

# **ANEXO II**

**Programa de Ensino da Disciplina de  
Língua Inglesa  
Ensino Secundário  
2º Ciclo**



Ficha Técnica

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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 of a language in which people from different language community can communicate by in global society, has made the English language fundamental today throughout the world, as an international language for business, social and academic purpose. Thus, it opens the door to personal, professional and cultural development.

This language plays a crucial role in the labour market. In this context, the English subject aims to respond to one of the increasingly modern market demands that appeals to communicative skills, the field of information technologies, rapid and effective resolution of problems.

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



## Second Cycle Skills

At the end of this cycle, students should use the language to:

- solve everyday problems;
- understand the facts;
- describe events, feelings and wishes
- write simple connected texts on topics that are familiar or of personal interest, personal letters, invitations, business letters, poems and simple stories;
- understand the main points of clear standard speech on familiar matters regularly encountered at work, school and at other social and professional environment on current affairs or topics of personal or professional interest;
- use English language for academic purpose, communication and express the feelings;
- understand the main ideas of complex text on both concrete and abstract topics, including technical discussions. in their field of specialization;
- interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either part;
- Write clear, detailed, text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options;
- communicate with some confidence on familiar routines and non-routines matters related to their interests;
- exploit a wide range of simple language to deal with most situations likely to arise in everyday interactions;
- express personal opinions and exchange information on topics that are familiar of personal interest or pertinent to everyday life.



## **Second Cycle Proficiency Objectives**

At this stage students should be able to:

- cope linguistically with in a range of everyday situations, which require a largely predictable use of language;
- develop general basic abilities to communicate in a limited number of the most familiar situations in which language is used;
- respond appropriately to simple commands and questions in English;
- recognise the written forms or familiar spoken language;
- predict meaning of key words in a simple story, poem or song;
- write words, phrases and simple sentences;
- describe people, activities and objects from school, home and community;
- use appropriate vocabulary to talk about financial literacy;
- understand the main idea of simple texts;
- comprehend illustrated stories;
- follow instructions in English given at one step at a time for a wide range of activities;
- raise and answer questions in a structured form as well as comprehend written classroom directions;
- present simple written or oral report on familiar topics, read, retell and summarise literary works;
- use English vocabulary to identify basic earth science contents like mountain range, coast and desert.



## Overview of the contents of Second Cycle of Secondary Education

| Grade 10   | Grade 11  | Grade 12   |
|--|---|--|
| <p><b>TECHNOLOGY</b></p> <p><b>Thematic unit I. New Technology</b></p> <ul style="list-style-type: none"> <li>• Technological tools used for sustainable development</li> <li>• The impact of science, technology and innovation in the community</li> <li>• The effect of technology in people's health</li> <li>• The importance of ethics, diversity, and inclusion in technological and scientific innovation</li> </ul> | <p><b>SOCIETY</b></p> <p><b>Thematic unit I. Citizenships</b></p> <ul style="list-style-type: none"> <li>• The legal and human rights responsibilities</li> <li>• Gender, equity and sexuality</li> <li>• The role of the parliament and other forms of governance</li> <li>• The origins and meaning of democracy in Mozambique</li> <li>• The electoral process and the importance of voting</li> <li>• The importance of reconciliation and resolving conflicts fairly</li> <li>• Culture of peace and peace agreements</li> </ul> | <p><b>PUBLIC HEALTH</b></p> <p><b>Thematic unit I. Viral diseases</b></p> <ul style="list-style-type: none"> <li>• Common viral diseases in the communities</li> <li>• Symptoms of commons diseases</li> <li>• Prevention and treatment of common viral diseases in their communities</li> </ul> |
| <p><b>Thematic unit II. Media and News</b></p> <ul style="list-style-type: none"> <li>• The role of the media</li> <li>• The impact of the soap opera</li> <li>• Professions related to media</li> <li>• Press freedom in the world and in the</li> </ul>  | <p><b>Thematic unit II. Law</b></p> <ul style="list-style-type: none"> <li>• The Mozambican Republic Constitution</li> <li>• Sources of conflicts and ways of resolving them</li> <li>• Types of crime and punishment</li> <li>• The role of rehabilitation programs in</li> </ul>  | <p><b>Thematic unit II. Drugs</b></p> <ul style="list-style-type: none"> <li>• Types of drugs</li> <li>• Alcoholism and drug addiction in adolescent</li> <li>• The role of the parents and society in drug prevention</li> </ul>  |



|  |  |   |
|--|--|---|
| <p>country</p> <ul style="list-style-type: none"> <li>• Parts of the Newspaper</li> <li>• The importance of ethics and inclusion in media representation of different cultures and social groups</li> </ul>  | <p>prisons and in country</p>  | <ul style="list-style-type: none"> <li>• The influence of media on drug abuse in adolescents</li> <li>• The effect of drugs on crime and national economy</li> <li>• Measures for preventive drug abuse and crime</li> </ul>  |
| <p><b>Thematic unit III. Made in Mozambique</b></p> <ul style="list-style-type: none"> <li>• Local products</li> <li>• The importance of producing and consuming local products</li> <li>• The importance of inspecting the products and assuring consumer's rights</li> <li>• The impact of choosing local food products and reading labels on health and diet quality</li> <li>• The consequences of piracy and counterfeit</li> </ul> | <p><b>ENVIRONMENT</b></p> <p><b>Thematic unit III. Natural disasters</b></p> <ul style="list-style-type: none"> <li>• The causes of drought, floods and cyclones</li> <li>• The consequences of drought, floods and cyclones</li> <li>• Prevention measures of drought, floods and cyclones</li> <li>• The impact of the human activities</li> <li>• Atmosphere and destruction of the ozone layer</li> <li>• The importance of planting trees (coconut trees, cotton, tea, sugar can, etc) for sustainable and economic development</li> <li>• Preservation and expansion different plantation</li> </ul> | <p><b>FINANCIAL LITERACY</b></p> <p><b>Thematic unit III. At Bank</b></p> <ul style="list-style-type: none"> <li>• Kinds of services provided by the banks</li> <li>• Customer's rights and duties</li> <li>• The function and importance of different types of banks</li> <li>• Bank services safety</li> <li>• Stock exchange and banking</li> <li>• Insurance</li> </ul> |



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|---|--|---|
| <p><b>SOCIETY</b></p> <p><b>Thematic unit IV. Style</b></p> <ul style="list-style-type: none"> <li>• The modern and old fashion;</li> <li>• Fashion and vogue in Mozambique</li> <li>• Foreign and national fashion designers</li> <li>• The impact of fashion trends on ethical standards and the promotion of diversity and inclusion</li> <li>• Dress code for different occasions</li> <li>• The relationship between dress code and social norms</li> <li>• The impact of Media on the way people dress</li> </ul> | <p><b>Thematic unit IV. Tourism (travel insurance)</b></p> <ul style="list-style-type: none"> <li>• The tourism in Mozambique</li> <li>• The different types of accommodations in tourism</li> <li>• importance of the local meals</li> <li>• Polite language in tourism</li> <li>• Booking a hotel room</li> <li>• International tourism and Mozambique in the world</li> </ul> | <p><b>Thematic unit IV. Business and etiquette</b></p> <ul style="list-style-type: none"> <li>• Culture and good manners in business</li> <li>• Procedures in business</li> <li>• The importance of etiquette in business promotion</li> <li>• The principles in doing business</li> <li>• The business language</li> <li>• Different ways of doing business</li> </ul> |
| <p><b>Thematic unit V. Identity</b></p> <ul style="list-style-type: none"> <li>• Cultural identity and national symbols</li> <li>• The globalization</li> <li>• The role and the importance of Mozambican languages</li> <li>• Preservation of the national heritage and cultural patrimony</li> <li>• National dances</li> <li>• Customs, habits, myths and cultural values</li> </ul>   | <p><b>LITERATURE</b></p> <p><b>Thematic unit V. African Literature</b></p> <ul style="list-style-type: none"> <li>• African and Mozambican literature</li> <li>• Famous African and Mozambican writers</li> <li>• Traditional storytelling</li> <li>• Mozambican poetry</li> </ul>   | <p><b>Thematic unit V. Business and communication</b></p> <ul style="list-style-type: none"> <li>• Ways of making effective business telephone calls and presentations</li> <li>• Writing business reports</li> <li>• Using visual aids to make business presentations</li> </ul>   |



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| <p><b>Thematic unit VI. Religions and beliefs</b></p> <ul style="list-style-type: none"> <li>• Modern and traditional religions;</li> <li>• African/ traditional religions and beliefs;</li> <li>• The importance of respect and peaceful co-existence between different cultures, religions and beliefs.</li> </ul>   | <p><b>Thematic unit VI. Famous people and idols</b></p> <ul style="list-style-type: none"> <li>• Celebrities in the country, region and world (Arts and sports);</li> <li>• The achievers (challenges faced by famous people with disabilities)</li> <li>• National and international personalities that have made a difference in different fields;</li> <li>• The preferred idols and describing what they have done</li> <li>• The dead and living national heroes' deeds</li> <li>• The international heroes and the role they played</li> </ul> | <p><b>Thematic unit VI. Taxes</b></p> <ul style="list-style-type: none"> <li>• Taxes in the development of the country</li> <li>• Contributions of taxes in living standards</li> <li>• Raising public awareness of the importance of paying taxes</li> </ul>   |
| <p><b>Thematic unit VII. Discovering the world</b></p> <ul style="list-style-type: none"> <li>• Cultural diversity in Mozambique and in the world</li> <li>• Celebrations' days in Mozambique and in the world</li> <li>• The sacred places in the community, country and in the world</li> <li>• Places of interest and outstanding beauty in the community, country and in the world</li> <li>• Cultural diversity and inclusion in local and global celebrations, sacred sites and</li> </ul> |  | <p><b>Thematic unit VII. Self-employment</b></p> <ul style="list-style-type: none"> <li>• Local business initiatives</li> <li>• Contribution of self-employment for the economic development of the country</li> <li>• Local business activities</li> <li>• Plan rigorously one's finances</li> </ul> |



|   |  |  |
|---|--|--|
| places of interest  |  |  |
| <p><b>Thematic unit VIII. Relationship</b></p> <ul style="list-style-type: none"> <li>• Family relationships</li> <li>• Different types of family relationships</li> <li>• Healthy relationships</li> <li>• The importance of communication and respect in healthy relationships</li> </ul> |  | <p><b>Thematic unit VIII. Life after school</b></p> <ul style="list-style-type: none"> <li>• The importance of pursuing a career</li> <li>• Job opportunities</li> <li>• Challenges faced by the school leavers</li> <li>• The relationship between the courses taken and the real situation in the field</li> <li>• Different initiative to earn the living after school</li> <li>• Entrepreneurship initiatives for survival</li> <li>• Managing well earnings for survival</li> <li>• Writing application letter and CV</li> <li>• Self-employment</li> </ul> |



# **English Language Syllabus Plan – Grade 10**



**English Syllabus – Grade 10 - 148 hours**

**TECHNOLOGY**

**Thematic unit I. New Technology**

| <b>Specific objectives</b><br><i>Students should be able to:</i>  | <b>Contents</b>   | <b>Learning Results for the</b><br><i>Students:</i>  | <b>Hours</b> |
|---|---|--|--------------|
| <ul style="list-style-type: none"> <li>• debate about technological tools used for sustainable development</li> <li>• talk about the impact of science, technology and innovation in the community daily life</li> <li>• explain how technology can affect our health</li> <li>• discuss on the importance of ethics, diversity, and inclusion in technological and scientific innovations</li> </ul> | <ul style="list-style-type: none"> <li>• Technological tools used for sustainable development</li> <li>• The impact of science, technology and innovation in the community</li> <li>• The effect of technology in people’s health</li> <li>• The importance of ethics, diversity, and inclusion in technological and scientific innovation</li> </ul> <p><i>Vocabulary</i></p> <p>Technology, health, device, screen, ergonomics, dependence, exercise.</p> <p><i>Grammar</i></p> <ul style="list-style-type: none"> <li>• Wh - Question (about the topic): Why...? Which...? How much...? How many...?;</li> <li>• Expressions of agreeing and disagreeing;</li> <li>• Past simple (regular and irregular verbs);</li> </ul> | <ul style="list-style-type: none"> <li>• identify and describe different technological tools that promote sustainable development, such as renewable energy technologies, water conservation systems, and digital agricultural tools</li> <li>• analyse the impact of science technology and innovation in the community</li> <li>• identify common health problems associated with improper use of technology</li> <li>• discuss the value of diversity and inclusion in science and technology and scientific innovation.</li> </ul> | <p>18</p>    |



|  |   |  |  |
|--|---|--|--|
|  | <ul style="list-style-type: none"> <li>• Imperatives;</li> <li>• Comparison of adjectives (equality, superiority and inferiority).</li> </ul> |  |  |
|--|---|--|--|

### **Methodologies**

In this unit, to manage the objectives, the teacher should prepare cards with images of technological equipment and their uses. Have students match each piece of equipment with its corresponding use. Divide students into small groups and ask them to identify a problem in their community that could be solved with technology. Organise a classroom discussion where students can ask questions about science, technology and innovation, using a “question box” where students can anonymously submit questions. Show students how various technological tools work. Use interactive models or simple experiments to illustrate the use of different equipment. Divide students into groups and assign each group a technology (e.g., clean water technology, renewable energy sources). Conduct workshops focusing on the safe use of technology. Discuss common health problems, such as eye strain or repetitive stress injuries and teach students how to avoid these issues through proper usage and ergonomic practices. Organise formal debates on topics related to ethics, diversity and inclusion in technology.



## Thematic unit II. Media and News

| Specific objectives<br><i>Students should be able to:</i>   | Contents   | Learning Results for the<br><i>Students:</i>   | Hours |
|---|--|--|-------|
| <ul style="list-style-type: none"> <li>• talk about the role of the media</li> <li>• discuss the impact of the soap opera</li> <li>• discuss the different professions related to media</li> <li>• talk about press freedom in the world and in the country</li> <li>• talk about different parts that compound the newspaper</li> <li>• debate about the importance of ethics and inclusion in media representation of different cultures and social groups</li> </ul> | <ul style="list-style-type: none"> <li>• The role of the media</li> <li>• The impact of the soap opera</li> <li>• Professions related to media</li> <li>• Press freedom in the world and in the country</li> <li>• Parts of the Newspaper</li> <li>• The importance of ethics and inclusion in media representation of different cultures and social groups</li> </ul> <p><i>Vocabulary</i></p> <p>Newspaper, magazine, television, radio, online news, social media, journalist, reporter, editor, anchor / news presenter, correspondent, photographer / cameraperson / cinegrafist</p> <p><i>Grammar</i></p> <ul style="list-style-type: none"> <li>• Modals: can/could;</li> <li>• Countable and uncountable nouns</li> <li>• The plural of nouns</li> <li>• Quantifiers: much and many; a few, a little, a lot/lots of;</li> <li>• Comparison of adjectives (comparatives and superlatives);</li> </ul> | <ul style="list-style-type: none"> <li>• explain the role of the media</li> <li>• describe the moral values of the soap operas and how can affect families and community</li> <li>• distinguish professions related to the media</li> <li>• debate on press freedom</li> <li>• create mini-newspaper with different sections</li> <li>• explain the importance of ethical and inclusive media representations of different cultures and social groups</li> </ul> | 18    |



|  |  |  |  |
|--|--|--|--|
|  | <ul style="list-style-type: none"> <li>• Question tags;</li> <li>• Past continuous.</li> </ul> |  |  |
|--|--|--|--|

### **Methodologies**

In this unit, to manage the objectives the teacher should begin with a class discussion where students share what they know about different types of media (TV, newspapers, internet, etc.). Ask students to bring in examples of media (such as a newspaper clipping or a favorite TV show) and explain its role. In groups, ask students to create their own mini-newspaper with different sections. Have students act out different roles within the media (such as reporter, editor, photographer) to understand their functions. Organise a simple debate on the influence of soap operas on behavior and opinions. Facilitate students in reading short texts about journalists in countries with high or low press freedom and discuss what press freedom means and why it is important, using age-appropriate language. Provide copies of a newspaper and have students identify and label different sections (news, sports, comics). Assist students in reading short texts about the importance of ethics and inclusion in media representation of different cultures and social groups and facilitate a discussion on these concepts.



### Thematic unit III. Made in Mozambique

| Specific objectives<br><i>Students should be able to:</i>  | Contents  | Learning Results for the<br><i>Students:</i>  | Hours |
|--|---|---|-------|
| <ul style="list-style-type: none"> <li>• identify the common local products in Mozambique, explaining their origin</li> <li>• discuss the importance of producing and consuming local products</li> <li>• describe the importance of buying local products</li> <li>• evaluate how choosing local food products and reading labels can impact health and diet quality</li> <li>• identify and describe different forms of piracy and counterfeit products (e.g., illegal downloads, fake branded goods)</li> </ul> | <ul style="list-style-type: none"> <li>• Local products</li> <li>• The importance of producing and consuming local products</li> <li>• The importance of inspecting the products and assuring consumer's rights</li> <li>• The impact of choosing local food products and reading labels on health and diet quality</li> <li>• The consequences of piracy and counterfeit</li> </ul> <p><i>Vocabulary</i></p> <p>Consumer, rights / responsibilities, quality product, safe product, refund / compensation, complaint / claim, inspection / check, quality control, defective / damaged, certification / standard, safety measures.</p> <p><i>Grammar</i></p> <ul style="list-style-type: none"> <li>• Quantifiers: a lot of, lots of, a little, a few review;</li> <li>• Dos and don'ts;</li> <li>• Adverbs of frequency;</li> </ul> | <ul style="list-style-type: none"> <li>• name and describe local products, stating where they come from and how they are used in everyday life</li> <li>• mention the main products consumed and produced in Mozambique</li> <li>• explain the importance of buying local products</li> <li>• explain the impact of choosing local food products and reading labels on health and diet quality</li> <li>• explain the economic, social, and legal consequences of piracy and counterfeit on individuals, businesses, and the country</li> </ul> | 18    |



|  |  |  |  |
|--|--|--|--|
|  | <ul style="list-style-type: none"> <li>• Irregular adjectives review;</li> <li>• Relative clauses;</li> <li>• Reported speech review.</li> </ul> |  |  |
|--|--|--|--|

### **Methodologies**

In this unit, to manage the objectives the teacher should start with a short, engaging story or video about a local farmer or producer and their products. Organise a class discussion where students share their thoughts on why supporting local businesses is important. Provide simple, age-appropriate texts or articles about local products and their benefits. Have students write a short paragraph about a local product they like and why they think it's important. Facilitate a class discussion on how counterfeit products can be harmful and why it's important to avoid them. Use short texts or comic strips that illustrate the concept of piracy and counterfeit goods. Ask students to write a letter to a friend explaining why they should be careful about what they buy. Read a text that explains the benefits of buying local products for the economy and community. Students can write a persuasive essay on why people should buy local products. Give students examples of product labels to read and discuss the information they find. Have students write a short explanation of why they should read labels before buying products. Conduct a class activity where students practice inspecting different product samples (real or images) and discuss their findings. Ask students to write a checklist of things to look for when inspecting products. Use simple texts that discuss the nutritional benefits of local foods and the importance of reading labels for health. Have students write a reflection on how choosing local foods and reading labels can help them make healthier food choices.



## SOCIETY

### Thematic unit IV. Style

| Specific objectives<br><i>Students should be able to:</i>   | Contents  | Learning Results for the<br><i>Students:</i>   | Hours |
|---|---|--|-------|
| <ul style="list-style-type: none"> <li>• discuss the modern and old fashion</li> <li>• talk about fashion and vogue in Mozambique</li> <li>• talk about foreign and national fashion designers</li> <li>• analyse how fashion trends impact ethical standards and promote diversity and inclusion</li> <li>• discuss how to dress for different occasions</li> <li>• discuss the relation between dress code and social norms</li> <li>• discuss the impact of media on the way people dress</li> </ul> | <ul style="list-style-type: none"> <li>• The modern and old fashion</li> <li>• Fashion and vogue in Mozambique</li> <li>• Foreign and national fashion designers</li> <li>• The impact of fashion trends on ethical standards and the promotion of diversity and inclusion</li> <li>• Dress code for different occasions</li> <li>• The relationship between dress code and social norms</li> <li>• The impact of Media on the way people dress</li> </ul> <p><i>Vocabulary</i></p> <p>Local designer, traditional attire, cultural wear, modern style, urban fashion, streetwear, budget, affordable, expensive, luxury, sale, discount, thrift, second-hand, cost-effective, investment piece.</p> <p><i>Grammar</i></p> <ul style="list-style-type: none"> <li>• Possessive adjectives</li> <li>• Expressing habit: use to;</li> </ul> | <ul style="list-style-type: none"> <li>• compare and contrast modern and old fashion in Mozambique</li> <li>• explain the cultural, social, and economic influences that shape fashion and vogue in Mozambique's different regions and communities</li> <li>• compare foreign and national fashion designers</li> <li>• explain the influence of fashion trends on ethical standards and issues of diversity and inclusion</li> <li>• express opinion on how to dress appropriately</li> <li>• explain the relationship between dress code and social norms, showing how clothing reflects values, beliefs, identity, and acceptable behavior in different communities</li> <li>• explain the negative impact that the media can have in broadcasting foreign information on the way people dress</li> </ul> | 20    |



|  |  |  |  |
|--|--|--|--|
|  | <ul style="list-style-type: none"> <li>• Had better;</li> <li>• Reported speech;</li> <li>• Reflexive pronouns;</li> <li>• Reciprocal pronouns.</li> </ul> |  |  |
|--|--|--|--|

### **Methodologies**

In this unit, to manage the objectives the teacher should have students discuss their favourite trends in pairs or small groups. Provide simple texts or articles about fashion trends for students to read. Ask students to write a short paragraph or draw about their favourite fashion trend and explain why they like it. Encourage students to share what they know or have learned about Mozambican fashion in a class discussion. Use simple texts or excerpts that describe fashion from different eras. Ask students to write a brief essay or draw pictures comparing modern and old fashion styles. Provide age-appropriate biographies or articles about various fashion designers. Ask students to write a short biography or create a poster about a fashion designer they find interesting. Facilitate a class discussion on how fashion can affect or reflect personal values. Have students write a reflection on how fashion and morals can sometimes be in conflict. Lead a discussion on how fashion trends can influence ethical standards and inclusivity. Provide texts that discuss the role of fashion in promoting diversity and ethical practices. Ask students to write a short essay or create a project that shows how fashion can support diversity and ethical standards.



## Thematic unit V. Identity

| Specific objectives<br><i>Students should be able to:</i>   | Contents  | Learning Results for the<br><i>Students:</i>   | Hours |
|---|---|--|-------|
| <ul style="list-style-type: none"> <li>• talk about cultural identity and national symbols</li> <li>• talk about globalization</li> <li>• discuss the role and importance of Mozambican language</li> <li>• debate about preservation of cultural patrimony</li> <li>• talk about national dances</li> <li>• identify and describe different customs, habits, myths, and cultural values found in their community and other societies using appropriate vocabulary</li> </ul> | <ul style="list-style-type: none"> <li>• Cultural identity and national symbols;</li> <li>• The globalization</li> <li>• The role and the importance of Mozambican languages</li> <li>• Preservation of the national heritage and cultural patrimony</li> <li>• National dances</li> <li>• Customs, habits, myths and cultural values</li> </ul> <p><i>Vocabulary</i></p> <p>Identity, values, beliefs, traditions, customs, culture, heritage, ethnicity, language, norms.</p> <p><i>Grammar</i></p> <ul style="list-style-type: none"> <li>• The nouns (proper and common);</li> <li>• Adverbs of place;</li> <li>• Present continuous review;</li> <li>• Have got;</li> <li>• Prepositions of time and place (on, in, at);</li> <li>• Past simple and past perfect;</li> </ul> | <ul style="list-style-type: none"> <li>• recognise one's cultural identity</li> <li>• explain the term globalization in the world and in the region and in the country</li> <li>• discuss on the importance of our local languages</li> <li>• mention places of national heritage</li> <li>• describe how to preserve cultural patrimony</li> <li>• describe local dances</li> <li>• explain the importance of customs, myths, and cultural values in shaping people's identity, behavior, and social relationships</li> </ul> | 20    |



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|  | <ul style="list-style-type: none"><li>• Present simple and present continuous.</li></ul> |  |  |
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### **Methodologies**

In this unit, to manage the objectives the teacher should play a short story about different people talking about their identities. Provide short texts or picture books about personal identity. Ask students to write a short paragraph or draw a picture about what makes them who they are. Use short stories or articles about different cultures. Students can write a few sentences or create a poster about cultural practices from their own or other cultures. Use fact sheets or simple books about national symbols. Students can create a poster or write a few sentences about one national symbol. Discuss the role and importance of Mozambican language in the learning process. Provide students with a text or extract about how ethical practices and respect for diversity contribute to preserving cultural traditions and strengthening cultural identity, and discuss how these values help protect national heritage.



## Thematic unit VI. Religions and beliefs

| Specific objectives<br><i>Students should be able to:</i>   | Contents  | Learning Results for the<br><i>Students:</i>  | Hours |
|---|---|---|-------|
| <ul style="list-style-type: none"> <li>• discuss different beliefs within modern religions</li> <li>• talk about African/ traditional religions and beliefs</li> <li>• discuss the importance of respect and peaceful co-existence between different cultures, religions and beliefs</li> </ul> | <ul style="list-style-type: none"> <li>• Modern and traditional religions;</li> <li>• African/ traditional religions and beliefs;</li> <li>• The importance of respect and peaceful co-existence between different cultures, religions and beliefs.</li> </ul> <p><i>Vocabulary</i></p> <p>Religion, belief, faith, worship, prayer, ritual, tradition, spirituality, sacred, moral values, Christianity, Islam, Hinduism, Buddhism, Judaism, traditional beliefs, animism, atheism, agnosticism, church, mosque.</p> <p><i>Grammar</i></p> <ul style="list-style-type: none"> <li>• Should and have to;</li> <li>• Passive I and II (present and past).</li> </ul> | <ul style="list-style-type: none"> <li>• discuss beliefs and religions</li> <li>• explain the importance of African religions and beliefs</li> <li>• explain the importance of tolerance and co-existence between different cultures, religious and beliefs among various groups</li> </ul> | 18    |

### Methodologies

In this unit, to manage the objectives the teacher should provide short texts or storybooks that talk about religion and beliefs. As a classroom teacher, you can easily incorporate the idea of storytelling by having students research their own religion's stories or legends and share them with their classmates. By doing this, you will also be providing opportunities for them to practice their listening and speaking skills.



Have debates on the differences on modern and traditional religious, bring up the importance of the tolerance and co-existence between the various religious groups and lead them to read and write about the differences of beliefs and faith. Provide articles, stories, or reports about religion or beliefs; guide students through reading comprehension exercises; have students write compositions about the religion and beliefs where they will describe African/ traditional religious and beliefs practices in their communities. Students can use collection of films and articles that offer a range of pedagogies for teaching religion. By engaging with these materials, you'll be guided toward forming your perspective on the essence and objectives of religion. It's a journey of self-discovery that leads to your unique interpretation of religion's purpose and significance.



## Thematic unit VII. Discovering the world

| Specific objectives<br><i>Students should be able to:</i>   | Contents   | Learning Results for the<br><i>Students:</i>   | Hours |
|---|--|--|-------|
| <ul style="list-style-type: none"> <li>• discuss cultural diversity in Mozambique and in the world</li> <li>• discuss the different celebrations in Mozambique and the world</li> <li>• discuss the sacred places in their community, country and in the world</li> <li>• discuss places of interest and outstanding beauty in their community, country and world</li> <li>• debate on cultural diversity and inclusivity through local and global celebrations, sacred sites and places of interest</li> </ul> | <ul style="list-style-type: none"> <li>• Cultural diversity in Mozambique and in the world;</li> <li>• Celebrations' days in Mozambique and in the world;</li> <li>• The sacred places in the community, country and in the world;</li> <li>• Places of interest and outstanding beauty in the community, country and in the world;</li> <li>• Cultural diversity and inclusion in local and global celebrations, sacred sites and places of interest.</li> </ul> <p><i>Vocabulary</i><br/>3<sup>rd</sup> February, 25<sup>th</sup> of June, 4<sup>th</sup> of October, sacred, temple, church, mosque, synagogue, monument, museum, gallery, fortress, statue, waterfall, mountain, beach, island, forest, park, valley</p> <p><i>Grammar</i></p> <ul style="list-style-type: none"> <li>• Present continuous;</li> <li>• Possessive pronouns;</li> <li>• “Going to” expressing future</li> </ul> | <ul style="list-style-type: none"> <li>• demonstrate respect for cultural differences by discussing the importance of tolerance, inclusion and intercultural understanding at local and global levels</li> <li>• mention celebration dates in their community, country and in the world</li> <li>• describe sacred and historical places in the communities, country and world</li> <li>• identify important places of interest and natural or cultural attractions in their community, in Mozambique and in different parts of the world</li> <li>• respect cultural diversity through the study of global and local celebrations, sacred sites and notable places</li> </ul> | 18    |



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|  | <ul style="list-style-type: none"> <li>• Present perfect and past simple</li> <li>• Word formation (adverbs);</li> <li>• Present perfect (ever, never, yet, just).</li> </ul> |  |  |
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**Methodologies**

In this unit, to manage the objectives, the teacher should begin with a circle discussion where students share what they know about cultural diversity, celebrations, sacred places, and places of interest. Use guiding questions to prompt their thinking. Share brief texts or excerpts from folklore and cultural stories that highlight cultural diversity, celebrations and sacred sites from Mozambique and around the world. Have students create posters or collages about different celebrations, sacred places and places of interest. Encourage students to create art inspired by different cultures, sacred sites, or places of beauty and write a brief description about their artwork. This could include painting, drawing or crafting, along with an explanation of what inspired their creation.



## Thematic unit VIII. Relationships

| Specific objectives<br><i>Students should be able to:</i>  | Contents   | Learning Results for the<br><i>Students:</i>   | Hours |
|--|--|--|-------|
| <ul style="list-style-type: none"> <li>• discuss family relationship</li> <li>• identify different types of family relationships;</li> <li>• talk about healthy relationships</li> <li>• discuss the importance of communication and respect in maintaining healthy relationships</li> </ul> | <ul style="list-style-type: none"> <li>• Family relationships</li> <li>• Different types of family relationships</li> <li>• Healthy relationship</li> <li>• The importance of communication and respect in healthy relationships</li> </ul> <p><i>Vocabulary</i></p> <p>Family, father, mother, parents, son, daughter, brother, sister, siblings, child, uncle, aunt, cousin, aunt, cousin, nephew, niece, relative-in-law.</p> <p><i>Grammar</i></p> <ul style="list-style-type: none"> <li>• Definite and indefinite articles;</li> <li>• Past perfect;</li> <li>• Wh - Questions review;</li> <li>• Word formation (preffexis “dis-, un-, mis-”);</li> <li>• Past perfect continuous.</li> </ul> | <ul style="list-style-type: none"> <li>• distinguish types of family relationships</li> <li>• describe different types of family relationships</li> <li>• describe healthy family relationships</li> <li>• explain the importance of communication and respect in maintaining healthy relationships</li> </ul> | 18    |

### Methodologies

In this unit, to manage the objectives the teacher should provide short texts or storybooks that depict various family dynamics. Facilitate a class discussion where students share their understanding and personal experiences of family relationships. Ask students to draw a family tree and



label the different types of relationships within it. Have students write a short paragraph describing their own family structure. Ask students to write a letter or journal entry about a memorable experience with a family member or friend. Provide articles or stories focusing on healthy relationship traits. Ask students to read articles or stories that emphasize the role of communication and respect in relationships. Have students create a list of qualities they think are important for maintaining healthy relationships and explain why. Have students write a short essay or create a poster on why communication and respect are essential in relationships, including examples from their own lives.



# **English Language Syllabus Plan – Grade 11**

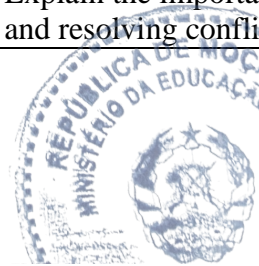


## English Syllabus – Grade 11 – 148 Hours

### SOCIETY

#### Thematic unit I. Citizenship

| Specific objectives<br><i>Students should be able to:</i>   | Contents  | Learning Results for the<br><i>Students:</i>  | Hours |
|---|---|---|-------|
| <ul style="list-style-type: none"> <li>• identify and explain the rights and responsibilities of a modern citizen in school, community</li> <li>• differentiate the concepts of gender, sex, equity, equality, and sexuality using appropriate and respectful vocabulary in oral and written tasks</li> <li>• describe the main functions of parliament and other forms of governance (local, traditional, and national authorities)</li> <li>• describe the historical origins of democracy in Mozambique, including key periods and reforms that led to the adoption of a democratic system</li> <li>• describe the main stages of</li> </ul> | <ul style="list-style-type: none"> <li>• The legal and human rights responsibilities</li> <li>• Gender, equity and sexuality</li> <li>• The role of the parliament and other forms of governance</li> <li>• The origins and meaning of democracy in Mozambique</li> <li>• The electoral process and the importance of voting</li> <li>• The importance of reconciliation and resolving conflicts fairly</li> <li>• Culture of peace and peace agreements</li> </ul> <p><i>Vocabulary</i><br/>Citizen, citizenship, nationality, resident, nation, state, freedom, justice, protection, vote, participation.</p> <p><i>Grammar</i></p> <ul style="list-style-type: none"> <li>• Present perfect continuous;</li> </ul> | <ul style="list-style-type: none"> <li>• participate actively in discussions and simple projects, showing responsible behavior and using English to express opinions on civic and social issues</li> <li>• Demonstrate respectful attitudes and responsible behavior by discussing issues related to sexuality, rights, and mutual respect in a culturally appropriate and age-appropriate manner</li> <li>• Explain how Parliament makes laws and how different forms of governance contribute to decision-making and development in the country</li> <li>• Discuss the importance of democracy in promoting peace, national unity, and citizens' participation in decision-making processes</li> <li>• Explain the importance of voting as a civic right and responsibility in a democratic society</li> <li>• Explain the importance of reconciliation and resolving conflicts fairly involving the</li> </ul> | 25    |



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| <p>the electoral process, including voter registration, campaigning, voting, counting of votes, and announcement of results</p> <ul style="list-style-type: none"> <li>• discuss the importance of reconciliation and resolving conflict fairly</li> <li>• talk about culture of peace and peace agreements</li> </ul> | <ul style="list-style-type: none"> <li>• Past simple;</li> <li>• Past continuous;</li> <li>• Past perfect;</li> <li>• Past perfect continuous;</li> <li>• Passive form (simple present and past).</li> </ul> | <p>civil society (community: traditional and religious leaders)</p> <ul style="list-style-type: none"> <li>• explain why nations need a culture of peace and mention the key actors of peace agreements (general peace agreement and Maputo peace accord)</li> </ul> |  |
|--|--|--|--|

### Methodologies

In this unit, to manage the objectives the teacher should build up small-group debates on school or community problems, planning and carrying out awareness projects, and reflecting on how they showed responsibility and teamwork. To develop understanding and respect for cultural diversity, students can do activities such as presenting objects, stories, or traditions from different cultures, participating in role-plays where respecting diversity is important, and researching cultural groups in the community. These activities can be presented as posters or short presentations. Regarding youth participation in society, students can share opinions, exchange ideas, and propose solutions through brainstorming, identifying problems that affect young people. Peer feedback should be encouraged to improve critical thinking and collaboration. To promote helping others and contributing positively to society, students can take part in service-learning activities, such as cleaning school areas, supporting younger students, or organising community awareness campaigns. They can keep reflection journals, plan small actions, and share responsibilities within groups. For collaboration and volunteer projects, students work in teams to set goals, assign roles, monitor progress, and present their results to the class, reflecting on the impact of their teamwork and actions. To understand reconciliation and fair conflict resolution with community leaders, students can study real-life conflict cases, do role-plays simulating mediation with traditional or religious leaders, and discuss fairness, dialogue, and reconciliation. Finally, to understand the need for a culture of peace and key actors in peace



agreements like the General Peace Agreement and the Maputo Peace Accord, students can participate in storytelling or history sessions with visual aids, create timelines of key peace events, discuss the importance of peace in nation-building, and suggest ways to promote peace in their communities.



## Thematic unit II. Law

| Specific objectives<br><i>Students should be able to:</i>   | Contents   | Learning Results for the<br><i>Students:</i>  | Hours |
|---|--|---|-------|
| <ul style="list-style-type: none"> <li>• talk about the Mozambican republic constitution</li> <li>• identify the sources of conflicts and ways to prevent them</li> <li>• describe common types of crime in the community, country, and world using appropriate legal vocabulary</li> <li>• discuss the role of rehabilitation programs in a country</li> </ul> | <ul style="list-style-type: none"> <li>• The Mozambican Republic Constitution</li> <li>• Sources of conflicts and ways of resolving them</li> <li>• Types of crime and punishment</li> <li>• The role of rehabilitation programs in prisons and in country</li> </ul> <p><i>Vocabulary</i><br/>Law, rule, justice, rights, duties, freedom, equality, order, authority, constitution</p> <p><i>Grammar</i></p> <ul style="list-style-type: none"> <li>• Reported speech;</li> <li>• Conditionals 2<sup>nd</sup>;</li> <li>• Used to + infinitive;</li> <li>• Used to + gerund;</li> <li>• Modal verbs (suggestion, advice, obligation).</li> </ul> | <ul style="list-style-type: none"> <li>• know how Mozambican republic constitution works</li> <li>• name the sources of conflicts and how to resolve them</li> <li>• identify and classify different types of crime (e.g., theft, fraud, cybercrime, vandalism, violence)</li> <li>• discuss the social and economic benefits of rehabilitation programs for individuals, families, and national development</li> </ul> | 25    |

### Methodologies

In this unit, to manage the objectives, the students should present real-life case studies where law is implemented. Conduct a discussion on the sources of conflicts, ways to prevent or solve them and institutions involved; organize debates on specific topics related to the Mozambican Constitution. Using books or articles, read and discuss norms and regulations at school. Role-playing and scenario-based learning; debates or



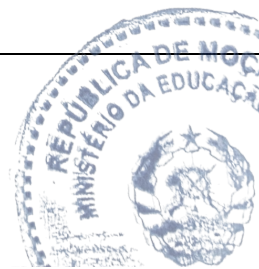
open class discussion; creating fliers/powerpoints/handouts/presentations etc, are useful to talk about the types of crime and the punishment applied and explain the importance of prisons for the community.



## ENVIRONMENT

### Thematic unit III. Natural disasters

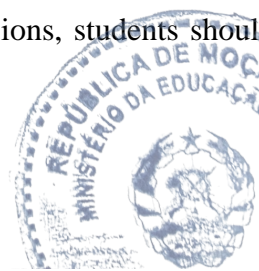
| Specific objectives<br><i>Students should be able to:</i>  | Contents   | Learning Results for the<br><i>Students:</i>   | Hours |
|--|--|--|-------|
| <ul style="list-style-type: none"> <li>• discuss causes of drought, floods and cyclones</li> <li>• talk about consequences of drought, floods and cyclones</li> <li>• talk about prevention measures of drought, floods and cyclones</li> <li>• explain the positive and negative impacts of human activities on natural resources, biodiversity, and climate</li> <li>• explain the causes and effects of ozone layer depletion, including human activities like the use of cfc's and other pollutants.</li> <li>• discuss the role of tree planting in sustainable development, highlighting how it contributes to income generation, employment, and long-term</li> </ul> | <ul style="list-style-type: none"> <li>• The causes of drought, floods and cyclones</li> <li>• The consequences of drought, floods and cyclones</li> <li>• Prevention measures of drought, floods and cyclones</li> <li>• The impact of the human activities</li> <li>• Atmosphere and destruction of the ozone layer</li> <li>• The importance of planting trees (coconut trees, cotton, tea, sugar can, etc) for sustainable and economic development</li> <li>• Preservation and expansion different plantation</li> </ul> <p><i>Vocabulary</i></p> <p>Earthquake flood, cyclone, drought, tsunami, volcanic eruption, landslide, wildfire, storm, heatwave, heavy rain, strong winds, climate change, deforestation, rising temperatures, ocean warming, soil erosion, plate movement, dry season, environmental</p> | <ul style="list-style-type: none"> <li>• explain the natural and human causes of droughts, floods and cyclones</li> <li>• mention the consequences of drought, floods and cyclones (infrastructures destruction, deaths, etc)</li> <li>• interpret the meaning of the different hazard alert colour codes</li> <li>• propose and justify sustainable practices that minimize environmental damage and promote responsible use of natural resources</li> <li>• propose solutions and preventive measures to protect the ozone layer and promote environmental awareness and responsibility</li> <li>• explain the environmental and ecological benefits of planting trees, such as soil conservation, carbon sequestration, and biodiversity preservation</li> <li>• propose strategies for expanding plantations responsibly, considering environmental sustainability, community benefits, and national economic development</li> </ul> | 24    |



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| <p>economic growth</p> <ul style="list-style-type: none"> <li>• explain the importance of preserving plantations, including sustainable farming practices, soil fertility, and protection against pests and diseases</li> </ul> | <p>damage</p> <p><i>Grammar</i></p> <ul style="list-style-type: none"> <li>• Passives (different tenses);</li> <li>• Sequence markers;</li> <li>• Adverbs of degree;</li> <li>• Do's and Don'ts;</li> <li>• Have to, and must.</li> </ul> |  |  |
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### Methodologies

To teach students about natural disasters and environmental sustainability, the teacher should begin with a short, engaging story, video, or scenario that connects natural disasters to human activity and environmental changes. For example, a story could depict a village affected by flooding worsened by deforestation, or a heatwave linked to ozone layer depletion. This approach captures students' attention and encourages them to think critically about the relationship between human actions and environmental consequences. Visual aids such as photographs, infographics, and videos can be used to illustrate natural disasters, including earthquakes, floods, droughts, and hurricanes, as well as the impacts of human activities on the environment. Diagrams of the atmosphere and the ozone layer can help students understand the causes and effects of ozone depletion and climate change. Hands-on activities and interactive learning are essential to deepen understanding. Students can conduct simple experiments demonstrating environmental concepts, such as how trees prevent soil erosion or how greenhouse gases affect temperature. Games and simulations, both online and in-person, allow students to experience natural disasters safely while learning strategies for prevention and preparedness. Tree planting activities or classroom simulations of plantation expansion can illustrate the importance of sustainable agriculture and the role of trees in economic and environmental development. Students can also create a Natural Disaster and Environmental Awareness Handbook, combining information on disaster causes, human impacts on the environment, ozone layer protection, benefits of planting trees, preservation of plantations, and practical actions to reduce risks. During discussions, students should interpret hazard codes, charts, and



warning signs, connecting environmental degradation to the frequency and intensity of natural disasters. Multimedia resources, such as videos explaining both disaster science and environmental protection, can reinforce learning. Students may work in groups to watch videos, summarize key points, and share their findings with the class. Finally, students should reflect on their own community, identifying areas where human activities could worsen disasters and proposing practical solutions, such as sustainable farming, tree planting, pollution reduction, and plantation preservation. This approach integrates natural disasters with human impacts and environmental sustainability, ensuring that students gain a holistic understanding of the topics while remaining engaged and actively involved in learning.



### Thematic unit IV. Tourism (travel insurance)

| Specific objectives<br><i>Students should be able to:</i>  | Contents   | Learning Results for the<br><i>Students:</i>   | Hours |
|--|--|--|-------|
| <ul style="list-style-type: none"> <li>• talk about tourism in Mozambique</li> <li>• identify different types of accommodations in tourism</li> <li>• identify and describe common local meals in their community and country, including their ingredients and preparation methods</li> <li>• explain the importance of polite language in creating a positive impression and maintaining good relationships with tourists and clients</li> <li>• explain the steps involved in booking a hotel room, both in person and online</li> <li>• describe major international tourist destinations and highlight Mozambique's key attractions in the global tourism context</li> </ul> | <ul style="list-style-type: none"> <li>• The tourism in Mozambique</li> <li>• The different types of accommodations in tourism</li> <li>• Importance of the local meals</li> <li>• Polite language in tourism</li> <li>• Booking a hotel room.</li> <li>• International tourism and Mozambique in the world</li> </ul> <p><i>Vocabulary</i></p> <p>Tourism, tourist, traveler / visitor, destination attraction, sightseeing, guided tour, trip / excursion, holiday / vacation, journey , cultural tourism, adventure tourism, eco-tourism / nature tourism, community tourism, beach tourism, international tourism.</p> <p><i>Grammar</i></p> <ul style="list-style-type: none"> <li>• Clauses of contrast;</li> <li>• Indirect questions;</li> <li>• Clauses of purpose;</li> <li>• Relative clauses;</li> </ul> | <ul style="list-style-type: none"> <li>• discuss the importance of promoting tourism in Mozambique</li> <li>• describe the different types of accommodation services</li> <li>• promote Mozambican traditional meals through short oral presentations, posters, or written advertisements aimed at international visitors</li> <li>• apply polite language in practical situations, such as giving directions, providing information, and handling complaints in a tourism environment</li> <li>• role-play real-life booking scenarios to practice problem-solving, handling requests and responding appropriately to customer needs</li> <li>• name and describe major international tourist destinations and Mozambique's attractions using correct vocabulary in speaking and writing</li> </ul> | 25    |



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|  | <ul style="list-style-type: none"><li>• Offers and requests;</li><li>• Clauses of reason.</li></ul> |  |  |
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### **Methodologies**

In this unit, to manage the objectives, the teacher should begin with a short lecture on the positive and negative impacts of tourism on wildlife and local communities. Follow this with a class discussion to explore students' perspectives; ask students to write a short text or discuss about the different types of accommodation services, ways of keeping the hospitality industry tidy; divide students into groups to create posters or presentations showcasing different types of gains (e.g., economic benefits, conservation successes) and make oral presentations on the bed and breakfast services; encourage students to visit different types of accommodation services and take notes or draw what they observe; ask students to write a short descriptive essay on a specific place they liked most. Ask students to write a CV and submit in various place of venues.



## LITERATURE

### Thematic unit V. African literature

| Specific objectives<br><i>Students should be able to:</i>  | Contents  | Learning Results for the<br><i>Students:</i>   | Hours |
|--|---|--|-------|
| <ul style="list-style-type: none"> <li>• identify and describe major African and Mozambican writers, their works, and literary genres, including novels, poetry, and short stories</li> <li>• analyze the themes and messages presented in their works, highlighting their relevance to African and Mozambican society</li> <li>• explain the cultural, social, and moral values conveyed through traditional stories and their role in preserving heritage</li> <li>• identify and describe notable Mozambican poets and their works, including different types of poetry such as lyric, narrative, and modern forms</li> </ul> | <ul style="list-style-type: none"> <li>• African and Mozambican literature</li> <li>• Famous African and Mozambican writers</li> <li>• Traditional storytelling</li> <li>• Mozambican poetry</li> </ul> <p><i>Vocabulary</i><br/>Literature, author / writer, text, story, poem / poetry, drama / play, novel, short story, folktale, oral literature.</p> <p><i>Grammar</i></p> <ul style="list-style-type: none"> <li>• Reported speech;</li> <li>• Preposition + participle;</li> <li>• Pronouns with quantifiers;</li> <li>• Figures of speech (simile, metaphor, personification, hyperbole, etc.);</li> <li>• Idiomatic expressions.</li> </ul> | <ul style="list-style-type: none"> <li>• express personal interpretations and opinions about African and Mozambican literary works through oral and written activities, demonstrating appreciation for local and continental literature</li> <li>• students will be able to discuss and express opinions about the impact of these writers on literature, culture, and national identity, using appropriate vocabulary in oral and written tasks</li> <li>• retell or perform traditional stories orally or in writing, demonstrating creativity, comprehension, and appreciation for cultural traditions</li> <li>• compose or perform original poems inspired by Mozambican poetry, demonstrating understanding of form, theme, and cultural expression</li> </ul> | 24    |



## **Methodologies**

In this unit, to manage the objectives the teacher should provide short texts or storybooks that talk about literature. To facilitate this kind of activity, students should focus on the themes of the story or folktale. Asking students to think about how the characters in the story are dealing with issues like love, loss, family, friends, and betrayal can help them to see the connections to their own lives. Encourage debates and discussions on African writers and their works, Mozambican writers and their works, retell Mozambican traditional stories, write and recite poems. Name the most known African and Mozambican writers and their contributions.



## Thematic unit VI. Famous people, heroes and idols

| Specific objectives<br><i>Students should be able to:</i>   | Contents   | Learning Results for the<br><i>Students:</i>  | Hours |
|---|--|---|-------|
| <ul style="list-style-type: none"> <li>• talk about national and international celebrities</li> <li>• talk about high achievers in science and technology</li> <li>• talk about achievers, challenges and strengths of people with disabilities</li> <li>• talk about national and international personalities who have made a difference in different fields</li> <li>• identify and describe famous local and international idols, including their professions, achievements, and contributions to society</li> <li>• identify and describe key dead and living national heroes of Mozambique, including their roles, achievements, and contributions to the nation.</li> <li>• identify and describe notable international heroes, including their achievements</li> </ul> | <ul style="list-style-type: none"> <li>• Celebrities in the country, region and world (Arts and sports)</li> <li>• The achievers (challenges faced by famous people with disabilities)</li> <li>• National and international personalities that have made a difference in different fields</li> <li>• The preferred idols and describing what they have done</li> <li>• The dead and living national heroes' deeds</li> <li>• The international heroes and the role they played</li> </ul> <p><i>Vocabulary</i></p> <p>Celebrity, idol, star, influencer, public figure, icon, model, champion, artist, leader, musician, actor / actress, athlete, footballer, scientist, writer, politician, entrepreneur, activist, designer.</p> <p><i>Grammar</i></p> <ul style="list-style-type: none"> <li>• Past perfect review;</li> <li>• Irregular adjectives;</li> </ul> | <ul style="list-style-type: none"> <li>• write a biography of national and international celebrities in Arts and sports</li> <li>• describe the works of high achievers with disabilities in different fields (politics, sports, Arts, ICT, etc)</li> <li>• describe national and international personalities that made difference in different fields (Arts, Sports, Politics, Music, etc)</li> <li>• express personal opinions and preferences about idols, justifying their choices and reflecting on how these figures inspire or influence their own goals and values</li> <li>• reflect and express opinions on how the actions of national heroes can inspire citizens to contribute positively to their community and country</li> <li>• analyse the impact of their actions on societies, countries, or the world, highlighting lessons that can be learned</li> </ul> | 25    |



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|---|---|--|--|
| <p>and contributions to global peace, justice, and human rights</p> | <ul style="list-style-type: none"> <li>• Infinitive of purpose;</li> <li>• Passive voice review;</li> <li>• Present perfect with yet and just; ever and never;</li> <li>• Possessive pronouns review;</li> <li>• Would rather.</li> </ul> |  |  |
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**Methodologies**

In this unit, to manage the objectives the teacher should play a short story or use video about different celebrities and their works (national and international) talking about their lives. Provide short texts or picture books about famous people and idols in different areas (politics, music, painting, writing, etc). Provide age-appropriate biographies or articles about various famous people and idols. Ask students to write a short biography or create a poster about a famous person they find interesting. Facilitate a class discussion on how a famous person or idol can influence their lives and affect or reflect their personal values. Lead a discussion where students will analyse critically the thoughts of different personalities in the world. Ask students to write a short paragraph about the challenges and strengths of people with disabilities.



# **English Language Syllabus Plan – Grade 12**



English Syllabus – Grade 12 – 148 Hours

**PUBLIC HEALTH**

**Thematic unit I. Viral diseases**

| Specific objectives<br><i>Students should be able to:</i>   | Contents   | Learning Results for the<br><i>Students:</i>   | Hours |
|---|--|--|-------|
| <ul style="list-style-type: none"> <li>• identify and describe the most common viral diseases present in their communities, including their causes and modes of transmission</li> <li>• talk about symptoms of common viral diseases in their communities</li> <li>• explain and demonstrate effective preventive measures and treatment of common viral diseases in their communities</li> </ul> | <ul style="list-style-type: none"> <li>• Common viral diseases in the communities</li> <li>• Symptoms of common diseases</li> <li>• Prevention and treatment of common viral diseases in their communities.</li> </ul> <p><i>Vocabulary</i><br/>Virus, viral infection, pathogen, contagious, outbreak, epidemic, pandemic, influenza, measles, chickenpox hepatitis, dengue, HIV/AIDS, covid-19, Ebola.</p> <p><i>Grammar</i></p> <ul style="list-style-type: none"> <li>• Will review;</li> <li>• Should (advice and suggestions);</li> <li>• Reporting verbs;</li> <li>• Reported speech (present perfect, future, conditional).</li> </ul> | <ul style="list-style-type: none"> <li>• name and explain appropriate preventive measures to reduce the spread of viral diseases in their communities</li> <li>• describe the symptoms of the common viral diseases in their communities</li> <li>• describe appropriate preventive measures and treatment methods of common viral diseases</li> </ul> | 18    |



## **Methodologies**

In this unit, to manage the objectives the teacher should start with a short, engaging story, playing games or video common viral diseases. By illustrations or photographs of different common viral diseases, students can use to explain how it is transmitted. While incorporating technology can be helpful in increasing student engagement, it is important to recognize that a lack of access to these types of resources can expand educational inequities. Tools like video games or digital comics should be used to enhance core lessons, when possible, not replace them. In small groups, students will use textbooks to research types of communicable diseases, their signs and symptoms (each group will be given a different set) and do the oral presentation in class. Use the surrounding environment. Ask students to think about the things around them (drinking water, mosquito, grass, litter, etc.) and how they could affect their health or become vectors for transmission. When engaging younger students, visual demonstrations are helpful. Use glitter to show how easily bacteria can spread in a classroom. Discuss simplified case studies or scenarios to show examples of infectious diseases. For older students, consider engaging in table-top exercises where they can be the experts. Present an outbreak and allow them to think about how they would respond or what could have been done to prevent the spread.



## Thematic unit II. Drugs

| <b>Specific objectives</b><br><i>Students should be able to:</i>  | <b>Contents</b>  | <b>Learning Results for the Students:</b>   | <b>Hours</b> |
|---|--|---|--------------|
| <ul style="list-style-type: none"> <li>• talk about drugs and its type</li> <li>• discuss alcohol in adolescent</li> <li>• discuss the role of parents and the society in the drug prevention</li> <li>• discuss the influence of media on drug abuse in adolescents</li> <li>• discuss the effect of drugs on crime and national economy</li> <li>• discuss how to help or get helped in case of drug addiction</li> </ul> | <ul style="list-style-type: none"> <li>• Types of drugs</li> <li>• Alcoholism and drug addiction in adolescent</li> <li>• The role of the parents and society in drug prevention</li> <li>• The influence of media on drug abuse in adolescents</li> <li>• The effect of drugs on crime and national economy</li> <li>• Measures for preventive drug abuse and crime</li> </ul> <p><i>Vocabulary</i></p> <p>Drug, medicine, prescription, over-the-counter (otc), dosage, side effects, addiction, abuse</p> <p><i>Grammar</i></p> <ul style="list-style-type: none"> <li>• Adjectives – prefixes (un-, im-, mis-, il-, etc.);</li> <li>• Do and don't;</li> <li>• Modal verbs (advice and suggestions);</li> <li>• Conditionals (zero, first, second and</li> </ul> | <ul style="list-style-type: none"> <li>• distinguish legal and illegal drug</li> <li>• debate on how to prevent and fight against alcoholism</li> <li>• discuss drug addiction in young people</li> <li>• explain the role of the parents and society in preventing drugs addiction in adolescents</li> <li>• describe the importance of the influence of media on drug abuse in adolescents</li> <li>• explain the effects of drugs on crime and on the local and national economy</li> <li>• explain the procedures on how to help or get helped in case of drug addiction</li> </ul> | 19           |



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### **Methodologies**

In this unit, to manage the objectives, the teacher should start by initiating a group discussion about the drugs. Providing real-life scenarios to students is an excellent way to teach about drugs, conducting experiments, watching videos, playing games and reading stories to the class you can capture the students' attention on this topic. Have a debate on legal and illegal drugs, encourage students to talk about the negative effects of drug abuse in the society and how to prevent it, how to help or get help in case of drug addiction at school. Ask them to share their thoughts and experiences related to drugs, ask students to think about the things around them (alcohol, cigarettes, needles, etc.) and how they could affect their health or become vectors for transmission. When engaging students, visual demonstrations like posters about the effects of drugs can be helpful for their understanding. Modelling appropriate behavior regarding to the use of alcohol and drugs in school and during events, is part of the action you can take. In this whole process, being a good listener will give you an opportunity to understand the students' viewpoints about the subject while also being sympathetic to their opinions. Ask students to write a composition about the different drugs on crime in the society and lead them to make a research and make presentation on the effect of drug to the local and national economy.



## FINANCIAL LITERACY

### Thematic unit III. At the Bank

| Specific objectives<br><i>Students should be able to:</i>  | Contents   | Learning Results for the<br><i>Students:</i>   | Hours |
|--|--|--|-------|
| <ul style="list-style-type: none"> <li>• identify the products and services provided by banks</li> <li>• discuss the customers rights and duties</li> <li>• discuss the functions and importance of different types of banks</li> <li>• talk about bank services safety</li> <li>• explain how the stock exchange helps companies raise capital and people invest money</li> <li>• explain the purpose and importance of insurance in everyday life</li> </ul> | <ul style="list-style-type: none"> <li>• Kinds of services provided by the banks</li> <li>• Customer' s rights and duties</li> <li>• The function and importance of different types of banks</li> <li>• Bank services safety</li> <li>• Stock exchange and baking</li> <li>• Insurance</li> </ul> <p><i>Vocabulary</i></p> <p>Bank, branch, teller, customer, account, balance, transaction, deposit, withdrawal, loan, interest, savings, current / checking account, statement, fee.</p> <p><i>Grammar</i></p> <ul style="list-style-type: none"> <li>• Be + going to;</li> <li>• Preposition of place and direction;</li> <li>• Present simple;</li> <li>• Present continuous;</li> <li>• Present perfect;</li> </ul> | <ul style="list-style-type: none"> <li>• describe services products and services provided by banks</li> <li>• list the customers rights and duties</li> <li>• describe the importance and functions of different types of banks</li> <li>• explain the importance of saving money, documents and people's treasures in the bank</li> <li>• explain how the stock exchange works, how to invest money in small projects and its benefit for the students</li> <li>• discuss real-life situations where insurance is necessary for students</li> </ul> | 19    |



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|  | <ul style="list-style-type: none"><li>• Phrasal verbs.</li></ul> |  |  |
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### **Methodologies**

In this unit, to manage the objectives the teacher should start with a short, engaging story or video about a local person who started a small business and now is successful. Organize a class discussion where students share their thoughts on why supporting local businesses is important. Proving real-life scenarios to students is an excellent way to teach financial literacy. Help students understand how to calculate taxes, create a budget or develop a purchase plan. Organise groups where students will discuss how they can open a Bank account, save and invest money for them and their family. This can include everything from getting out of debt, sticking to a budget, buying insurance, exploring investments and creating college or retirement savings plans.



### Thematic unit IV. Business and etiquette

| Specific objectives<br><i>Students should be able to:</i>  | Contents  | Learning Results for the<br><i>Students:</i>  | Hours |
|--|---|---|-------|
| <ul style="list-style-type: none"> <li>• discuss culture and good manners in business</li> <li>• discuss different procedures in business</li> <li>• talk about the importance of etiquette in business promotion</li> <li>• talk about the principles in doing business</li> <li>• talk about business language</li> <li>• identify ways of doing business</li> </ul> | <ul style="list-style-type: none"> <li>• Culture and good manners in business</li> <li>• Procedures in business</li> <li>• The importance of etiquette in business promotion</li> <li>• The principles in doing business</li> <li>• The business language</li> <li>• Different ways of doing business</li> </ul> <p><i>Vocabulary</i></p> <p>Business, company, manager, employee, employer, client / customer, partner, meeting, contract, agreement, negotiation, profit, loss, investment, revenue, expenses.</p> <p><i>Grammar</i></p> <ul style="list-style-type: none"> <li>• Modal verbs (could, would, may, should);</li> <li>• Have to, Had better;</li> <li>• 2nd and 3rd conditionals;</li> <li>• Used to + infinitive.</li> </ul> | <ul style="list-style-type: none"> <li>• describe culture and good manners in doing business</li> <li>• discuss procedures in doing business</li> <li>• debate on the importance of etiquette in business promotion</li> <li>• express opinion about fair and unfair competition on business</li> <li>• initiate and maintain a discourse naturally in a business situation</li> <li>• compare and contrast ways of doing business</li> </ul> | 19    |



## **Methodologies**

In this unit, to manage the objectives, the teacher should start with a group brainstorming session where students explain how people do business in their community; provide articles, stories, or reports about small businesses; guide students through reading comprehension exercises; have students write compositions about the principles in doing business, how to initiate and maintain a conversation on 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. Business and communication

| Specific objectives<br><i>Students should be able to:</i>  | Contents   | Learning Results for the<br><i>Students:</i>  | Hours |
|--|--|---|-------|
| <ul style="list-style-type: none"> <li>• talk about ways of making effective business telephone calls</li> <li>• analyse and write business reports</li> <li>• talk about the use of visual aids to make business presentations</li> </ul> | <ul style="list-style-type: none"> <li>• Ways of making effective business telephone calls and presentations</li> <li>• Writing business reports</li> <li>• Using visual aids to make business presentations</li> </ul> <p><i>Vocabulary</i></p> <p>Communication, business communication, message, conversation, discussion, meeting, negotiation, presentation, report, proposal, feedback, agreement, contract.</p> <p><i>Grammar</i></p> <ul style="list-style-type: none"> <li>• Used to + infinitive;</li> <li>• Be/get used to + ing form;</li> <li>• Modal verbs (could, would, may, should);</li> <li>• Passive (present, past);</li> <li>• Ago and for.</li> </ul> | <ul style="list-style-type: none"> <li>• use appropriate telephone call language in a business</li> <li>• write a report about different business situations</li> <li>• make effective presentations using visual aids</li> </ul> | 19    |

### Methodologies

In this unit, to manage the objectives, the teacher should start with a group brainstorming session where students explain how people do business in their community, use different visual aids. Incorporate experiential learning opportunities such as internships, job shadowing, or



service-learning projects that allow students to apply their business communication skills in real-world settings. Organize a role play using a telephone call language in business. Provide simple, age-appropriate texts or articles about local products and their benefits. Have students write a short paragraph about a chosen business, write business letter using formal formulae, application letter and CV.



## Thematic unit VI. Taxes

| Specific objectives<br><i>Students should be able to:</i>   | Contents  | Learning Results for the<br><i>Students:</i>  | Hours |
|---|---|---|-------|
| <ul style="list-style-type: none"> <li>• talk about taxes in the development of the country</li> <li>• discuss how taxes can change the living standards of their communities</li> <li>• promote awareness attitudes towards tax payment</li> </ul> | <ul style="list-style-type: none"> <li>• Taxes in the development of the country</li> <li>• Contributions of taxes in living standards of communities</li> <li>• Raising public awareness of the importance of paying taxes</li> </ul> <p><i>Vocabulary</i></p> <p>Tax, taxation, taxpayer, revenue, government, public services, compliance, tax authority, income tax, corporate tax, value-added tax, property tax, sales tax, excise tax, customs duty / import duty.</p> <p><i>Grammar</i></p> <ul style="list-style-type: none"> <li>• Modal verbs (Must, should, and have to);</li> <li>• Reflexive pronouns;</li> <li>• Adverbs of degree.</li> </ul> | <ul style="list-style-type: none"> <li>• describe the contributions of taxes (in small and big business) in the development of the country</li> <li>• explain how taxes can improve the living standards of their communities</li> <li>• demonstrate awareness and positive attitudes towards paying taxes</li> </ul> | 16    |

### Methodologies

To achieve the objectives of this unit, the teacher should use a learner-centred and participatory methodology. The lesson can start with short, simple texts about taxes that introduce basic ideas such as the definition of taxes, types of taxes and their importance in society. Before reading, the teacher may ask guiding questions to activate learners' prior knowledge. While reading, students underline new words and write short definitions in their notebooks. After reading, the teacher clarifies difficult vocabulary and encourages students to explain the concepts in their



own words so that understanding is reinforced. After that, the teacher should organise a class discussion in which students talk about different types of taxes, the contribution of taxes to the development of the country, and how taxation can improve living standards in their communities. Learners may first discuss in pairs or small groups and then share their ideas with the whole class. This promotes participation, communication skills and critical thinking. To make learning more practical, the teacher can introduce a personal budgeting game simulation. In this activity, students take the role of a college student with a part-time job, variable income and both fixed and variable expenses. The teacher sets the income, expenses and tax rates, and students calculate their earnings, pay taxes and manage the remaining money. Through this experience, learners understand how taxes affect real life and financial planning.



## Thematic unit VII. Self-employment

| Specific objectives<br><i>Students should be able to:</i>   | Contents  | Learning Results for the<br><i>Students:</i>   | Hours |
|---|---|--|-------|
| <ul style="list-style-type: none"> <li>• talk about local business initiatives</li> <li>• talk about the contribution of self-employment in the economic development of the country</li> <li>• explain the economic and social importance of local businesses in providing goods, services, and employment.</li> <li>• discuss how to rigorously plan finances</li> </ul> | <ul style="list-style-type: none"> <li>• Local business initiatives</li> <li>• Contribution of self-employment for the economic development of the country</li> <li>• Local business activities</li> <li>• Plan rigorously one's finances</li> </ul> <p><i>Vocabulary</i></p> <p>Self-employment, entrepreneur, business owner, freelancer, startup, small business, sole proprietorship, investment, revenue, profit, loss, expenses, budget, marketing, sales, customer, service, product.</p> <p><i>Grammar</i></p> <ul style="list-style-type: none"> <li>• Irregular verbs (past simple/ present perfect);</li> <li>• Reciprocal pronouns (each other one another...);</li> <li>• Compounds of some;</li> <li>• Expressions of argument (in addition to that, furthermore; moreover...);</li> <li>• Compounds of any.</li> </ul> | <ul style="list-style-type: none"> <li>• describe local business initiatives</li> <li>• discuss the contribution of self-employment for the economic development of the country</li> <li>• discuss the challenges and opportunities faced by local entrepreneurs and small businesses</li> <li>• mention the steps to rigorously plan finances taking into account expected and unexpected situations</li> </ul> | 19    |



## **Methodologies**

In this unit, to manage the objectives the teacher should have students discuss about their understanding on the concept and types (doctors, journalists, freelance workers, lawyers, actors and accountants) of self-employment in pairs or small groups. Draw on the experiences of the participants and relate their experiences to the self-employment. Conduct a discussion where students will explain how self-employment contributes to the sustainability of the family and in the national socio-economic development. Debate on adaptability-being able to learn new skills, deal with change, and not give up. Collaboration-working with people from diverse backgrounds and cultures, and dealing with co-workers and others in difficult situations. Communication-understanding, listening to, and sharing information with others. Provide simple texts or articles about self-employment. Ask students to write a short paragraph on different types of self-employment.



### Thematic unit VIII. Life after school

| Specific objectives<br><i>Students should be able to:</i>   | Contents   | Learning Results for the<br><i>Students:</i>   | Hours     |
|---|--|--|-----------|
| <ul style="list-style-type: none"> <li>• discuss the personal, social, and economic benefits of pursuing a career, including financial stability, personal growth, and contribution to society</li> <li>• identify different types of job opportunities available locally, nationally and internationally</li> <li>• identify and describe common challenges faced by school leavers, such as unemployment, lack of experience, financial difficulties, and limited access to higher education</li> <li>• explain the connection between theoretical knowledge learned at school and practical skills required in the workplace</li> <li>• identify and describe various income-generating initiatives available after</li> </ul> | <ul style="list-style-type: none"> <li>• The importance of pursuing a career</li> <li>• Job opportunities</li> <li>• Challenges faced by the school leavers</li> <li>• The relationship between the courses taken and the real situation in the field</li> <li>• Different initiative to earn the living after school</li> <li>• Entrepreneurship initiatives for survival</li> <li>• Managing well earnings for survival</li> <li>• Writing application letter and CV</li> <li>• Self-employment</li> </ul> <p><i>Vocabulary</i><br/>Challenge, obstacle, opportunity, career, job market, unemployment, competition, skills, course, training, knowledge, experience, internship, practical skills, fieldwork, application, initiative, entrepreneurship, small business, freelance work, self-employment, side job, income, investment.</p> <p><i>Grammar</i></p> | <ul style="list-style-type: none"> <li>• mention factors that influence career choices, such as interests, skills, education and labor market demands</li> <li>• demonstrate readiness for employment by practicing job-search skills, such as writing a simple cv, completing application forms and preparing for interviews</li> <li>• develop a personal action plan outlining practical steps to overcome potential challenges after leaving school</li> <li>• propose strategies to bridge the gap between education and employment, such as internships, practical training, volunteering, and continuous skills development</li> <li>• analyze the skills, resources, and attitudes required to start and manage small income-generating activities successfully</li> <li>• design a simple entrepreneurial project plan, outlining the product or service, target market, estimated costs, and expected benefits</li> <li>• demonstrate responsible financial decision-making by proposing strategies for saving, investing, and managing limited resources</li> </ul> | <p>19</p> |



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| <p>school, such as formal employment, self-employment, entrepreneurship, vocational work, and freelancing</p> <ul style="list-style-type: none"> <li>• identify and describe small-scale entrepreneurial initiatives suitable for their local context, such as farming, trading, crafts, or service-based businesses</li> <li>• develop a simple personal or family budget plan that promotes saving and responsible spending</li> <li>• use appropriate formal language and layout when writing an application letter and preparing a cv</li> <li>• identify and describe different forms of self-employment opportunities within their community (e.g., small businesses, farming, crafts, services)</li> </ul> | <ul style="list-style-type: none"> <li>• Might and Will;</li> <li>• Infinitive (To + Verb) to say why we do things;</li> <li>• Present Perfect vs Past simple;</li> <li>• Modals (advice obligation and permission);</li> <li>• Future tenses.</li> </ul> | <p>effectively</p> <ul style="list-style-type: none"> <li>• organise personal information, qualifications, and skills clearly and accurately in a CV format</li> <li>• analyse the advantages and challenges of being self-employed, including income stability, responsibility, and risk management</li> </ul> |  |
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## **Methodologies**

In this unit, to manage the objectives, the teacher should conduct brainstorming sessions where students list various jobs and professions they are aware of; present case studies or real-life examples illustrating successful and unsuccessful business partnerships; facilitate group discussions where students will talk about the challenges to face after school divide the class into teams for a structured debate on whether pursuing a career is essential or optional and talk about the skills and attitudes necessary for employment or self-employment; provide reading materials or articles presenting arguments from various perspectives, such as societal, economic, and personal development; encourage students to share their aspirations and discuss how pursuing a career aligns with their long-term goals. Also, encourage students to design and present project for their survival.



## **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

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