

ANEXO II

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



Ficha Técnica

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

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

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 the Mozambican secondary education context, English plays a strategic role in preparing learners for real-life communication, regional and international interaction, access to information technologies, and future academic and professional opportunities. The major need of students at this cycle is to use English meaningfully, not as an abstract subject, but as a tool for everyday problem-solving, learning, and social interaction.

Therefore, the English subject responds to modern market and societal demands by prioritising functional communication, digital awareness, and practical language use. In line with this, the Communicative Language Teaching (CLT) approach is adopted, ensuring that teaching methods, procedures and techniques are selected according to learners' realities, school conditions, and available resources. Learning outcomes are task-oriented and competence-based, enabling students to apply English in authentic and familiar contexts.



Competencies of English Language Subject to be developed in the 1st cycle

The Secondary Education Curriculum plan establishes skills to be developed in this education subsystem. Thus, at the end of the 1st 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 1st cycle

Teaching objectives announce what the student should be able to do or know. Thus, at the end of the 1st 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 and spoken forms of familiar 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 English words to identify basic geographical vocabulary, including the cardinal points (north, south, east and west), and recognise the currencies of countries surrounding Mozambique and their values.
- understand the main idea of simple texts and 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.



Overview of the contents of First Cycle of Secondary Education

Grade 7	Grade 8	Grade 9
<p>Thematic unit I. Greetings and Introductions</p> <ul style="list-style-type: none"> • Greeting people (formal and informal) • English alphabet (consonants and vowels) • Introducing people (formal and informal) • Classroom objects • Numbers (0 to 100) • Countries and nationalities 	<p>Thematic unit I. English in Mozambique</p> <ul style="list-style-type: none"> • Major languages spoken in the world (English, French, Spanish, Mandarin, Portuguese, etc.) • The importance of English in Mozambique • English speaking countries surrounding Mozambique 	<p>Thematic unit I. English in the business world today</p> <ul style="list-style-type: none"> • The importance of English language in the world • The importance of regional integration • The cultures of people that use English language in the region
<p>Thematic unit II. School</p> <ul style="list-style-type: none"> • Location of places in and around the school • Telling the time • Days of the week and timetable • Classroom commands and school regulations • Healthy environment in school 	<p>Thematic unit II. Health care</p> <ul style="list-style-type: none"> • Modern and herbal medicine • The role of the modern and herbal medicine • Life savers • Disadvantages of self-medication • Advances in modern/herbal medicine 	<p>Thematic unit II. Importance of Education</p> <ul style="list-style-type: none"> • Education and personal development • Importance of educating girls • Difference between education given at home and at school



<p>Thematic unit III. Family and friends</p> <ul style="list-style-type: none"> • Family tree (nuclear and extended) • Friends and close friends • Clothes and colours 	<p>Thematic unit III. Arts</p> <ul style="list-style-type: none"> • Different fields of arts • Artistic activities • Importance of Arts • Different personalities in Arts 	<p>Thematic unit III. Growing economy through farming</p> <ul style="list-style-type: none"> • Traditional and modern agricultural and fishing practices in Mozambique • Importance of preserving food • Importance of dams and reservoirs in the fishing industry
<p>Thematic unit IV. Human body - health and nutrition</p> <ul style="list-style-type: none"> • Parts of the human body • Hygiene habits • Healthy and unhealthy food • Likes and dislikes 	<p>Thematic unit IV. Nature</p> <ul style="list-style-type: none"> • What we grow • Conditions for growing crops and raising animals • Importance of preserving food • Impact of climate change for farming 	<p>Thematic unit IV. Doing business</p> <ul style="list-style-type: none"> • The importance of business • Local business • The role of informal market • Local raw materials and products • Ways of improving living standards in the community
<p>Thematic unit V. Home and community</p> <ul style="list-style-type: none"> • Types of houses • Parts of a house • Common household object • Daily household activities • Public places in the community 	<p>Thematic unit V. Shopping</p> <ul style="list-style-type: none"> • Shops and shopping places; • Importance of bargaining; • Consumer rights and responsibilities. 	<p>Thematic unit V. School subjects and future professions</p> <ul style="list-style-type: none"> • Favourite school subjects • Professional orientation • Field of study (subjects)



<p>Thematic unit VI. Environment</p> <ul style="list-style-type: none"> • Ways to address environmental issues in the community • Young people participation in environmental issues • Months of the year; Weather and seasons • Preserving and protecting the environment 	<p>Thematic unit VI. Tourism and wildlife</p> <ul style="list-style-type: none"> • Importance of tourism and wild life • Wildlife around the world • Tourism and cultural shock 	<p>Thematic unit VI. Science and Technology in the 21st Century</p> <ul style="list-style-type: none"> • Scientific and technological tools/appliances/devices • Innovations in the community • Advantages and disadvantages of Information and Communication Technologies (ICT)
<p>Thematic unit VII. Aquatic life</p> <ul style="list-style-type: none"> • The importance of aquatic life • Fishing • Adventure in the deep sea • Behaviour that endangers aquatic life 	<p>Thematic unit VII. Managing our planet</p> <ul style="list-style-type: none"> • Importance of the environment for human being • Desertification and deforestation • Recycling products 	<p>Thematic unit VII. Successful and famous people</p> <ul style="list-style-type: none"> • Famous and successful people in various fields in the country/world (past and in the present) • National heroes in various fields
<p>Thematic unit VIII. Transport and Communication</p> <ul style="list-style-type: none"> • Means of transport • Professions related to transport • Means of communication • Roads and rules of safety • Insurance 	<p>Thematic unit VIII. Health and fitness</p> <ul style="list-style-type: none"> • Eating well • Fun ways to keep fit 	



<p>Thematic unit IX. Entertainment and Sports</p> <ul style="list-style-type: none"> • Different leisure activities • Preferences for sports, entertainment and leisure activities • Sports personalities in Mozambique 	<p>Thematic unit IX. Professions and occupation</p> <ul style="list-style-type: none"> • Professions and occupations • Past and current professions • Professionals work • Places and professions 	
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English Language Syllabus Plan – Grade 7



Term 1

Thematic unit I. 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"> • greet and respond formally and informally • spell the words in English • identify common classroom objects • count numbers • talk about countries and nationalities 	<ul style="list-style-type: none"> • Greeting people (formal and informal) • English alphabet (consonants and vowels) • Introducing people (formal and informal) • Classroom objects • Numbers (0 to 100) • Countries and nationalities <p><i>Language function</i></p> <ul style="list-style-type: none"> • Asking for and giving personal information • Asking for clarification and repetition <p><i>Vocabulary</i></p> <ul style="list-style-type: none"> • Hello, good morning afternoon/evening • Good-bye, good-night <p><i>Grammar</i></p> <ul style="list-style-type: none"> • Personal pronouns • Verb to be (affirmative) • Verb to be - questions and negatives (long and short forms) 	<ul style="list-style-type: none"> • greet others in formal/informal way • spell words in English • introduce themselves and others • use different ways to say goodbye • identify parts of the day • identify common classroom objects • name common classroom objects • count numbers from zero to hundred • ask and answer questions about their personal information 	12



	<ul style="list-style-type: none">• Possessive adjectives• Wh - question words (where, what and how)		
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Methodologies

In this unit, to achieve the objectives, the teacher should promote pair and group work to foster interaction and active student participation. The use of visual aids such as flashcards, charts and real classroom objects should support vocabulary development, while phonics activities help introduce alphabet sounds and spelling. Songs can be used to facilitate the learning of the English alphabet and numbers, complemented by interactive spelling and counting games. Additionally, maps, pictures and quizzes may be employed to introduce countries and nationalities, alongside short guided dialogues and pair-based practice conversations to reinforce communicative competence.



Thematic unit II. School

Specific objectives <i>Students should be able to:</i>	Contents	Learning Results for the Students:	Hours
<ul style="list-style-type: none"> • locate places in and around the school • ask for and tell the time • express information about daily activities • explain the purpose and importance of classroom commands and school regulations in maintaining order and discipline • name what should be done to maintain a healthy environment at school 	<ul style="list-style-type: none"> • Location of places in and around the school • Telling the time • Days of the week and timetable • Classroom commands and school regulations • Healthy environment in school <p><i>Language function</i></p> <ul style="list-style-type: none"> • Giving and following instructions; • Locating and describing places; • Counting and writing numbers; • Asking and telling the time. • Asking for and giving directions within the school • Describing daily routines using simple sentences • Talking about rules and responsibilities at school • Expressing frequency of actions <p><i>Vocabulary</i></p> <p>Teacher, head-teacher, class leader, classmate, student; desks, chair,</p>	<ul style="list-style-type: none"> • locate and name places at school • ask and tell the time • relate the days of the week to their timetable • follow classroom instructions and respect school rules during classroom activities and school routines • distinguish health and unhealthy school environment 	13



	<p>blackboard, chalk, window, door, head teacher's office, schoolyard, cafeteria, etc.</p> <p><i>Grammar</i></p> <ul style="list-style-type: none"> • Demonstrative pronouns (this, that, these, those) • Present simple (general rule) • Adverbs of frequency • Countable and uncountable nouns • Quantifiers (many and much) • Verb do/does; don't /doesn't 		
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Methodologies

The teacher should approach this unit supported by Total Physical Response (TPR) strategies. Classroom commands should be introduced through action-based activities, allowing learners to associate language with movement. Visual aids, flashcards, number charts and counting games should be used to support the learning of numbers from 21 to 100. Maps of the school, pictures and real-life observation walks can help learners locate and describe places in and around the school. Role-play and guided dialogues should be used to practise asking for and telling the time, as well as talking about daily activities and timetables. Pair and group work should be encouraged to promote interaction and learner autonomy. Dialogue, posters and simple projects may be used to raise awareness of healthy and unhealthy behaviours within the school environment, fostering both language development and social responsibility.



Thematic unit III. 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"> • identify family ties • express information about families • distinguish friends and close friends • give personal descriptions related to family 	<ul style="list-style-type: none"> • Family tree (nuclear and extended) • Friends and close friends • Clothes and colours <p><i>Language function</i></p> <ul style="list-style-type: none"> • Describing members of the family; • Asking and answering questions about family relationships • Describing family relationships • Describing physical appearance and basic characteristics <p><i>Vocabulary</i></p> <p>Family - Mother, father, brother, sister, grandmother /father, aunt, uncle, cousin, husband, wife, son daughter, mom, dad, niece, nephew, grandson/ daughter, baby</p> <p>Friends – partner, girl, boy, classmate, etc.</p> <p><i>Grammar</i></p> <ul style="list-style-type: none"> • Possessive case; • Present simple; • Adjectives; • Yes / No questions; 	<ul style="list-style-type: none"> • identify members of the families (nuclear and extended family) • use adjectives to describe the members of family • describe basic qualities of friends and close friends using simple words and short sentences, (for example: <i>kind, funny, helpful, friendly</i>) • identify colours and articles of clothing (adjectives of quality) • describe the members of the family (physical, for age, background, domicile, etc.) 	12



	<ul style="list-style-type: none"> • Definite and indefinite articles; • Countable and uncountable nouns; • Quantifiers: some, any, a little, a lot of, not many; • Verb “to have got”; • Possessive adjectives (review); • The verb “to look like”. 		
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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.



Term 2

Thematic unit IV. 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"> • name parts of the body • identify good hygiene habits • identify healthy and unhealthy food • express likes and dislikes 	<ul style="list-style-type: none"> • Parts of the human body • Hygiene habits • Healthy and unhealthy food • Likes and dislikes <p><i>Language function</i></p> <ul style="list-style-type: none"> • Expressing likes and dislikes; • Giving advice and suggestions. • Describing health conditions and physical feelings • Classifying foods according to health value • Explaining simple routines related to hygiene and meals <p><i>Vocabulary</i></p> <p><i>Human Body:</i> head, neck, arms, hands, legs, foot/feet, etc</p> <p><i>Food:</i> “xima”, rice, soup, bread, beef, chicken, meat, fish, prawns, coconut, cashews, pineapple, banana, oranges, mangoes, beans, onions, tomatoes,</p>	<ul style="list-style-type: none"> • identify parts of the human body • give and follow simple instructions related to hygiene, health and nutrition • identify basic rules of hygiene • make suggestions about good hygiene habits • select and eat healthy food • express likes and dislikes in regard to food and drinks 	12



	<p>potatoes, corn, carrots, lettuce, peanuts, salt, curry, chicken stock, garlic.</p> <p><i>Grammar</i></p> <ul style="list-style-type: none"> • Imperative; • Suggestions (should); • Past tense (irregular-did); • Sequence markers (first, after, before, after that, finally); • Present continuous. 		
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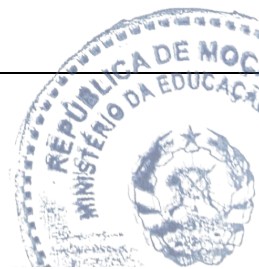
Methodologies

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..." Short dialogues, songs, games and local examples should be used to reinforce vocabulary, grammar and meaningful communication related to health and nutrition.



Thematic unit V. 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"> • identify different types of houses • identify parts of a house and their use • identify common household objects • express daily household activities • name places in the community 	<ul style="list-style-type: none"> • Types of houses • Parts of a house • Common household object • Daily household activities • Public places in the community <p><i>Language function</i></p> <ul style="list-style-type: none"> • Describing • Asking for and giving permission related to home activities • Describing people, places, objects, and activities • Agreeing and disagreeing in simple contexts • Expressing location and possession. <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"> • Prepositions of place (at, in, on, under, behind, between); • Review demonstrative pronouns; 	<ul style="list-style-type: none"> • identify types of houses in the community • talk about the use of the parts of the house • identify the furniture of different parts of the house • describe the use of common household objects • caution when handling household objects • locate the position of objects in a house • ask and respond to questions about objects of common use • describe basic daily activities in and around the house • identify public places in the community 	<p>13</p>



	<ul style="list-style-type: none"> • There is/are (review); • Review Present continuous; • Quantifiers (many, few, little, much); • Wh-question words (where); • Modal verbs “can/may”. 		
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Methodologies

In this unit, to achieve the objectives, the teacher should use visual aids such as pictures, flashcards, diagrams and real objects to introduce vocabulary related to the home and community. Pair and group work should be encouraged through guided dialogues, question-and-answer activities, and simple problem-solving tasks connected to learners’ daily experiences. Role-plays and short simulations (for example, describing one’s home, talking about daily activities, or asking about places in the community) should be used to promote oral communication. Learners should also engage in practical tasks such as drawing, labelling, or creating posters and collages of their homes or community places. Listening, speaking, reading and writing activities should be integrated and adapted to the learners’ context, resources available, and level of proficiency, ensuring active participation and functional language use.



Thematic unit VI. 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"> • describe the environment • suggest ways to address environmental issues in the community • identify opportunities for young people to participate in environmental issue • describe their community environment • identify the days of the months • identify the weather and the seasons of the year • describe the ways of preserving and protecting the environment 	<ul style="list-style-type: none"> • Ways to address environmental issues in the community • Young people participation in environmental issues • Months of the year; Weather and seasons • Preserving and protecting the environment <p><i>Language function</i></p> <ul style="list-style-type: none"> • Giving advice and suggestions; • Identifying causes and effects of environmental problems • Talking about responsibilities in protecting the environment; • Describing weather conditions and seasonal changes; • Expressing opinions about environmental issues and solutions. <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"> • explain how to deal with environmental issues • identify opportunities for young people to participate in environmental issues • identify things that make up the environment of their community • name the seasons of the year and describe the weather of each of them • give suggestion and advice related to the weather • identify ways to preserve and protect environment 	12



	<ul style="list-style-type: none"> • Modal verb-expressing suggestion (should; may; can); • First conditional; • Do and Don't, must and mustn't. 		
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Methodologies

In this unit, to achieve the objectives, the teacher should use interactive, task-based, and experiential learning approaches. Students can go on nature walks or visit local environments such as the schoolyard to observe and describe natural and human-made elements firsthand. The teacher should use interactive, task-based, and experiential learning approaches. Students can go on nature walks or visit local environments such as the schoolyard to observe and describe natural and human-made elements firsthand. Teachers should use pictures, videos, diagrams, and charts to introduce vocabulary and concepts, while facilitating group discussions and brainstorming on local environmental issues and possible solutions. Learners can keep weather journals, participate in school or community environmental activities like clean-up campaigns and tree planting, and engage in role-plays or problem-solving tasks that simulate real-life environmental scenarios. Calendars can be used to teach months and days in connection with environmental events, and hands-on activities such as planting trees, can help students practice ways to preserve and protect the environment, making learning both meaningful and directly applicable to their daily lives.



Term 3

Thematic unit VII. 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"> • talk about the importance of aquatic life • talk about the importance of fishing • discuss the behavioural aspects that can put in danger different aquatic species • explore the deep sea 	<ul style="list-style-type: none"> • The importance of aquatic life • Fishing • Adventure in the deep sea • Behaviour that endangers aquatic life <p><i>Language function</i></p> <ul style="list-style-type: none"> • Agreeing or disagreeing; • Comparing and contrasting; • Giving advice and suggestions. • Explaining cause and effect related to aquatic life • Expressing concern and awareness about endangered aquatic species • Talking about future actions to protect aquatic life • Giving rules and warnings related to aquatic environments <p><i>Vocabulary</i></p> <p>River, ocean, lake, fishes, plants, flowers, etc.</p>	<ul style="list-style-type: none"> • mention the importance of aquatic life • explain the importance of fishing • describe the ways of preserving aquatic life • describe different underwater habitats 	12



	<p><i>Grammar</i></p> <ul style="list-style-type: none"> • “Going to” expressing future plans; • Compound nouns; • There is/are (review); • Simple adjectives; • Modals should (advice / suggestion) 		
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Methodologies

In this unit, to achieve the objectives, the teacher should begin by activating students’ prior knowledge through group discussions about their experiences with rivers, lakes, oceans, and fishing activities. Visual and digital aids, such as flashcards, pictures, videos, charts, infographics, and virtual tours, should be used to illustrate aquatic habitats, species diversity, and human impacts on the environment. Task-based learning can be promoted by having students research local and global threats to aquatic life using available digital resources and present their findings orally or in simple written reports. Role-plays and drawings can help students practise giving advice, making suggestions, and proposing conservation strategies. Additionally, students should engage in writing short texts, letters, or posters advocating for aquatic conservation, applying relevant vocabulary and grammar structures in meaningful contexts. Finally, reflective and problem-solving activities should be incorporated to encourage learners to identify local challenges affecting aquatic life and propose practical, realistic solutions, fostering both language development and critical thinking skills.



Thematic unit VIII. 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"> • identify common means of transport • use vocabulary related to professions and transport • use vocabulary related to communication • talk about different types of roads; • distinguish the types of insurance 	<ul style="list-style-type: none"> • Means of transport • Professions related to transport • Means of communication • Roads and rules of safety • Insurance <p><i>Language function</i></p> <ul style="list-style-type: none"> • Comparing and contrasting; • Giving advice and suggestions. • Explaining the purpose and use of different means of transport • Talking about safety rules and responsibilities on the road • Expressing opinions about transport and communication in the community <p><i>Vocabulary</i></p> <ul style="list-style-type: none"> • Truck, car, bus, train, boat, bicycle, motorbike, airplane, helicopter, donkey/cows and cart. • Train station, bus station/ stop, garage, airport; • Bus driver, truck driver, pilot, mechanic; 	<ul style="list-style-type: none"> • identify means of transport • identify professions related to transport • identify various means of communication • distinguish the different types of roads • identify road safety rules adapted to the community • talk about different types of insurance 	13



	<ul style="list-style-type: none"> • Telephone, post, fax, email, television, radio. <p><i>Grammar</i></p> <ul style="list-style-type: none"> • Future simple – “will” and “going to” review; • Present simple (review); • Past simple – irregular verbs (review); • Comparison of adjectives (short adjectives); • Imperatives; • Tenses review 		
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Methodologies

In this unit, to achieve the objectives, learning can begin with visual aids such as pictures, flashcards, or short videos showing various means of transport, communication tools, and major bridges in Mozambique, helping students connect content with their everyday reality. Group discussions and brainstorming activities can be used to list familiar transport modes, professions, and communication methods, while scenario-based tasks allow students to explore situations requiring insurance or giving directions. Role-plays and dialogues provide opportunities to practice speaking, making phone calls, or buying tickets, while writing exercises such as short messages, personal letters, and reports reinforce vocabulary and grammar in meaningful contexts. Information-gap activities, comparisons, and problem-solving tasks encourage interaction and critical thinking, and digital tools such as online maps, schedules, or videos can be incorporated to develop practical English skills. Cross-curricular connections with geography and ICT further contextualise learning, ensuring that students apply English in authentic and relevant situations.



Thematic unit IX. 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"> • talk about sports and the different leisure activities • compare and contrast preferences on sports, entertainment and leisure activities between parents and teenagers • talk about sport personalities in Mozambique 	<ul style="list-style-type: none"> • Different leisure activities • Preferences for sports, entertainment and leisure activities • Sports personalities in Mozambique <p><i>Language function</i></p> <ul style="list-style-type: none"> • Asking and answering questions • Comparing and contrasting; • Expressing likes and dislikes, opinions and advice on sports and entertainment <p><i>Vocabulary:</i></p> <p>Tennis, stadium...;</p> <p>Cinema and film concerts, theatre, disco, orchestra...</p> <p><i>Grammar:</i></p> <ul style="list-style-type: none"> • Comparative adjectives (short); • Past simple – regular and irregular verbs (review); 	<ul style="list-style-type: none"> • read short texts about different leisure activities • identify popular sports and leisure activities • ask and answer questions about hobbies, sports and preferences activities • describe local and national famous sportspersons 	<p>12</p>

Methodologies

In this unit, to achieve the objectives, the teacher should: use visual aids such as pictures, videos, and realia can be used to illustrate different sports and leisure activities, while short biographies of Mozambican sports personalities highlight achievements and contributions. Students can engage



in pair and group activities, such as role-playing teenagers and parents to compare and debate preferences in sports and entertainment, promoting discussion, negotiation, and the use of English in meaningful contexts. They can also create artworks, posters, short texts, or oral presentations celebrating local sports achievements. Teachers are encouraged to integrate digital tools, songs, and media resources to connect language learning with ICT skills and real-life situations, ensuring that lessons are task-oriented, student-centred, and aligned with the Communicative Language Teaching approach.



English Language Syllabus Plan – Grade 8



Term 1

Thematic unit I. 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"> • talk about major languages in the world • identify English speaking countries around Mozambique 	<ul style="list-style-type: none"> • Major languages spoken in the world (English, French, Spanish, Mandarin, Portuguese, etc.) • The importance of English in Mozambique • English speaking countries surrounding Mozambique <p><i>Language Function</i></p> <ul style="list-style-type: none"> • Agreeing and disagreeing; • Arguing /explaining; • Asking for and giving reasons; • Locating and describing places geographically; • Expressing opinion. <p><i>Vocabulary</i></p> <p>Languages, professions, occupations, nationalities, countries, geography, means of communications, trade, commerce, tourism, industry.</p>	<ul style="list-style-type: none"> • identify the major spoken languages in the world • ask and answer questions about the importance of English in Mozambique • name English speaking countries surrounding Mozambique • talk about geographical boundaries or borders of Mozambique (countries surrounding) 	13



	<p><i>Grammar</i></p> <ul style="list-style-type: none"> • Review present and past simple; • Connectors (and, but, because <i>and</i> or); • Modals (can/can't); • Adverbs of frequency. 		
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Methodologies

In this unit, to achieve the objectives, the teacher should start with the driving question: “Why is English important for a Mozambican youth today?” Students explore world maps and digital tools to create a “World Languages” poster, highlighting where major languages are spoken. Using a jigsaw method, they research English in the SADC region, digital spaces, Mozambican media, and further studies, then share findings with peers. Role-play and debates simulate community discussions on introducing more English classes, allowing students to practice expressing opinions and arguments. Finally, learners create digital stories or presentations, applying target vocabulary and grammar. Suggested resources include political maps, atlases, flag flashcards, audio of different English accents, SADC news clips.



Thematic unit II. Health care

Specific objectives <i>Students should be able to:</i>	Contents	Learning Results for the <i>Students:</i>	Hours
<ul style="list-style-type: none"> • compare and contrast modern and herbal medicine • identify the differences between modern and herbal medicine • talk about disadvantages of self-medication • talk about the latest developments in modern medicine 	<ul style="list-style-type: none"> • Modern and herbal medicine • The role of the modern and herbal medicine • Life savers • Disadvantages of self-medication • Advances in modern/herbal medicine <p><i>Language function</i></p> <ul style="list-style-type: none"> • Asking for and giving advice • Comparing and contrasting; • Debate on modern and herbal medicine • Asking for and giving information • Explaining causes, effects and consequences <p><i>Vocabulary:</i></p> <p>Doctor, bush doctor, herbal medicine, vaccine, syringe, needle, blade, scissors.</p> <p><i>Grammar</i></p> <ul style="list-style-type: none"> • Review present continuous; • Future – going to / will; • Adjectives (Normal degree); 	<ul style="list-style-type: none"> • distinguish modern and herbal medicine • explain pros and cons of modern and herbal medicine • describe different ways of curing diseases through modern and herbal medicine • explain the consequences of self-medication • explain the impact of modern developments in medicine in people’s lives (heart transplant, plastic surgery, artificial limbs) 	13



	<ul style="list-style-type: none"> • Conditionals (zero and first); • Quantifiers (few/a few, some, many). 		
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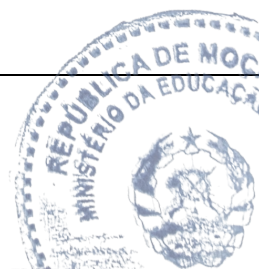
Methodologies

A learner-centred, communicative and task-based methodology should be used to teach this topic. Lessons begin with warm-up activities to activate prior knowledge and motivate students through brainstorming and discussion about herbal and modern medicine. The teacher then presents key concepts using simple explanations, visuals, short texts and examples. Learners engage in guided practice through group work, comparison charts, matching activities and reading tasks to help them distinguish types of medicine, identify advantages and disadvantages, and understand dangers such as self-medication. Speaking activities such as debates, role plays and discussions encourage critical thinking and communication. Writing tasks consolidate learning as students explain ideas in short paragraphs. Finally, reflection, short quizzes and feedback help assess understanding. The methodology promotes participation, collaboration, critical thinking and real-life application of knowledge. Students also design persuasive posters on topics like self-medication or medical advances. Suggested resources include pictures of medical tools and medicinal plants, short videos on healing practices, guest speakers (nurses or community health workers), authentic materials such as simplified medicine leaflets, fact sheets on common diseases, and graphic organisers to support research and comparison.



Thematic unit III. Arts

Specific objectives <i>Students should be able to:</i>	Contents	Learning Results for the Students:	Hours
<ul style="list-style-type: none"> • identify different fields of arts • identify different artistic activities in Mozambique • discuss the importance of arts in the community • mention different personalities in different fields of arts in Mozambique 	<ul style="list-style-type: none"> • Different fields of arts • Artistic activities • Importance of Arts • Different personalities in Arts <p><i>Language function</i></p> <ul style="list-style-type: none"> • Asking for and giving examples; • Agreeing and disagreeing; • Comparing and contrasting; • Expressing opinion/points of view; • Explaining significance and contribution; • Narrating and recounting achievements. <p><i>Vocabulary</i></p> <p><i>Fields of arts</i> (music, dance, theatre, poetry, visual arts, etc); <i>arts</i> (drawing, painting, sculpture, sketch, collage) Drums/dances.</p> <p><i>Grammar</i></p> <ul style="list-style-type: none"> • Adverbs (frequency, time, contrast); • Review connectors (and, but, because and or); • Sequence markers (First, second, after/that before, then, finally, etc.); • Review adjectives; 	<ul style="list-style-type: none"> • Distinguish different fields of arts • participate in simple artistic activities • explain the importance of arts in the community • Describe action that made national personalities being important in our society 	13



	• Modal verbs (would and should).		
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Methodologies

A learner-centred and communicative methodology should be used to teach the topic of Arts through activities like Gallery Walks, students rotate between stations featuring images, audio, and texts of Mozambican and global art, discussing and noting observations guided by language prompts. In the “*Artist Profile Project*”, learners research Mozambican artists and present biography cards, using descriptive adjectives and sequence markers. The “*Create and Describe*” activity allows groups to produce short artworks or performances, then explain their process and message, practicing language for expressing ideas and compliments. Resources include works by important artistic and contemporary dance videos, local crafts, art supplies, and simplified biographies.



Term 2

Thematic unit IV. Nature

Specific objectives <i>Students should be able to:</i>	Contents	Learning Results for the <i>Students:</i>	Hours
<ul style="list-style-type: none"> • explain the importance of farming • describe the conditions for farming • explain the importance of food preservation • describe ways of preserving food • discuss ways of minimising the effects of climate change 	<ul style="list-style-type: none"> • What we grow • Conditions for growing crops and raising animals • Importance of preserving food • Impact of climate change for farming <p><i>Language function</i></p> <ul style="list-style-type: none"> • Explaining cause and effect; • Suggesting solutions and preventive measures; • Describing processes and methods. <p><i>Vocabulary</i></p> <p><i>Climate</i>, environment, agriculture, instruments (plough, hoe), animal, husbandry.</p> <p><i>Natural disasters</i> (floods, cyclones, earthquakes, droughts, etc.).</p> <p><i>Grammar</i></p> <ul style="list-style-type: none"> • Review definite and indefinite articles; 	<ul style="list-style-type: none"> • ask and answer questions about growing crops • identify conditions for growing crops and raising animals • describe the importance of preserving or processing crops, meat and fish • Explain the importance of giving information about the climate changing for farming 	13



	<ul style="list-style-type: none"> • Countable and uncountable nouns; • Modal verbs (suggestions/obligation); • Past continuous; • Wh – question words (what and where); • Present perfect; • Passive (present simple). 		
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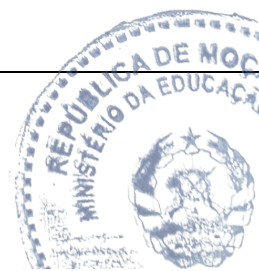
Methodologies

A learner-centred and communicative methodology should be used to teach the topic of agriculture and farming. The lesson should begin with motivating activities such as brainstorming and picture observation to help students identify what crops and animals are commonly grown in their communities. The teacher then explains key concepts about what we grow, the conditions needed for growing crops and raising animals, and how climate and environment affect farming. Learners work in groups to compare farming practices, discuss suitable conditions for different crops, and analyse how climate change can impact agriculture. Activities such as matching tasks, simple reading texts, discussions and problem-solving exercises help students understand the importance of preserving food and how it supports food security. Speaking activities encourage learners to share local experiences, while short writing tasks help consolidate learning. Complementarily, a problem-based approach connects lessons to local agricultural realities via projects such as planning a school garden, analysing climate impact scenarios, and creating a “*Farmer’s Manual*”, to foster language development, critical thinking, and cultural awareness. Reflection and short assessments at the end ensure learners have understood the content. This methodology promotes participation, critical thinking and real-life application of knowledge about farming and food preservation.



Thematic unit V. 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"> • talk about different types of shops and shopping places • discuss the importance of bargaining when shopping • talk about consumer rights and responsibilities 	<ul style="list-style-type: none"> • Shops and shopping places • Importance of bargaining • Consumer rights and responsibilities <p><i>Language function</i></p> <ul style="list-style-type: none"> • Agreeing and disagreeing; • Arguing and complaining; • Asking and answering questions; • Complaining and giving reasons; • Comparing and contrasting; • Persuading. <p><i>Vocabulary</i></p> <p>Types of shops, clothes, foods, tools and appliances, payment modes (cash, instalment), pricing (discount, bargain, fixed price, receipt, invoice, warranty), bargaining, commercial documents (invoice, receipts...).</p> <p><i>Grammar</i></p> <ul style="list-style-type: none"> • Quantifiers: How much/how many; • Wh-question (What); • Question tags; 	<ul style="list-style-type: none"> • name and describe different types of shops and shopping places • ask for the price of the products • discuss the price of items • explain basic consumer rights and responsibilities • identify common problems consumers face 	12



	<ul style="list-style-type: none"> • Comparative (long adjectives); • Modal verbs (suggestions). 		
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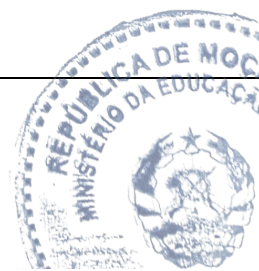
Methodologies

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). Activities such as a “Classroom Market Day” allow students to role-play buying and selling, practising bargaining and completing transactions. They learn to handle problems politely and request solutions like refunds or replacements, and engage students in comparing prices and making recommendations using comparatives and superlatives, while developing critical thinking as they evaluate persuasive language and value in advertisements. Suggested resources include play money, price tags, product packaging, flashcards, sample receipts, video clips of dialogues, and online or printed shopping materials.



Thematic unit VI. 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"> • talk about the importance of tourism/wild life for the community and the country's development • identify different fields of tourism in Mozambique • Cope with cultural diversity in tourism 	<ul style="list-style-type: none"> • Importance of tourism and wild life • Wildlife around the world • Tourism and cultural shock <p><i>Language function</i></p> <ul style="list-style-type: none"> • Arguing /explaining benefits and risks; • Asking for and giving information; • Comparing and contrasting different experiences; • Describing places and experiences; • Discussing ethical dilemmas; • Expressing opinions; • Giving advice and warnings on tourism and wildlife. <p><i>Vocabulary</i></p> <p>Topic related vocabulary (parks, beaches, caves, falls ecosystem, poachers, snorkeling, scuba diving, yachting...).</p> <p><i>Grammar</i></p> <p>Modals (can/can't; may/may not);</p> <ul style="list-style-type: none"> ▪ Adjectives; 	<ul style="list-style-type: none"> • explain the importance of tourism and wild life for their communities • discuss the impact of tourism and wild life to the development of the community • explain how to cope with cultural shock 	<p>12</p>



	<ul style="list-style-type: none"> ▪ Review the use of “will”; ▪ Review past continuous; ▪ Modal verbs (must/mustn’t, have to and need to); ▪ Reflexive pronouns; ▪ Superlative; ▪ Review Present perfect. 		
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Methodologies

A learner-centred and communicative methodology should be used to teach the topic of tourism and wildlife. The lesson should begin with motivating activities such as brainstorming, picture observation or short videos to help students identify the importance of tourism and wildlife in their country and around the world. The teacher then explains key concepts about how tourism supports the economy, education and cultural exchange, as well as how wildlife contributes to biodiversity and environmental balance. Learners engage in guided activities such as group discussions, matching and comparison tasks to explore wildlife in different parts of the world and how people experience tourism when travelling. Speaking activities like role plays (tourist and guide), debates and presentations help learners practise communication and share ideas, while short reading and writing tasks help consolidate understanding. Reflection and simple assessment activities at the end of the lesson help check learning. This methodology promotes participation, awareness, critical thinking and appreciation of tourism and wildlife conservation. Students work in groups to design a 1-day eco-tourism package, creating brochures and presentations that highlight itineraries, rules, and unique features. They participate in structured debates on tourism’s impact on wildlife, practice guiding visitors through simulations of local sites, and analyze case studies of conservation successes, such as *Gorongosa* National Park. These activities are supported by maps of Mozambique, local tour brochures, wildlife documentaries, landmark photos, and, when possible, guest speakers from tourism or conservation organizations.



Term 3

Thematic unit VII. 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"> • talk about the importance of the environment for human beings • discuss the impact of desertification and deforestation • discuss the importance of protecting the environment • explain the importance of recycling products 	<ul style="list-style-type: none"> • Importance of the environment for human being • Desertification and deforestation • Recycling products <p><i>Language function</i></p> <ul style="list-style-type: none"> • Agreeing or disagreeing on environmental policies; • Describing causes, processes, and results; • discussing ways of protecting environment • Giving strong advice, warnings, and making recommendations. <p><i>Vocabulary</i> Erosion, drought, floods, pollution (air, water, land), deforestation, renewable energy, conservation, landfill, upcycling, etc.</p> <p><i>Grammar</i></p> <ul style="list-style-type: none"> • Relative pronouns • Conditional (second) • Suggestions (should and would) 	<ul style="list-style-type: none"> • express opinion on the importance of protecting the environment • ask and answer questions about ways to prevent soil erosion • identify ways of protecting environment • explain how to recycle rubbish 	13



	<ul style="list-style-type: none"> • Reflexive Pronouns • Do and Don't • Must and mustn't • Review articles 		
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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.



Thematic unit VIII. 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"> • discuss about healthy and unhealthy food. • discuss the importance of having a balanced diet and exercise for a healthy living 	<ul style="list-style-type: none"> • Eating well • Fun ways to keep fit <p><i>Language function</i></p> <ul style="list-style-type: none"> • Identifying and classifying food and activities; • Describing and explaining routines and effects; • Expressing likes, dislikes and preferences; • Giving health advice and making recommendations; • Giving advice; • Making and accepting suggestions. <p><i>Vocabulary</i></p> <p>Home tasks related vocabulary (cleaning, sweeping, washing, etc.);</p> <p>Types of common diseases e.g.: malaria, cholera;</p> <p>Diseases caused by malnutrition e.g.: kwashiorkor, anaemia, blindness;</p> <p>Carbohydrates, vitamins and proteins;</p> <p>Symptoms (fever, headache).</p>	<ul style="list-style-type: none"> • explain the importance of having healthy food • conduct a debate on the need of eating well and doing exercises 	<p>11</p>



	<p><i>Grammar</i></p> <ul style="list-style-type: none"> • Review conditions (second); • Modals (can, may, will, should); • The plural of nouns. 		
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Methodologies

A learner-centred and communicative methodology should be used to teach the topic of healthy living. The lesson should begin with motivating activities such as brainstorming and picture observation to help students think about what it means to eat well and stay fit. The teacher then presents key concepts about balanced diets, healthy foods, and fun ways to keep physically active. Learners engage in guided group work, discussions, matching tasks and short reading activities to explore good eating habits and different enjoyable exercise activities. Speaking tasks such as role plays, pair discussions and class sharing help learners express ideas and relate them to real-life experiences, while short writing tasks help consolidate understanding. Reflection and simple assessment at the end of the lesson help check learners' comprehension. This methodology promotes participation, critical thinking and responsible attitudes toward health and well-being.



Thematic unit IX. Professions and Occupations

Specific objectives <i>Students should be able to:</i>	Contents	Learning Results for the <i>Students:</i>	Hours
<ul style="list-style-type: none"> • discuss the preferred professions and occupations and state the reason for the choice • compare and contrast past and current demands of professions • identify different places where professionals work • discuss a range of traditional, modern, and emerging professions and occupations • compare and contrast the skills and demands of professions in the past and present 	<ul style="list-style-type: none"> • Professions and occupations • Past and current professions • Professionals work • Places and professions <p><i>Language Functions</i></p> <ul style="list-style-type: none"> • Asking for and giving information about jobs and workplaces; • Planning daily activities; • Agreeing and disagreeing politely in discussions; • Asking for repetition or clarification; • Expressing abilities, opinions and preferences; • Making suggestions and giving advice about career choices. <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"> • Conditionals (First and Second); • Modals (should, shouldn't, ought to 	<ul style="list-style-type: none"> • describe the different occupations and professions and express their preference • discuss, describe and compare professional necessities • describe places where different professionals work • describe their own career dreams and the work of professionals in their community and beyond • participate in guided discussions and role- plays about the importance of various professions for Mozambique's development • write a short, simple paragraph about their preferred future job and the reasons for their choice • compare basic aspects of professions (e.g., tools, places, required skills) from different time periods 	<p>11</p>



	...); <ul style="list-style-type: none"> • Question Tags; • Review present perfect. 		
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Methodologies

This unit begins by activating students' prior knowledge through contextualized prompts, such as brainstorming or observing images of local professionals, to introduce vocabulary and themes in a meaningful way. Students then work in groups on collaborative tasks like classifying jobs, matching professionals to workplaces, and discussing required skills. Speaking is emphasized through role-plays (e.g., job interviews), discussions, and presentations about future dreams and societal roles of professions. Grammar and functional language, such as question tags in career surveys, are practiced through these interactive scenarios. Create a space for short reading and writing tasks, including writing a paragraph on personal aspirations, consolidate learning. This approach promotes active participation, career awareness, critical thinking, and the real-life application of knowledge.



English Language Syllabus Plan – Grade 9



Term 1

Thematic unit I. 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"> • discuss the importance of English language in the world today • explain Mozambique's role in regional integration • compare and contrast cultures of English-speaking peoples in the region 	<ul style="list-style-type: none"> • The importance of English language in the world • The importance of regional integration • The cultures of people that use English language in the region <p><i>Language function</i></p> <ul style="list-style-type: none"> • Explaining and arguing; • Asking for and giving information; • Comparing and contrasting cultures of English peoples in the region; • Expressing opinion and agreeing/disagreeing politely; • Presenting short oral or written reports. <p><i>Vocabulary</i> Currency, products, market, loan, customer, trade, etc.</p> <p><i>Grammar</i></p> <ul style="list-style-type: none"> • Comparative (equality, inferiority and superiority) 	<ul style="list-style-type: none"> • talk about the importance of English language in the world • talk about integration of Mozambique in the region (SADC) • compare and contrast habits and cultures of English and Portuguese speaking countries in the region • write a short, simple paragraph or present orally on a topic related to the unit themes 	15



	<ul style="list-style-type: none"> • Modal verbs of probability (can, may) • Review future tense 		
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Methodologies

The methodological approach for this unit begins with engaging lead-in activities, such as analysing infographics or videos on global English use, to activate prior knowledge, then employs collaborative, student-centred techniques at its core. This includes dividing the class into small groups to research and discuss topics on English's global importance, organising role-plays simulating real-life scenarios like business negotiations or seeking directions, and using maps to visually explore regional integration, highlighting Mozambique's role, neighbouring countries, and trade routes. The unit further encourages students to identify regional opportunities and challenges through structured group discussions and debates, and culminates in applied production tasks like guided writing and simple oral presentations to solidify learning and practice skills in meaningful, real-world contexts.



Thematic unit II. 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"> describe how education influences personal growth talk about the importance of educating girls debate the importance of educating girls, considering social and economic impacts. compare and contrast the roles of home education (values, traditions) and formal schooling (skills, citizenship). 	<ul style="list-style-type: none"> Education and personal development Importance of educating girls Difference between education given at home and at school <p><i>Language function</i></p> <ul style="list-style-type: none"> Agreeing and disagreeing with statements; Asking for repetition or clarification; Asking for repetition or clarification; Asking for and giving information; Comparing and contrasting the role of home education and formal schooling; Narrating experiences. <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"> Present simple; Adverbs of manner; 	<ul style="list-style-type: none"> explain the importance of education discussion on the importance of educating girls describe the education given at home and at school interview a person to gather perspectives on educational experiences and present in the class 	<p>15</p>



	<ul style="list-style-type: none"> • Word formation (adjectives); • Present perfect continuous. 		
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Methodologies

The teacher should begin by sparking discussion with a prompt like, "*How does education change a person's life?*" to connect student ideas to national goals. Next, the teacher introduces key phrases for agreeing, comparing, and giving opinions, using short texts for practice. The main activities are communicative tasks where students truly use the language. These include organising structured debates on topics like girls' education, working in pairs to compare home and school learning using diagrams, and interviewing elders about past educational experiences. Finally, students synthesize their learning by creating a tangible product, such as writing a community "*Manifesto for Quality Education*" or designing an informative poster campaign. This progression-from sparking interest, to learning tools, to authentic practice, and finally to creative production-ensures students develop both language skills and critical understanding of the theme.



Thematic unit III. 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"> • compare and contrast traditional and modern agricultural and fishing practices in Mozambique • identify and talk about the importance of preserving food in the community • talk about the importance of dams and reservoirs in the fishing industry 	<ul style="list-style-type: none"> • Traditional and modern agricultural and fishing practices in Mozambique • Importance of preserving food • Importance of dams and reservoirs in the fishing industry <p><i>Language function</i></p> <ul style="list-style-type: none"> • Agreeing and disagreeing on traditional and modern farming practice; • Arguing /explaining process and methods of food preservation; • Asking and giving suggestions of improving fishing practices in the community. <p><i>Vocabulary</i> Agriculture, production, animal husbandry, fertilizers, tractors, economy, farming, etc.</p> <p><i>Grammar</i></p> <ul style="list-style-type: none"> • Sequence markers (review); • Quantitative adjectives (either, neither, some, few, whole, many, more, etc.); 	<ul style="list-style-type: none"> • talk about the agricultural and fishing practices in their communities • explain how livestock is kept and its importance • explain the importance of dams and reservoirs in the fishing industry 	<p>18</p>



	<ul style="list-style-type: none"> • Modal verbs (of advice); • Comparison of adjectives (short); • Countable and uncountable nouns. 		
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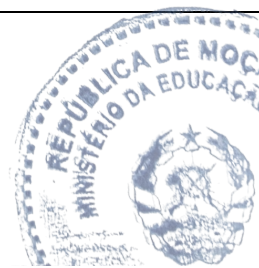
Methodologies

In this unit, to achieve the objectives, the teacher should start by using clear pictures, maps, and short video clips to introduce farming and fishing practices in Mozambique. Organise students into small groups for discussions and problem-solving tasks, like comparing traditional and modern methods. Role-playing is very effective; students can act as farmers, fishers, or community leaders in a debate about building a new dam. This lets them practice agreeing, disagreeing, and explaining their views. To connect learning to life, use information-gap activities where students interview each other about food in their homes or conduct simple surveys. Project-based work, such as creating a poster on a "*Sustainable Community Plan*," encourages students to research, collaborate, and present their ideas in English. All these activities move beyond memorisation, helping students use the new vocabulary and grammar naturally to discuss topics that matter to their country and their future.



Thematic unit IV. 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"> • talk about the importance of business • identify and talk about local business • discuss the role of the formal and informal market in the community • identify local raw materials and products available in the area • discuss ways of improving living standards of their community (talk about local main sources of income) 	<ul style="list-style-type: none"> • The importance of business • Local business • The role of informal market • Local raw materials and products • Ways of improving living standards in the community <p><i>Language function</i></p> <ul style="list-style-type: none"> • Agreeing/disagreeing on doing business; • Arguing and complaining; • Comparing and contrasting formal and informal market; • Expressing opinion. <p><i>Vocabulary</i> Factory, business, industry, commerce, money, profits, etc.</p> <p><i>Grammar</i></p> <ul style="list-style-type: none"> • Quantifiers: few/a few little/a little more and less; • Imperatives; • Passive voice; • Prepositions of place and time (in, at, on). 	<ul style="list-style-type: none"> • explain why business is important for the development of the country or community • talk about different local products • mention types of business activities in the community • write business letters • describe the role of the in/formal market in their community • describe raw material and products in their community • identify the ways of improving living standards in the community 	18



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.



Thematic unit V. School subjects and future professions

Specific objectives <i>Students should be able to:</i>	Contents	Learning Results for the Students:	Hours
<ul style="list-style-type: none"> • talk about their favourite subjects • talk about professional orientation • talk about opportunities that the subjects give for future jobs 	<ul style="list-style-type: none"> • Favourite school subjects • Professional orientation • Field of study (subjects) <p><i>Language function</i></p> <ul style="list-style-type: none"> • Identifying; • Expressing opinions; • Comparing; • Advising; • Predicting. <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"> • Past simple vs present perfect; • The passive (past simple); • Relative pronouns (who, which, that); • Comparative and superlative of adjectives; • Future simple and “going to”; • Time clauses (as soon as, while, when, until). 	<ul style="list-style-type: none"> • predict one’s future profession • relate school subjects and professions • make short presentation on professional dreams 	15



Methodologies

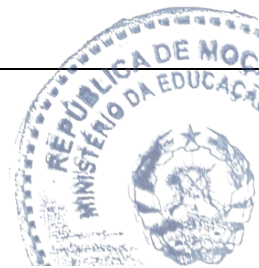
In this unit, to achieve the objectives, the teacher should: start with a brainstorming session where students list their favorite subjects; organize small group discussions where students talk about why they like their chosen subjects; have students write essays about their favorite subjects and how 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.



Term 3

Thematic unit VI. Science and Technology in the 21st 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"> • talk about scientific and technological tools/appliances/devices • talk about the role of technology in agriculture and manufacture • discuss the advantages and disadvantages of information and communication technologies (ICT) 	<ul style="list-style-type: none"> • Scientific and technological tools/appliances/devices • Innovations in the community • Advantages and disadvantages of Information and Communication Technologies (ICT) <p><i>Language function</i></p> <ul style="list-style-type: none"> • Analysing; • Asking for and giving information; • Comparing and contrasting; • Describing; • Discussing; • Explaining; • Identifying. <p><i>Vocabulary</i> 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"> • Verbs “do” and “make”; • Articles (definite and indefinite); • Connectors of contrast (but, 	<ul style="list-style-type: none"> • ask and answer questions about science technology and innovation • mention instructions on how to use modern technological tools/appliances/devices (radio, computer, mobile phone) • mention the advantages and disadvantages of information and communication technologies (ICT) 	15



	although); • Past perfect (never, already).		
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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; organise debates where students will discuss the pros and cons of ICT.



Thematic unit VII. 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"> • identify famous and successful people in various fields (sports, arts, economy, science, politics...) in Mozambique • talk about famous and successful people in various fields in the world • talk about national heroes in various fields 	<ul style="list-style-type: none"> • Famous and successful people in various fields in the country/world (past and in the present) • National heroes in various fields <p><i>Language function</i></p> <ul style="list-style-type: none"> • Arguing and explaining; • Asking and answering; • Agreeing and disagreeing; • Asking for and giving advice; • Comparing and contrasting; • Describing; • Expressing opinions; • Inquiring about <p><i>Vocabulary</i> Politicians, Musicians, Artists, Sportspeople, writers, actors, etc</p> <p><i>Grammar:</i></p> <ul style="list-style-type: none"> • Comparison of adjectives, with <i>er</i>, <i>more</i>, <i>as...as</i>; <i>like</i>; • Present simple and past simple; • Reported speech (present simple and past simple, present continuous and past continuous). 	<ul style="list-style-type: none"> • identify and describe famous and successful people in their community in various fields • identify and describe the works of famous people in various fields in the world • identify and talk about local and national heroes 	<p>15</p>



Methodologies

In this unit, to achieve the objectives, the teacher should: guide the students make presentation on 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.



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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