropriate register and practical classroom-related language.

Unit Structure

Contents	Learning outcomes (By the end of this lesson, the trainee will be able to...)	Time
<ul style="list-style-type: none"> • Concepts of gender, sex and equality in education • Gender bias and stereotypes in the classroom • Inclusive language and communication in school settings • Creating safe, supportive and respectful learning environments • Language and cultural diversity in the classroom <p>Grammar</p> <ul style="list-style-type: none"> • Defining clauses; • Modal verbs for obligation and responsibility (must, should, need to); • Present simple for general truths; • Cause-effect connectors (because, therefore); 	<ul style="list-style-type: none"> • explain key concepts related to gender, sex, and equality in education using accurate terminology and appropriate academic language • describe how gender awareness and identity develop in primary-age children using clear explanations and examples • identify common gender biases and stereotypes in classroom situations and explain their impact on learners • propose and explain gender-inclusive teaching strategies suitable for primary classrooms • analyse learning materials to identify gender representation and suggest improvements for inclusivity • use inclusive and gender-sensitive language appropriately in spoken and written school communication • explain and apply strategies to create a safe, respectful and gender-inclusive primary classroom environment 	25



<ul style="list-style-type: none"> • Conditionals (zero and first); • Modal verbs for rules and policies (must, mustn't); • Passive voice. <p>Vocabulary Gender, sex, equality, equity, inclusion, discrimination, identity, development, socialization, self-esteem, roles, bias, stereotype, assumption, fairness, participation.</p> <p>Language Functions Defining Explaining Describing Identifying Comparing and contrast</p>		
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Methodology Suggestions

The methodology for this unit follows a communicative, practical and inclusive approach that develops trainees' ability to use English while addressing real classroom challenges in Mozambican primary schools. Language learning is treated as a social and active process in which trainees build knowledge through interaction, reflection and application to authentic inclusive education contexts. Teaching and learning activities promote participation, collaboration and critical thinking, enabling learners to connect language use with real experiences of classroom diversity such as different abilities, languages, cultures, gender and socio-economic backgrounds. Trainees work individually, in pairs and in groups through discussions, problem-solving tasks and role-plays simulating inclusive classroom situations. Lessons are contextualised using



local school examples and supported with vocabulary banks, sentence frames and functional expressions. The four skills-listening, speaking, reading and writing are integrated through dialogues, presentations, readings and reflective writing. Learners reflect on inclusive teaching practices and professional attitudes, while collaborative work fosters respect and cooperation. Assessment is continuous and formative, focusing on participation, communication, problem-solving and professional language use rather than only grammatical accuracy.



Thematic unit III. Education System in Mozambique and beyond

Main Competence

By the end of this unit, teacher trainees will be able to describe and discuss the Mozambican education system and compare it with other systems, using Intermediate English to explain teachers' roles, educational structures, inclusion, equity and access, in line with national education priorities.

Unit Structure

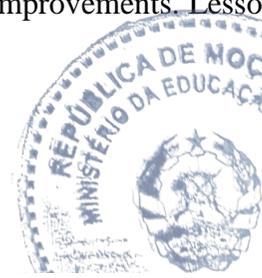
Contents	Learning outcomes (By the end of this lesson, the trainee will be able to...)	Time
<ul style="list-style-type: none"> • Structure of the Mozambican Education System • Roles and responsibilities of teachers in primary education • Comparing Education System in Mozambique and those of other countries • Inclusion, equity and access to education in diverse Mozambican contexts • Educational challenges and opportunities in Mozambique <p>Grammar</p> <ul style="list-style-type: none"> • Present simple; • Passive present; • Modals of obligation (must, should, have to); 	<ul style="list-style-type: none"> • describe the structure of the Mozambican Education System, with focus on primary education • identify main education cycles and responsible institutions • explain the roles and responsibilities of primary school teachers in Mozambique • describe ethical and professional behaviour expected of teachers • compare basic aspects of the Mozambican Education System with those of other countries • identify similarities and differences related to primary education. • discuss challenges of access and inclusion in Mozambican primary education • suggest simple actions to promote equity and inclusive education 	30



<ul style="list-style-type: none"> • Comparatives and superlatives; • Connectors (while, whereas, however); • First conditional; • Modals for possibility (can, may). <p>Vocabulary</p> <p>Primary education, secondary education, curriculum, grades, Ministry of Education, school cycle, teaching duties, lesson planning, assessment, classroom management, professional ethics, school resources, class size, assessment practices inclusion, inclusive education.</p> <p>Language Functions</p> <p>Describing systems Expressing opinions; Suggesting solutions Comparing and contrasting</p>		
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Suggested Methodology

The methodology for this unit follows a communicative and task-based approach that enables trainees to use English meaningfully while engaging with Mozambican and comparative Education Systems. Language learning is viewed as an active and social process in which trainees develop competence through interaction, reflection and application to real educational contexts. Teaching and learning activities promote participation, collaboration, problem-solving and professional awareness, allowing learners to connect classroom language with their experiences in Mozambican schools and broader educational practices. Trainees carry out tasks that mirror professional situations, such as describing school structures, explaining policies, discussing challenges and proposing improvements. Lessons are contextualised using authentic



Mozambican school scenarios supported by adapted readings on education policies and school realities. Pair and group discussions, role-plays simulating teachers' responsibilities, and guided language support with vocabulary banks and functional expressions build confidence and accuracy. The four skills-listening, speaking, reading and writing are integrated through talks, discussions, texts, reports and reflections. Learners reflect on their professional identity as Mozambican teachers while collaborative work promotes inclusion and respect for diverse experiences.



Thematic unit IV. Professional Communication

Main Competence

By the end of Unit 4, teacher trainees will be able to communicate effectively and appropriately in professional school contexts, using Intermediate English to interact in formal and informal situations, produce basic written texts, participate in meetings and presentations, and use respectful and inclusive language in line with professional and ethical standards.

Unit Structure

Contents	Learning outcomes (By the end of this lesson, the trainee will be able to...)	Time
<ul style="list-style-type: none">• Formal and informal communication in schools• Written communication: emails, reports and notices• Oral communication: meetings, briefings and presentations• Respectful and inclusive language in professional contexts• Writing CV <p>Grammar</p> <ul style="list-style-type: none">• Present simple;• Question forms;• Polite requests;• Past simple;	<ul style="list-style-type: none">• write short, clear and appropriate emails related to school matters• produce simple reports and notices using correct format• participate actively in meetings and briefings• organise oral presentations on school-related topics• use respectful and inclusive language in professional communication• express agreement or disagreement politely in school contexts	28



<ul style="list-style-type: none"> • Future forms (going to / will); • Linkers (and, but, because); • Modals for suggestion and advice (should, could); • Sequencing words (first, next, finally); • Comparatives. <p>Vocabulary</p> <p>Colleagues, parents, learners, administration, school roles, email structure, report, notice, subject line, purpose, agenda, meeting, presentation, briefing, discussion, respect, inclusion, diversity, equality, professional</p> <p>Language Functions</p> <p>Requesting information</p> <p>Clarifying</p> <p>Informing;</p> <p>Reporting</p> <p>Expressing opinions</p> <p>Making suggestions</p> <p>Presenting information</p> <p>Agreeing and disagreeing politely</p>		
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Suggested Methodology

The methodology for this unit follows a communicative and task-based approach that enables trainees to use English meaningfully in authentic professional contexts within Mozambican primary schools. Language learning is viewed as an active and social process in which trainees develop competence through interaction, reflection and application to real communication situations with parents, colleagues and school administration. Teaching and learning activities promote participation, collaboration, problem-solving and professional awareness, helping learners connect classroom language with real teacher responsibilities. Trainees carry out tasks that mirror professional communication, such as requesting information, giving feedback, writing notices and reporting classroom issues. Lessons are contextualized through familiar school scenarios like meetings, parent-teacher conferences and announcements, supported by role-plays, simulations and guided professional writing of emails, notices, reports and minutes. Vocabulary banks, functional expressions and model texts scaffold communication. The four skills-listening, speaking, reading and writing-are integrated through dialogues, discussions, texts and presentations. Learners reflect on professional ethics and inclusive communication, while collaborative work fosters respect and cooperation. Assessment is continuous and formative, focusing on clarity, appropriateness, interaction and professional language use rather than only grammatical accuracy.



English III



1. General Description of English III

English III is an English as a Foreign Language (EFL) designed for teacher trainees at Intermediate Level (B1). It builds on the communicative and professional foundations developed in English I and English II, with a stronger emphasis on academic language, critical thinking, digital competence and professional identity.

English III focuses on themes directly related to contemporary teaching practice and professional development, including digital literacy, environmental awareness and school health, academic writing, critical reading, language and power and public speaking. It prepares teacher trainees to use English confidently, ethically and critically in educational, institutional and community contexts.

2. Teaching and Learning Time

English III consists of five units, designed to be delivered over approximately 108 hours:

Unit	Contents	Time
Thematic unit I. Digital Literacy	Basic digital tools for teaching and learning (mobile phones, tablets, computers)	6
	Using technology to support inclusive classrooms	5
	Safe and responsible use of the internet	6
	Creating simple digital learning materials	6
	Meeting people in the digital world	5
Thematic unit II. Environmental awareness and school health	Environmental problems in Mozambique (waste, water, climate change)	5
	Healthy and clean school environments	5
	School hygiene, nutrition, and disease prevention	6
	Ways of recycling and reusing waste	5
Thematic unit III. Academic writing	Writing simple academic paragraphs	6
	Organizing ideas clearly in writing	5
	Using basic academic vocabulary	5
	Avoiding plagiarism and using simple references	5
	Writing different kinds of complaint letter	4
Thematic unit IV. Developing	Understanding main ideas and details in texts	4
	Identifying opinions and facts	5

critical reading competences	Reading texts about social and educational issues	5
	Asking questions and reflecting on texts	4
Thematic unit V. Public speaking and presentation skills	Speaking clearly and confidently in front of others	4
	Preparing simple and effective presentations	4
	Using visual aids effectively	4
	Managing nervousness and engaging the audience	4

3. Main objectives of English III

By the end of English III, teacher trainees will be able to:

- Use Intermediate English confidently in academic, professional, and institutional contexts;
- Discuss and analyse educational, social, environmental and ethical issues relevant to Mozambique;
- Apply digital literacy skills responsibly and inclusively in primary education;
- Read, interpret and respond critically to academic and social texts;
- Produce well-structured academic and reflective written texts;
- Communicate effectively using inclusive, respectful and ethical language;
- Prepare and deliver clear oral presentations using appropriate visual aids;
- Reflect on their professional identity, teaching practice and career development;
- Demonstrate Intermediate communicative competence (B1) aligned with professional teaching roles.

4. Skills to be developed in English III

English III promotes the integrated development of the following language skills:

a) Listening Skills

- Understanding extended spoken discourse such as presentations, discussions and explanations.
- Following academic and professional interactions related to education and social issues.

b) Speaking Skills

- Expressing ideas clearly and fluently in academic and professional contexts.
- Participating actively in discussions, debates, role-plays and simulations.
- Giving structured oral presentations and responding to questions confidently.

- Using appropriate register, politeness strategies and inclusive language.

c) **Reading Skills**

- Reading and analysing academic and social texts critically.
- Identifying arguments, viewpoints, assumptions and evidence.
- Interpreting texts related to education, society, environment and language.

d) **Writing Skills (academic, professional, and reflective)**

- Writing structured academic paragraphs and short texts.
- Producing reflective writing related to teaching practice and professional growth.
- Using basic referencing and avoiding plagiarism.
- Organising ideas coherently with appropriate connectors and vocabulary.

5. Main competences to be developed in English III

The course develops the following competences through integrated skills practice:

- **Academic communicative competence** - producing and interpreting academic texts;
- **Digital communicative competence** - using English to discuss and apply digital tools responsibly;
- **Critical literacy competence** - analysing texts and social issues thoughtfully;
- **Professional and institutional communicative competence** - effective communication in school systems;
- **Inclusive and ethical communicative competence** - respectful language use related to diversity and power;
- **Reflective and developmental competence** - articulating professional identity and growth;
- **Public speaking and presentation competence** - confident spoken production for professional purposes.

6. Methodology Suggestions

The methodology of English III is communicative, task-based, reflective and professionally oriented, closely linked to real educational contexts in Mozambique.

Key methodological principles include:

- Integration of listening, speaking, reading and writing in all units;
- Use of authentic and semi-authentic academic and professional texts;
- Emphasis on critical thinking, reflection and ethical awareness;
- Task-based activities such as presentations, portfolios, debates and project work;

- Guided scaffolding from supported practice to independent production;
- Peer collaboration, feedback and self-reflection;
- Strong connection between language development and teaching practice.

7. Assessment Suggestions

Assessment in English III is continuous, formative and performance-based, focusing on the effective and appropriate use of English in academic and professional contexts.

Assessment Methods

- Oral presentations and public speaking tasks.
- Group discussions, debates and role-plays.
- Academic and reflective writing tasks.
- Peer, self- and teacher feedback.

Assessment Criteria

- Comprehension and critical response to spoken and written texts.
- Fluency, coherence and clarity in spoken production.
- Accuracy and appropriate range of grammar and vocabulary.
- Use of inclusive, respectful and professional language.
- Organisation, coherence and academic integrity in writing.
- Ability to reflect on practice and demonstrate professional growth.

English III consolidates teacher trainees' Intermediate English proficiency while strengthening their academic literacy, professional identity, critical awareness and public communication skills. It prepares future primary school teachers to engage confidently with complex educational issues and to function effectively in professional, institutional and community contexts using English.

Thematic unit I. Digital Literacy

Main Competence

By the end of this unit, teacher trainees will be able to use digital tools confidently and responsibly in primary school contexts, applying Intermediate English to discuss technology in education, support inclusive learning, create basic digital materials and promote safe, ethical and effective use of digital resources in line with professional standards.

Unit Structure

Contents	Learning outcomes (By the end of this lesson, the trainee will be able to...)	Time
<ul style="list-style-type: none">• Basic digital tools for teaching (phones, tablets, computers)• Using technology to support inclusive classrooms• Safe and responsible use of the internet• Creating simple digital learning materials• Meeting people in the digital world <p>Grammar</p> <ul style="list-style-type: none">• Present perfect vs past simple;• Question tags;• Passive voice;• Relative clauses;• Modals of obligation and prohibition (must, have to, mustn't);	<ul style="list-style-type: none">• explain how technology can support diverse learners• suggest inclusive digital strategies for the classroom• discuss online safety issues in school contexts• establish rules for responsible internet use with learners• create simple digital learning materials for primary classes• communicate using digital resources	28



<ul style="list-style-type: none"> • Conditionals (zero and first); • Gerunds and infinitives; • Sequencing connectors (first, then, afterwards). <p>Vocabulary</p> <p>Digital tools, devices, applications, platforms, online/offline, inclusion, accessibility, learning needs, assistive technology, participation, online safety, privacy, cyberbullying, digital footprint, ethics, digital content, presentation, worksheet, visuals, multimedia</p> <p>Language Functions</p> <p>Describing experience</p> <p>Comparing and contrasting</p> <p>Asking for clarification</p> <p>Explaining</p> <p>Giving examples</p> <p>Suggesting adaptations</p> <p>Explaining</p> <p>Presenting</p> <p>Giving instructions</p> <p>Warning</p>		
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Advising		
Setting rules		

Suggested Methodology

In this unit, the lesson should be communicative and task-based, grounded in real primary school contexts to ensure relevance and practical application. Learning activities should include hands-on practice with common digital tools, supported by simulated classroom scenarios that allow trainees to apply skills in realistic teaching situations. Pair and group work should be encouraged to promote collaboration while designing digital activities that are inclusive and safe for learners. Guided discussions should address key themes such as ethics, responsibility, and inclusion in digital education, helping trainees develop critical awareness of their professional role. In addition, reflective activities should be integrated to connect digital literacy development with professional teaching practice, enabling trainees to evaluate their experiences and continuously improve their pedagogical use of technology.



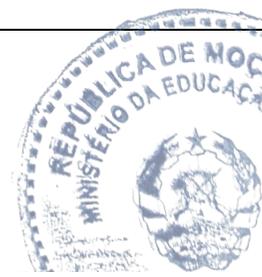
Thematic unit II. Environmental awareness and school health

Main Competence

By the end of this unit, teacher trainees will be able to discuss environmental and school health issues confidently, using Intermediate English to explain environmental challenges in Mozambique, promote healthy and safe school environments, design age-appropriate environmental education activities, and communicate prevention strategies in line with public health and ethical standards.

Unit Structure

Contents	Learning outcomes (By the end of this lesson, the trainee will be able to...)	Time
<ul style="list-style-type: none"> • Environmental problems in Mozambique (waste, water, climate) • Healthy and clean school environments • School hygiene, nutrition and disease prevention <p>Grammar</p> <ul style="list-style-type: none"> • Present perfect continuous; • Cause-effect structures (because of, due to, as a result of); • Modals of obligation and advice (must, should, ought to); Passive voice; • Second conditional; • Verb patterns (encourage, allow, prevent + object + infinitive); • Relative clauses; 	<ul style="list-style-type: none"> • identify features of a healthy school environment; • propose measures to improve cleanliness and safety in schools. • explain basic hygiene and nutrition practices in schools; • promote disease prevention strategies. 	21



<ul style="list-style-type: none"> • Linkers (however, therefore, although). <p>Vocabulary</p> <p>Waste management, pollution, drought, floods, climate change, recycling, sanitation, clean water, waste disposal, safety, school facilities, conservation, responsibility, awareness, participation, sustainability, hygiene, nutrition, balanced diet, prevention, communicable diseases</p> <p>Language Functions</p> <p>Describing</p> <p>Explaining causes and effects</p> <p>Giving advice</p> <p>Getting rules</p> <p>Explaining procedures</p> <p>Suggesting activities</p> <p>Motivating learners</p> <p>Expressing consequences</p> <p>Giving recommendations</p> <p>Raising awareness</p>		
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Suggested Methodology

Teaching in this unit should follow a learner-centred, communicative and task-based approach, grounded in real-life environmental and school health scenarios to ensure relevance to trainees' future professional contexts. Learning should revolve around meaningful tasks connected to everyday school and community realities, with group projects focused on local environmental and health challenges to promote collaboration, problem-solving, and social responsibility. Role-plays simulating school campaigns and health talks should be used to develop functional language, public speaking and persuasive communication skills. Guided reading of short texts on environmental and health topics should support vocabulary development and comprehension, followed by discussions that encourage critical thinking and contextualisation. Throughout the unit, reflective activities should help trainees link environmental responsibility to their professional role as teachers, fostering awareness of their responsibility in promoting healthy and sustainable practices within the school community.



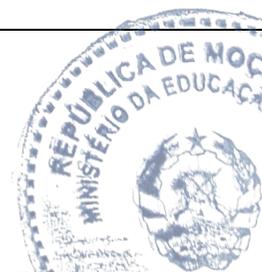
Thematic unit III. Academic Writing

Main Competence

By the end of this unit, teacher trainees will be able to produce clear and well-structured academic texts using Upper-Intermediate English, applying appropriate academic style and vocabulary, organising ideas logically and using basic referencing techniques while respecting principles of academic integrity.

Unit Structure

Contents	Learning outcomes (By the end of this lesson, the trainee will be able to...)	Time
<ul style="list-style-type: none">• Writing simple academic paragraphs• Organising ideas clearly in writing• Using basic academic vocabulary• Avoiding plagiarism and using simple references• Writing different kinds of complaint letter <p>Grammar</p> <ul style="list-style-type: none">• Topic sentences;• Complex sentences;• Present simple vs present perfect;• Linkers and connectors (however, moreover, therefore); Referencing words (this, these, such);• Nominalisation; word families (analyse-analysis, develop-development);	<ul style="list-style-type: none">• organise ideas logically across short academic texts• use linking words to improve coherence• use appropriate academic vocabulary in writing• distinguish between formal and informal language• explain what plagiarism is and how to avoid it• use simple referencing and citation in academic writing	25



<ul style="list-style-type: none"> • Reporting verbs (state, suggest, argue); • Passive past. <p>Vocabulary Paragraph, topic sentence, supporting idea, coherence, cohesion, outline, draft, academic writing, formal vs informal language, plagiarism, citation, reference, source, quotation.</p> <p>Language Functions Explaining ideas Giving examples Defining concepts Organising information Sequencing ideas Summarising Paraphrasing Describing processes Comparing and constrating Reporting information Acknowledging sources</p>		
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Suggested Methodology

In this lesson, teaching will be conducted through guided writing practice supported by clear models and structured scaffolding to develop learners' academic writing skills. A process-writing approach will be followed, enabling trainees to move through the stages of planning, drafting, revising and editing in order to progressively improve the quality of their work. Peer review and collaborative editing activities will be integrated to promote feedback, critical thinking and shared responsibility for learning. The analysis of short academic texts related to education will also be included to expose trainees to appropriate language, structure and academic style. In addition, explicit attention will be given to academic integrity and ethical writing practices, helping trainees understand the importance of originality, proper referencing and the responsible use of sources.



Thematic unit IV. Developing critical reading competences

Main Competence

By the end of this unit, teacher trainees will be able to read, analyse and respond critically to academic and social texts, using Upper-Intermediate English to identify main ideas, distinguish facts from opinions, interpret texts related to educational and social issues and reflect thoughtfully on written information.

Unit Structure

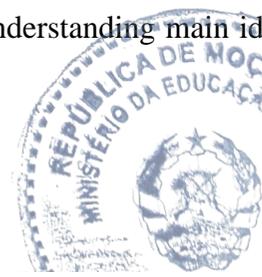
Contents	Learning outcomes (By the end of this lesson, the trainee will be able to...)	Time
<ul style="list-style-type: none">• Understanding main ideas and details in texts• Identifying opinions and facts• Reading texts about social and educational issues• Asking questions and reflecting on texts <p>Grammar</p> <ul style="list-style-type: none">• Discourse markers;• Reference words (this, that, these, those);• Reporting structures;• Hedging language (may, might, seem to);• Complex sentences;• Relative and adverbial clauses;• Indirect questions;	<ul style="list-style-type: none">• identify main ideas and supporting details in academic and social texts• summarise texts accurately• distinguish between facts and opinions in texts• evaluate arguments using evidence• interpret texts related to social and educational issues• relate reading content to school and community contexts• formulate critical questions about texts• reflect on ideas and express personal responses	18



<ul style="list-style-type: none"> • Conditionals for reflection (if... would...). <p>Vocabulary</p> <p>Main idea, detail, inference, summary, context, fact, opinion education policy, inclusion, equality, community, development, bias, viewpoint, evidence, reflection, perspective, implication, assumption, response</p> <p>Language Functions</p> <p>Identifying</p> <p>Summarising</p> <p>Distinguishing</p> <p>Evaluating statements</p> <p>Justifying opinions</p> <p>Interpreting ideas</p> <p>Connecting text to context</p> <p>Asking critical questions</p> <p>Expressing reflections</p>		
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Suggested Methodology

The lesson will follow a guided reading sequence organized into pre-reading, while-reading, and post-reading stages. It will begin with activities that introduce the topic and activate trainees’ prior knowledge, helping them engage with the theme of the text. Learners will then work with academic and social texts that are authentic but appropriate to their language level, allowing them to interact with meaningful language in relevant contexts. During the reading stage, trainees will complete tasks focused on understanding main ideas, identifying key information and



interpreting meanings, while also discussing their responses in pairs or small groups. Collaborative text analysis will allow learners to share perspectives and build deeper understanding collectively. Question-generation activities will be included to encourage active engagement with the text and the development of critical thinking skills. In the final stage, the lesson will move to reflective writing, where trainees relate the reading content to their future teaching practice, strengthening the connection between language development and professional growth.



Thematic unit V. Public Speaking and Presentation Skills

Main Competence

By the end of this, teacher trainees will be able to speak confidently and effectively in academic and professional contexts, using Intermediate (B1) English to prepare and deliver clear presentations, use visual aids appropriately, manage nervousness and engage audiences in school-related situations.

Unit Structure

Contents	Learning outcomes (By the end of this lesson, the trainee will be able to...)	Time
<ul style="list-style-type: none"> • Speaking clearly and confidently in front of others • Preparing simple and effective presentations • Using visual aids effectively • Managing nervousness and engaging the audience <p>Grammar</p> <ul style="list-style-type: none"> • Intonation and sentence stress; • Discourse markers; • Future forms for planning; • Sequencing language (first, then, finally); • Imperatives; • Demonstratives (this, that, these, those); • Modals for advice (should, could); rhetorical 	<ul style="list-style-type: none"> • speak clearly and confidently in front of an audience • use appropriate body language and voice control • prepare well-structured academic or professional presentations • organise content logically • use visual aids effectively to support presentations • explain visual information clearly • apply strategies to manage nervousness • engage the audience and respond to questions appropriately 	16



<p>questions.</p> <p>Vocabulary</p> <p>Clarity, confidence, posture, eye contact, voice projection, outline, introduction, main points, conclusion, timing, slides, charts, images, handouts, readability, nervousness, engagement, interaction, feedback, confidence-building</p> <p>Language Functions</p> <p>Introducing topics</p> <p>expressing ideas clearly</p> <p>Structuring presentations</p> <p>Signposting</p> <p>Referring to visuals</p> <p>Explaining information</p> <p>Managing anxiety</p> <p>Engaging listeners</p> <p>Responding to questions</p>		
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Suggested Methodology

The methodology will follow a practice-based and learner-centred approach, focusing on developing speaking skills through short, frequent tasks that gradually increase in complexity. Trainees will engage in peer feedback using simple speaking rubrics, allowing them to reflect on each other’s performance and support one another’s progress. Where possible, video or audio recordings will be used to facilitate self-reflection and



monitor improvement over time. The activities will take place in a supportive classroom environment designed to encourage confidence, active participation and risk-taking in oral communication.



English IV



1. General description of English IV

Introduction to the English IV – Upper Intermediate Syllabus

Welcome to English IV – Upper Intermediate, a comprehensive and dynamic language programme designed for learners in diverse educational and professional contexts. This Upper-Intermediate (B2) English as a Foreign Language (EFL) course develops advanced communicative competence, critical thinking, intercultural awareness and real-world problem-solving skills in English.

Building on the communicative and critical foundations of previous levels, the course integrates the four key language skills-listening, speaking, reading and writing-within contemporary thematic units that explore social interaction, identity and global citizenship, media literacy, language acquisition, personal finance and real-world problem-solving. Emphasis is placed on developing not only linguistic accuracy but also intercultural awareness, critical thinking and practical communication skills for academic, social and professional settings.

Aligned with Communicative Language Teaching (CLT) principles, the course emphasises student-centred and task-based learning. Each unit integrates the four key language skills through interactive methodologies such as role-plays, simulations, project-based learning, debates, collaborative research and reflective writing-all while refining grammatical accuracy, expanding vocabulary and deepening intercultural understanding.

Learning is student-centred and task-based, encouraging active participation, collaboration and reflection. The syllabus is designed to be flexible and adaptable, allowing educators to tailor content and activities to the interests, needs, resources and local contexts of their specific class.

Assessment is continuous and varied, incorporating active participation, projects, presentations, portfolios and traditional evaluations to holistically measure student progress against the outlined learning outcomes.

By the end of this course, learners will be equipped to use English effectively, thoughtfully, and creatively-whether in everyday communication, in analytical and reflective writing or in developing solutions to contemporary personal, social and global challenges. We look forward to guiding students on this engaging and transformative language journey.



2. Teaching and Learning Time

English IV is structured into four thematic units, totalising 108 hours of instruction:

Unit	Contents	Time
Thematic unit I. The Media	Media and messages built	4
	Bias, perspective and representation	4
	Persuasion, advertising and propaganda	5
	News, misinformation and reliable sources	4
	Creating responsible media messages	5
Thematic unit II. Studying for problem solving	Understanding problems and identifying root causes	5
	Brainstorming and Generating Solutions	5
	Evaluating options: pros, cons and feasibility	5
	Developing a project proposal	5
	Presenting, negotiating and defending solutions	5
Thematic unit III. Financial Literacy	Income and sources of income	5
	Needs and desires	5
	Saving and budgeting	5
	Spending and decision-making	5
	Banking and financial services	5
	Entrepreneurship and self-employment	5
	Responsible financial behaviour	5
Thematic unit IV. Life after training	Transition from training to professional life	5
	Teacher identity and professional ethics	5
	Classroom realities and real school context	5
	Employment opportunities and career pathways	5
	Continuous professional development	5
	Challenges of the teaching profession	5

3. Main Objectives of English IV

By the end of the course, learners will be able to:

- Communicate confidently and appropriately in a range of formal and informal social and professional situations.
- Critically analyse media content and understand its role in shaping perspectives.
- Apply basic financial vocabulary and concepts to manage personal budgets.

- Use English as a tool for identifying, analysing, and proposing solutions to real-world problems.
- Demonstrate advanced grammatical control, expanded vocabulary, and intercultural communication skills.

4. Skills to be developed in English IV

The course promotes integrated development of the following language skills:

a) Listening Skills

- Understanding extended spoken discourse in social, academic and media contexts.
- Following nuanced conversations, presentations and debates.

b) Speaking Skills

- Initiating, sustaining and closing conversations in varied settings.
- Participating in discussions, debates, simulations and presentations.
- Narrating personal experiences and expressing opinions with clarity and politeness.

c) Reading Skills

- Critically analysing articles, narratives and media texts.
- Interpreting complex ideas related to identity, media, finance and global issues.

d) Writing Skills

- Producing narrative, reflective and analytical texts (e.g., blog posts, essays, reviews).
- Writing formal proposals, reports and media content with audience awareness.

5. Main Competences to be developed in English IV

Through task-based and interactive learning, the course develops:

- Communicative competence – using English effectively in diverse real-life situations.
- Intercultural competence - understanding and navigating cultural differences in communication.
- Critical literacy - analysing media, bias and persuasive language.
- Financial literacy - discussing and managing personal finance responsibly.
- Problem-solving competence - applying language to identify and address real-world challenges.
- Reflective competence - evaluating one's own language use and learning strategies.

6. Methodology Suggestions

English IV follows Communicative Language Teaching (CLT) principles, with a strong emphasis on:

- Task-based and project-based learning (e.g., simulations, role-plays, collaborative projects).
- Interactive activities such as debates, storytelling circles and speed networking.
- Use of digital tools and media to enhance authentic communication.
- Continuous reflection through journals, discussions and portfolios.
- Differentiated instruction to meet varied learner needs and interests.

7. Assessment Suggestions

Assessment is continuous, varied and holistic, focusing on both language development and practical application.

Assessment Methods

- Active participation in discussions and simulations
- Projects, presentations and portfolios
- Written assignments (narratives, essays, reviews, proposals)
- Role-plays and collaborative tasks
- Self and peer-assessment activities

Assessment Criteria

- Accuracy and range of grammar and vocabulary.
- Fluency and appropriateness in spoken communication.
- Depth of critical thinking and analysis.
- Ability to apply language in real-world contexts.
- Reflection on intercultural and personal learning experiences.

English IV equips learners with the advanced English skills and critical competencies needed to engage thoughtfully and effectively in an interconnected world. It fosters confident, creative and responsible language use across social, academic and professional domains.



Thematic unit I. The Media

Contents	Learning outcomes (By the end of this lesson, the trainee will be able to...)	Time
<ul style="list-style-type: none"> • Media and messages built • Bias, perspective and representation • Persuasion, advertising and propaganda • News, misinformation and reliable sources • Creating responsible media messages <p>Grammar</p> <ul style="list-style-type: none"> • Reported speech; • Passive voice (present and past) review; • Conditional; • Hedging language to express caution. <p>Vocabulary</p> <p>Coverage, source, agenda, frame, target audience, portray, manipulate, influence, stereotype, sensationalist, impartial, provocative.</p> <p>Language Functions</p> <p>Analysing and criticizing</p> <p>Summarising and reporting information</p> <p>Expressing agreement/disagreement</p> <p>Persuading and advocating</p>	<ul style="list-style-type: none"> • write a critical review of a news article or advertisement, identifying techniques and potential bias • participate in a group discussion evaluating the reliability of different information sources • present a short “media breakdown” of a chosen message (e.g., a poster, a news clip) • create a responsible social media post or a storyboard for a public service announcement • demonstrate an understanding of how language choice shapes meaning in media 	<p>26</p>



Methodologies

Students can develop critical thinking and media skills through a variety of activities. They can practice critical analysis by comparing contrasting news reports on the same event, attend “Deconstruct the Ad” workshops to understand marketing techniques and participate in simulations where they create a news broadcast or a marketing campaign. Fact-checking exercises and source evaluation help them identify reliable information, while student-led podcasts or video blog allow them to explore media topics creatively. Debates on media regulation and ethics give them the chance to discuss the responsibilities and impact of media in society.



Thematic unit II. Studying for problem-solving

Contents	Learning outcomes (By the end of this lesson, the trainee will be able to...)	Time
<ul style="list-style-type: none"> • Understanding problems and identifying root causes • Brainstorming and Generating Solutions • Evaluating options: pros, cons and feasibility • Developing a project proposal • Presenting, negotiating and defending solutions <p>Grammar</p> <ul style="list-style-type: none"> • Complex conditional sentences; • Modal verbs for recommendation and obligation in proposals (should, must, ought to); • Cause and effect language; • Language of approximation and estimation. <p>Vocabulary</p> <p>Issue, challenge, root cause, feasible solution, implementation, stakeholder, outcome, sustainability.</p> <p>Analyse, synthesise, evaluate and innovate.</p> <p>Language Functions</p> <p>Defining and analysing problems</p>	<ul style="list-style-type: none"> • work in a team to research a local or global problem and produce a written project proposal outline • deliver a cohesive group presentation pitching their proposed solution to an audience • participate effectively in a structured problem-solving meeting or negotiation • write a formal email or report outlining a problem and recommended actions • demonstrate the ability to use english as a functional tool for collaboration and innovation 	



Brainstorming and suggesting solutions		
Evaluating options		
Discussing pros and cons		
Persuading		
Negotiating and reaching consensus		
Presenting and defending a proposal		

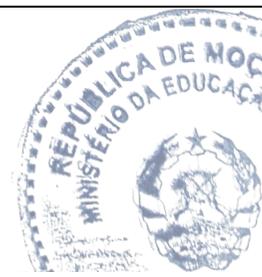
Methodologies

The unit uses Project-Based Learning (PBL) as its main approach, with a final project focused on solving a real problem, such as waste management at school or promoting local tourism. Students also work with case studies to analyse real situations, take part in Design Thinking workshops to develop ideas and engage in simulations, like community council meetings or business idea presentation sessions. Throughout the unit, peer assessment and feedback are used to help students improve their proposals and presentations.



Thematic unit III. Financial Literacy

Contents	Learning outcomes (By the end of this lesson, the trainee will be able to...)	Time
<ul style="list-style-type: none"> • Income and sources of income • Needs and desires • Saving and budgeting • Spending and decision-making • Banking and financial services • Entrepreneurship and self-employment • Responsible financial behaviour <p>Grammar</p> <ul style="list-style-type: none"> • Present simple (facts); • There is/are; • Comparatives (more/less important); • Future forms (will/going to); • Conditionals (If...); • Modals (should/shouldn't, must). <p>Vocabulary</p> <p>Money, goods, services, value, income, salary, farming, business, Needs and desires, income and sources of, needs</p>	<ul style="list-style-type: none"> • explain the functions of money in daily life • identify different sources of income in Mozambican contexts • distinguish between needs and desires • explain the importance of saving and budgeting • make responsible spending decisions • describe basic financial services • explain basic entrepreneurial ideas • demonstrate responsible financial attitudes 	35



<p>and desire, Business, profit, risk, Save, budget, plan, expenses, Responsibility, honesty, discipline.</p> <p>Language Functions</p> <p>Defining</p> <p>Explaining</p> <p>Describing</p> <p>Listing</p> <p>Comparing</p> <p>Prioritising,</p> <p>Advising</p> <p>Planning</p> <p>Deciding</p> <p>Justifying</p> <p>Explaining processes</p> <p>Reflecting</p>		
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Methodologies

The unit uses Project-Based Learning (PBL) as its main approach, with a final project focused on creating a personal or small-group financial plan for a real-life situation, such as managing a monthly family budget, planning a small school-based business, or organising a savings campaign. Learners apply concepts such as income sources, needs and desires, budgeting and responsible spending to develop practical and realistic financial solutions. Students also work with case studies based on Mozambican contexts, analysing examples of families, farmers or small entrepreneurs to identify sources of income, financial challenges and decision-making strategies. Through these case studies, trainees



practise comparing needs and desires, evaluating spending choices and suggesting responsible financial behaviours. The unit incorporates Design Thinking workshops, where learners identify common financial problems (e.g., lack of savings, poor budgeting and unnecessary spending), brainstorm possible solutions and develop simple financial tools such as budget plans or saving strategies. Simulations and role-plays are used to reinforce learning. For example, learners may simulate opening a bank account, presenting a small business idea to potential investors or participating in a family discussion about spending priorities. These activities allow trainees to practise language functions such as advising, justifying decisions, explaining processes and using conditionals (e.g., *If we save regularly, we will...*). Throughout the unit, peer assessment and structured feedback are integrated. Learners present their financial plans or entrepreneurial ideas, receive feedback from classmates and reflect on how to improve their proposals. Short reflective activities encourage students to evaluate their financial attitudes and demonstrate responsibility, honesty and discipline in decision-making.



Thematic unit IV. Life after training

Contents	Learning outcomes (By the end of this lesson, the trainee will be able to...)	Time
<ul style="list-style-type: none"> • Transition from training to professional life • Teacher identity and professional ethics • Classroom realities and real school context • Employment opportunities and career pathways • Continuous professional development • Challenges of the teaching profession <p>Grammar</p> <ul style="list-style-type: none"> • Past vs. future forms; • Modal verbs (must, should); • Present simple; • Cause and effect; • Future forms; • Relative clauses; • Conditionals; • Adverbs of frequency; • Gerunds/infinitives. 	<ul style="list-style-type: none"> • explain challenges of transitioning into teaching • describe ethical responsibilities of teachers • identify key teacher responsibilities • analyse classroom realities • identify career opportunities • explain importance of lifelong learning • describe school-community cooperation • identify and propose solutions to challenges • reflect on work-life balance 	



<p>Vocabulary Transition, profession, responsibility, ethics, values, professionalism, roles, duties, planning, resources, class size, context, employment, career, promotion, training, development, skills</p> <p>Language Functions Reflecting Expressing obligation, Describing roles Planning Discussing future Explaining relationships</p>		
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Note: This syllabus is designed to be *student-centred* and *task-based*, aligning with CLT principles. Flexibility is encouraged to adapt content and activities to the specific interests and resources of your class. Continuous assessment through participation, projects, presentations, and portfolios is recommended alongside more traditional tests to fully evaluate the communicative competencies outlined in the national objectives.



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