# Inglês 10.° ano





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#### Each unit has...



#### **Unit challenges**



#### Reading

Carefully selected texts with cultural input and supported by a glossary section



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Songs and real-life stories to make your language-learning journey much more fun and authentic



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Communicative tasks that will take you on a journey to the real English-speaking world enabling you to communicate with other English speakers in real contexts that you may find yourself in one day



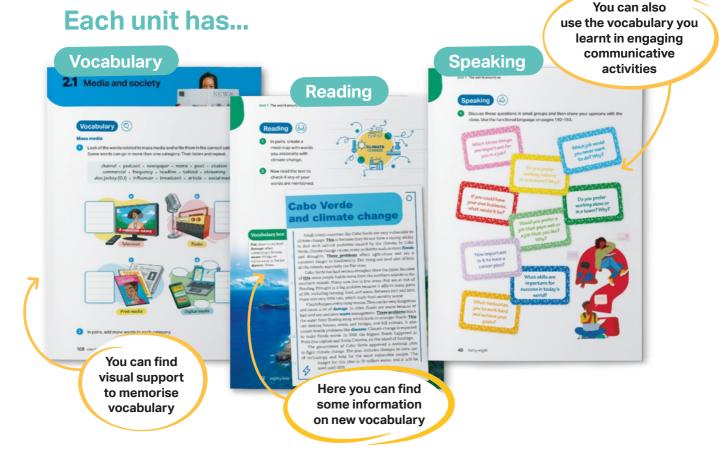
#### Writing

Step by step guidance through the writing process providing you with the necessary tools that will boost your confidence and make you become a better writer

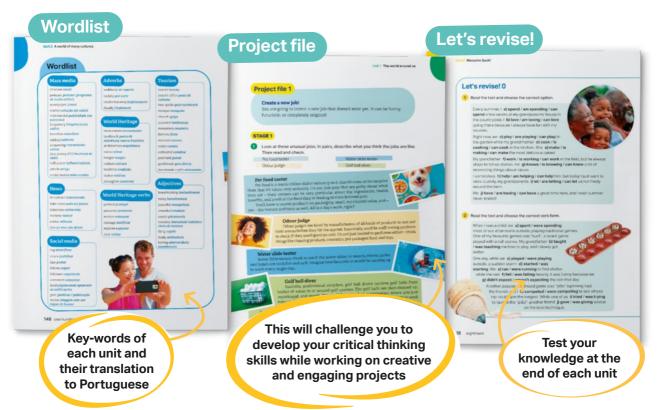


#### Grammar

Simple explanations making it easier for you to understand how language structures are used and simple rules for you to apply to practice activities



# At the end of each unit you will find...



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# Welcome back!

#### **Learning goals**

I can...

- · identify characters in a film
- · complete a form with personal information
- · talk about sports
- · ask questions
- · express likes and dislikes
- · interview a partner
- · talk about a Cape Verdean athlete

# Listening



- Who chose your name? Does your name have a meaning? Tell your partner.
- Listen to the song and circle the correct word. Complete the last line.



#### Fame

Naturi Naughton and Collins Pennie

Remember, remember (uh-huh...)
Baby, look at me and tell me

a) what / who you see.

You ain't seen the best of me yet.

You ain't seen the best of me yet, Give me time, I'll make you **b) remember** / forget the rest.

I got more to me, and you can set it free. I can catch the **c) moon / sun** in my hand.

Don't you know **d) who / where** I am?

Remember my name
I'm gonna live e) today / forever
I'm gonna learn how to f) drive / fly
I feel it comin' together
People will see me and g) cry / smile
I'm gonna make it to heaven
Light up the h) sky / world like a flame
I'm gonna live i) today / forever
Baby, j)

"Fame", Naturi Naughton and Collins Pennie

The song is from the film Fame. Watch the film trailer and answer the questions.

a) How does it make you feel?

b) What does it make you think?

c) What does it make you want to do?

d) Would you like to be famous?
Why / Why not?

Speaking. Discuss your answers with a partner.



5	/ Read the summary of the filr	m and choose the correct	option.
A A A A A A A A A A A A A A A A A A A	Fame is a film which a York City School for the Peto to become actors, singers, do students c) to the They practise in the morning normal classes, like English e) to very well a in front of other students. I but she g) to him to go to that school. Vialways changing the musis school. He wants to be a film job on Sesame Street. Joy, because, while Alice is dance a talented dancer.	ancers or musicians. On the chat the teachers want the ing, and in the afternoon th, maths and history. At and Jenny is very shy when Denise's parents want her to do other things. Malik's me ctor never plays what the c. Neil is making a document director. Joy i)	dents b)  ne first day of class, the em to know everything.  they d)  the beginning, Kevin en she f)  to be a classical pianist, other h)  teacher tells him. He's mentary to present at a part-time acting vin when he's very sad
	a) 1. follow	2. following	3. follows
	b) 1. wants	2. wanted	3. want
	c) 1. discover	2. discovering	3. discovers
	d) 1. has	2. have	3. had
	e) 1. dance	2. dancing	3. dances
	f) 1. performing	2. performs	3. perform
	g) 1. wants	2. wanted	3. didn't want
	h) 1. not want	2. don't want	3. doesn't want
	i) 1. gets	2. get	3. getting
	j) 1. telling	2. tell	3. tells
6	Watch the trailer again. Can the characters in the video?		nine 9

# Reading



- With a partner, make a list of well-known Cape Verdean athletes.
- What do you know about David Pina?
- Read and check if any of your ideas are mentioned.



# Cabo Verde's Olympic hero

David Pina, born on October 11th, 1995, in Santa Cruz, Cabo Verde, is a talented boxer who made history for his country. He became the first Cape Verdean athlete to win an Olympic medal. His journey began in his hometown,

where he trained hard to pursue his passion for boxing.

Before his Olympic success, David spent time in Portugal, where he worked and trained to improve his boxing skills. This experience helped him grow as an athlete and prepared him for international competitions.

David's Olympic victory made Cabo Verde proud and inspired young athletes to dream big. His discipline and determination make him a role model for aspiring boxers. Outside the ring, David enjoys spending time with his family and giving back to his community by supporting local sports initiatives. His story is a powerful example of how hard work and dedication can lead to success.



4	Read the text again. Are these statements true (T) or false (F)?
	a) David Pina is the first athlete from Cabo Verde to win an Olympic medal.
	b) He was born in the capital of Cabo Verde.
	c) David lived in Cabo Verde throughout his career.
	d) He doesn't help his community.
	e) David's achievements inspire young athletes.



- Discuss these questions in pairs.
  - a) Which qualities make him a role model?
  - **b)** Why is his story so powerful?
  - c) What other international athletes are inspirational?



- a) disciplined
- b) determined
- organised c)
- confident d)
- e) focused

- 1. believing in your own abilities and staying positive
- 2. paying attention to what you are doing without getting distracted
- 3. being able to follow rules and a routine
- 4. managing time and tasks effectively
- 5. staying motivated and focused on achieving goals, even when it's difficult
- Speaking. Which of the qualities above are important in sports? How are they important in school?

# Writing



In your notebook, complete the table with your information.

CATEGORY	YOUR ANSWER	
Talents	What are you naturally good at?	
Skills	What skills have you learned or are learning?	
Dreams	What are your dreams for the future?	
Hobbies	What do you do in your free time?	
Strengths	What are your personal strengths?	
Areas to improve	What would you like to get better at?	
Fun fact about you	Share one interesting or surprising fact about yourself!	

eleven

# Vocabulary (Q)



Label the pictures with the sports from the box.

boxing • handball • judo • cycling • kitesurfing volleyball • badminton • swimming • athletics





















each verb.



h) .....



Match the sports in exercise 1 to the correct verb. Then add more words to

Do	Play	Go
athletics		

Which is your favourite sport?

4	Complete the sentences with the correct verb – do, play, go – in the correct form.				
	a) She usuallyswimming every weekend.				
	b)	He wants toboxing to improve his fitness.			
	c)	My brother and Ivolleyball at the beach during summer.			
	d)	Many peopleathletics to stay in shape.			
	e)	We always badminton indoors when it's raining.			
	f)	I'd like tocycling in the park tomorrow morning.			
	g)	She plans tokitesurfing when she goes to the beach.			
	h)	Theyjudo at the local sports centre twice a week.			
5		ead the definitions and complete the gaps with			
		e correct sport.			
	a)	long distances or compete in jumping events.			
	b)	Inplayers use their hands to pass and throw a ball into a goal.			
	c)	Many people prefer at the pool.			
	d)	is a water sport that combines surfing and flying a kite.			
	e)	Inplayers wear gloves.			
	f)	During the Olympics,races are held on both tracks and roads.			
	g)	is a combat sport where the goal is to throw or pin your opponent.			
	h)	Inteams try to score points by hitting the ball over a net.			







#### **Question words**

Who? - person

**How often?** – frequency

What? - object or thing

Which? - choice

When? - time

Where? - place

#### **Exercises**

Complete the questions with the correct question word below.

What	Where	When	Who	How often	Which
a)	do you	prefer to stu	dy? At home	or at school?	
b)	do you	reach out to	talk about im	portant things?	
<b>c)</b>	do you	do sports?			
d)	sport d	o you enjoy t	he most?		
e)	do you	go out with y	our friends?		
f)	is your ı	main goal thi	s year?		
Answer the	questions in	exercise 1.			

- Speaking. Now ask your partner the questions.

Success in sports is important but also success in school life. What advice would you give someone who wants to be a successful English student? Write sentences using should, shouldn't, must and have to.

**Example:** You **should read** articles in English on the Internet.

- a) .....
- b) ..... c) .....
- d) .....
- e) ..... f) .....
- Speaking. In pairs, compare your sentences. Then choose two sentences to share with the class.

#### Likes / dislikes

Look at these sentences.

To express likes, we use:

love / enjoy / like / prefer + verb -ing

To express dislikes, we use:

don't like / don't enjoy / hate + verb -ing



#### **Exercises**

- a) I love ......(go) swimming with my friends after school.
- b) My brothers really enjoy ......(play) football before dinner.
- c) My mum hates ......(go) cycling at the weekend.
- d) My dad doesn't enjoy ..... (do) yoga at all.
- e) We all hate ......(play) badminton.

#### 2 Complete these sentences with information about you.

- a) Hove
- b) I like
- c) lenjoy.....
- d) I prefer

#### **Speaking**



You are going to interview your classmates to find out what they enjoy and don't enjoy doing.

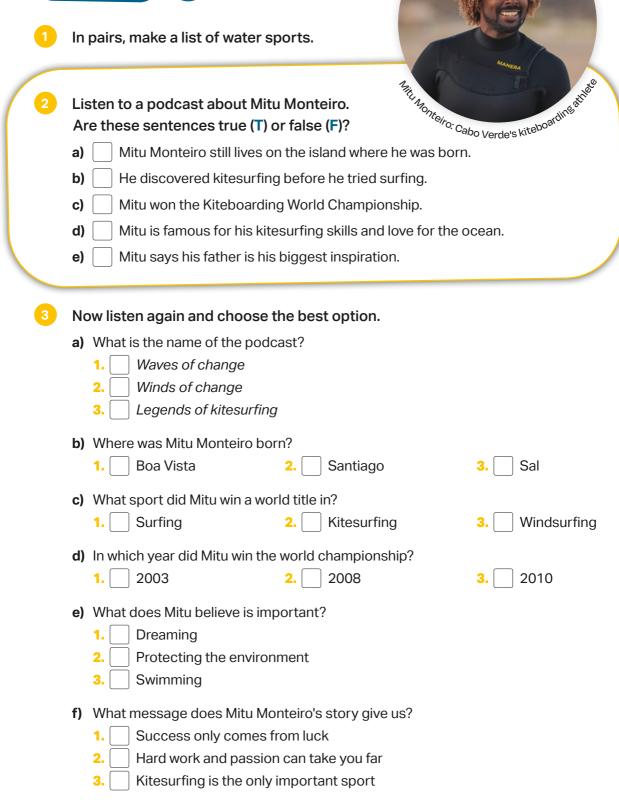
- a) Write 5 questions to ask your classmates.
- **b)** Go around the class asking the questions.
- c) Write a short summary of your findings.
- d) Share the information with the class.

**Example:** In this survey, most of the students like playing handball.



# Listening





4 Complete the gaps with the missing words. Listen to check.

Mitu Monteiro was born on 7<sup>th</sup> July 1983, on the small **a)** of Sal in Cabo Verde, where he still lives. Growing up close to the ocean, he surfing and windsurfing. Later, he discovered kitesurfing – a sport that combines surfing and flying with the **c)** 



In 2008, Mitu won the Kiteboarding
World Championship in wave-riding. He became the **d**)

African to win this title! His smooth style and love for the ocean made him famous around the **e**)

Mitu opened a kitesurfing **f**) in Cabo Verde to teach

Mitu opened a kitesurfing **f**) in Cabo Verde to teach others his passion. He's also a role **g**) for protecting the environment and following your **h**). He says that he finds inspiration in his mother.

Mitu Monteiro shows us that hard work and i) for what you do can take you far. Next time you see the j) , think of Mitu, riding the waves with joy.

Do some research online and find other kitesurfers around the world with inspiring stories.

# Speaking



- Discuss these questions in small groups.
  - a) What part of Mitu's story do you find most inspiring? Why?
    - **b)** How do you think Mitu's work teaching kitesurfing and protecting the environment helps others?
- 2 Choose a female athlete from another country and do some research to find out more about her.
- In your groups, prepare a presentation with your findings.
- 4 Present it to the class.



#### Let's revise! 0

Read the text and choose the correct option.

Every summer, I a) spend / am spending / can **spend** a few weeks at my grandparents' house in the countryside. I b) love / am loving / can love going there because I always have fun with my cousins.

Right now, we c) play / are playing / can play) in the garden while my grandmother d) cook / is cooking / can cook in the kitchen. She e) make / is making / can make the most delicious cakes!

My grandfather **f) work / is working / can work** in the field, but he always stops to tell us stories. He g) knows / is knowing / can know a lot of interesting things about nature.

I sometimes h) help / am helping / can help him, but today I just want to relax. Luckily, my grandparents i) let / are letting / can let us run freely around the farm.

We j) have / are having / can have a great time here, and I wish summer never ended!

Read the text and choose the correct verb form.

OS CE CE CE When I was a child, we a) spent / were spending most of our afternoons outside, playing traditional games. One of my favourite games was "ouril", a board game played with small stones. My grandfather b) taught / was teaching me how to play, and I slowly got better.

One day, while we c) played / were playing outside, a sudden storm d) started / was

starting. We e) ran / were running to find shelter

while the rain f) fell / was falling heavily. It was funny because we g) didn't expect / weren't expecting the rain that day.

Another popular childhood game was "pião" (spinning top). My friends and I h) competed / were competing to see whose top could spin the longest. While one of us i) tried / was trying to launch the "pião", another friend j) gave / was giving advice on the best technique.

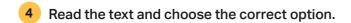


-3	Choose the	correct verb
-		COLLECT ACID

- a) My sister ...... a lot of vegetables since she started her new diet.
  - 1. has eaten
- 2. has been eating
- 3. has eating
- **b)** They ..... more organic food recently.
  - 1. have bought
- 2. have been buying
- 3. have buying
- c) I ...... fast food for months, and I feel much better.
  - 1. haven't eaten
- 2. haven't been eating
- 3. haven't eating
- d) We ......healthier meals at home instead of eating out.
  - 1. have cooking
- 2. have been cooking
- 3. have cooked

- e) He .....a lot of coffee today.
  - 1. has been drinking
- 2. has drank

3. has drinking



The new school year has started, and students a) are feeling / feel / have felt excited to return. Right now, teachers b) prepare / are preparing / have prepared their lessons, and students c) receive / are receiving / received their new books. In the past, students d) used to walk / have walked / were walking long distances to school, but now buses make transport easier. Students e) didn't have / weren't having / haven't had access to digital learning, but now many schools f) can access / must access / used to access the Internet in class. Schools are becoming g) more modern / most modern / modernest, with better equipment h) than / then / that before.

Education i) has improved / improves a lot in recent years, and teachers believe this will be even j) good / better / the best school year yet!

Write a letter to your teacher introducing yourself. Include:

- Personal information
- Family
- · Interests and hobbies
- Talents
- Other

_	Dear teacher,
	l'm João and l'm from São Vicente. I have a big family

nineteen 19





# The world around us

#### **Learning goals**

I can...

- · describe jobs and skills needed
- · write a CV and a letter of application
- · talk about predictions, intentions and arrangements
- · take part in a job interview
- · talk about prices and payments
- · take part in a conversation at the shop
- · discuss advantages and disadvantages of different ways of shopping
- · write product review
- · exchange currency and budget money
- · describe natural habitats, natural resources and natural disasters
- · discuss how to protect nature
- · interview an environmental expert
- · write a news report
- · give opinions about climate change
- · write a report about renewable energy

#### **Unit structure**

- 1.1 Career choices
- 1.2 Financial literacy
- 1.3 Climate and nature

# Look ahead!

1 Picture. What can you see in the picture? Where are they? What are they doing? How does volunteer work help the world?



Song. Listen to the song and complete the gaps.



# On top of the world

#### Imagine Dragons

If you love a)	
Better tell them <b>b)</b> here 'cause	they're
They just <b>c)</b> you	run away from
You'll <b>d)</b> well	know what went
Then again it just <b>e</b>	<b>)</b> on
How long of time is	left for you
I've had the <b>f)</b>	mountains
I've had the <b>g)</b>	rivers
You can have it all be move it	out not till you

Now take it in but don't look  h)			
'Cause I'm on top of the world, 'ey			
I'm on top of the world, 'ey			
Waiting on this for a while now			
i) my dues to the dirt			
I've been <b>j)</b> to smile, 'ey			
Been holding it in for a while, 'ey			
Take it with me if I <b>k)</b>			
Been dreaming of this since a l)			
I'm on top of the world			
"On top of the world", Imagine Dragons			

# Challenge

Think about a time when you worked hard to achieve something. How did you feel when you finally succeeded?

Unit 1

Quiz. Let's see what you know! Do the quiz and then compare your answers with a partner.



# **1.1** Career choices



# Vocabulary (Q



#### **Jobs**

Complete the jobs with the missing letters. Then listen and repeat.



a) s....ftw....re d.....v....l....p....r



**b)** r.....c....pt......n...st



c) f....rm....r



d) n....rs.....



**e)** t.....r g.....d.....



**f)** ....ntr....p.........r



**g)** f....sh....r



h) h rdr ss r



i) ch....f

twenty-five

Ma	itch the definitions	s below to the jobs in exercise 1. Now listen to check.
a)		A person who shows tourists around places and gives them information.
b)		A person who cuts, styles, and cares for hair, including braids, twists, and locs.
c)		A person who takes care of sick or injured people, usually in a hospital.
d)		A person who works at the front desk of a hotel, office, or business and helps visitors.
e)		A person who creates and programmes computer applications
f)		A person who grows crops or takes care of animals for food.
g)		A person who catches fish in the sea, river, or lake.
3,		
h)		A person who starts and runs their own business.
h)		A person who starts and runs their own business.  A person who cooks food in a restaurant or hotel.
h) i)	outdoor Jobs	A person who cooks food in a restaurant or hotel.
h) i)	OUTDOOR JOBS	A person who cooks food in a restaurant or hotel.
h) i) Wr	OUTDOOR JOBS INDOOR JOBS	A person who cooks food in a restaurant or hotel.

c) .....

## Reading



Read the profiles below and decide what the ideal job(s) would be for each person.

#### Olivia

Olivia is 19 years old, from the UK, and she loves taking care of others. She is patient, kind, and always ready to help people. She has excellent communication skills and knows how to stay calm under pressure. Olivia is also very organised and works well in stressful environments.



SKILLS

communication, organisation, problem-solving QUALITIES compassionate, patient, reliable

# Djamal

Djamal is 21, from Boa Vista, and he enjoys working with computers and solving problems. He is skilled in programming and loves developing new solutions. He enjoys working independently but can also collaborate well in a team. Djamal loves learning about new technologies and improving his skills.



programming, problem-solving, logical thinking QUALITIES analytical, detail-oriented, adaptable

### Zayra

Zayra is a 22-year-old girl, from Maio, who loves meeting new people and making them feel comfortable. She has excellent social skills and can easily start a conversation with anyone. She is well-organised and always greets people with a warm smile. Zayra enjoys working in a lively environment and is great at multitasking. She can speak three languages: Portuguese, English and French.



communication, organisation, multitasking **QUALITIES** friendly, outgoing, approachable

stamina: resilience

# Matt is 20 years old, from Australia, and enjoys working outdoors. He is hardworking and doesn't mind getting his hands dirty. He is physically strong and enjoys tasks that require stamina and endurance. Matt is also very responsible and takes great care of everything he works with. SKILLS physical strength, responsibility, problem-solving dedicated, practical, resilient Vocabulary box

- Speaking. Now compare your answers with a partner and discuss why those jobs would be good for each person.
- Read the sentences and decide if they are true (T) or false (F) based on the profiles.
  a) Olivia enjoys working with computers and solving programming problems.
  b) Djamal is good at working outdoors and doing physical labour.
  c) Zayra is very social and enjoys working with people.
  d) Matt prefers working indoors and greeting customers.
  e) Djamal is interested in learning new technologies.
- Match the words from the text to their synonyms.
  - a) pressure
    b) environment
    c) improve
    d) greet
    e) dirty
    develop
    welcome
    unclean
    stress
    atmosphere

**SKILLS** 

QUALITIES

# Vocabulary Q

#### **Skills and qualities**

1	M	atch each job to the r	precision	
			communication	
	a)	receptionist		
	b)	fisher		risk-taking
	c)	chef		creativity
	d)	nurse		compassion
	e)	software developer		
	f)	farmer		physical endurance
	g)	tour guide		problem-solving
	h)	hairdresser		knowledge of languages
	i)	entrepreneur		patience

2 Complete the sentences with the correct word from the box.

innovative • physically strong • organised • patient precise • adaptable • social • creative • hardworking

- a) A nurse must be \_\_\_\_\_\_\_ to handle stressful situations and care for patients.
  b) A chef should be \_\_\_\_\_\_ to measure ingredients correctly and ensure food consistency.
  c) A farmer must be \_\_\_\_\_\_ because the job requires long hours of physical labour.
  d) A receptionist has to be \_\_\_\_\_\_ to interact with customers and assist them properly.
  e) A software developer should be \_\_\_\_\_\_ to solve problems efficiently.
  f) A tour guide needs to be \_\_\_\_\_\_\_ because they work with different groups
- of people every day.
- g) A hairdresser must be ..... to design new hairstyles.
- h) An entrepreneur should be ..... to come up with new business ideas.



3	Find antonyms for the		ox.	accurate careless	
	There are more words	than you need.		lazy	
	a) hardworking 🕖			reserved	
	a, parateria			unimaginative	
	c) creative			impatient	
	d) sociable			artistic dedicated	
	e) precise			dedicabed	
4	Think about yourself ar	nd answer the followi	ing questions	S.	
	a) What are three skills t	hat you consider to be	important?		
	b) Which job from the lis	t would suit you <b>best</b> ?	Why?		
	c) Which job do you thin	k would be <b>the most d</b>	ifficult for you	u? Why?	
	d) Do you think creativit	<b>y</b> is important in every	job? Why or v	vhy not?	
	e) Which job requires the	e most patience? Why	<i>i</i> ?		
6	the class.  Think about your own s	skills and qualities. Co	omplete the	following sentenc	es.
		manna			
	a) A talent I have is	b) One quality that helps me in my daily life is because	(c)	A skill I would like to improve is because	
	0 0 0 0	0 0 0 0			
			e) A ioh	that	
	d) A situation where	e I had to	e) A job		
		e I had to	woul	that d match ersonality	
	d) A situation where use my problem-s	e I had to	woul	d match	

#### Listening



- Do you know what you want to do after you leave school? Discuss with a partner.
- 2 Listen to Eliseu and Iara. What do they want to do when they finish school?



- 3 Listen again and choose the correct option.

  a) Why does Eliseu want to be a software developer?

  1. Because his uncle is a software developer

  2. Because he loves cooking

  3. Because he enjoys computers and solving problems

  b) What does lara enjoy the most in cooking?

  1. Baking

  2. Making pasta

  3. Cooking meat

  c) What is Eliseu doing now to improve his skills?

  1. He is working in a company
  - He is working in a company
     He is learning Python and practising every day
     He is designing a website for lara
  - d) Why does lara think being a chef is difficult?
    - **1.** Because chefs work long hours and have to be fast
    - 2. Because chefs don't earn much money
    - 3. Because she doesn't like cooking
  - e) What does Eliseu say about the future?
    - 1. He doesn't want to work with lara
    - 2. He thinks they would make a great team
    - 3. He doesn't like working in teams











My uncle **is** a chef, and he **is teaching** me some professional techniques.

#### Present simple and present continuous

#### **Present continuous Present simple** Use • General truths & facts. Chefs work · Actions happening now. Right now, I'm learning Python. long hours. • Regular habits & routines. I practise • Temporary situations. She's staying with coding every day. her uncle to learn cooking techniques. **Form Form Positive:** I/You/We/They work to be + verb -ing He/She/It works I'm making a cake for my brother. **Negative:** I/You/We/They **don't work** He/She/It doesn't work State verbs are NOT usually used in the present continuous: 🔀 I am loving cooking. 🛮 🗹 I love cooking.

Exercises	
Choose the correct option.	
<ul><li>a) 1. She cooks dinner right now.</li><li>2. She is cooking dinner right now.</li></ul>	
<ul><li>b) 1. Farmers work on fields every day.</li><li>2. Farmers are working on fields every day.</li></ul>	mun
<ul><li>c) 1.  I study English at the moment.</li><li>2.  I am studying English at the moment.</li></ul>	mm
<ul><li>d) 1. Nurses helps people in hospitals.</li><li>2. Nurses help people in hospitals.</li></ul>	in m
<ul><li>e) 1.  My uncle is teaching me how to bake this week.</li><li>2.  My uncle teaches me how to bake this week.</li></ul>	m mi
Complete the sentences using the correct form of the present simple or present continuous.	
<ul><li>a) Right now, lara (make) a cake for her brother.</li><li>b) Eliseu (practise) coding every day to improve his skills.</li></ul>	

c) lara's uncle ...... (teach) her some professional cooking

e) Eliseu ......(not / know) what programming language to learn next.

d) A good chef ......(need) to be fast and precise.

techniques at the moment.

## Reading



 Describe the picture. What skills do you think a surf camp leader needs?

Read the text and check your answers.

#### The perfect surf camp leader

This summer, a popular surf camp is looking for a new leader who can guide young surfers. The ideal person must be responsible and dependable because they will be in charge of safety and making sure everything runs smoothly. A good leader should also be tolerant, as they will work with people of different skill levels and need to stay patient while teaching.

The leader should be enthusiastic and outgoing to create a fun and positive atmosphere at the camp. Someone who is encouraging will help beginners feel confident and motivated to keep improving.

Finally, the leader must be resourceful and humble. At the beach, unexpected problems can happen, like sudden weather changes or broken equipment, so the leader must be quick to find solutions. A humble leader doesn't show off – they stay calm and focus on helping others succeed.

The surf camp staff will vote soon. Who will be the perfect surf camp leader?

- Read the text again and answer the questions.
  - a) What is the surf camp looking for?
  - b) Why is responsibility important for the surf camp leader?
  - c) What kind of personality should the leader have to create a fun atmosphere?
  - d) Why must the leader be resourceful?
  - e) What does a humble leader do?
- Would you like to be a surf camp leader? Why or why not?



#### **Character adjectives**

a)	responsible	1.	has lots of energy and excitement
b)	dependable	2.	enjoys meeting and talking to new people
c)	tolerant	3.	can be trusted to make good decisions
d)	enthusiastic	4.	takes their duties seriously
e)	outgoing	5.	thinks quickly to solve problems
f)	encouraging	6.	listens to different opinions and stays patient
g)	resourceful	<b>7.</b>	makes others feel confident and motivated
h)	humble	8.	admits mistakes and learns from them
<b>b)</b> A person listens to beginners and helps them without getting frustrated.			
	them feel welcome.		njoys meeting new campers and making
d)	Ainstructor alw even when they fall off the board.	ays	s motivates students to keep practising,
e)	When there's a problem with the sit quickly.	urfl	boards, a person can fix
			show off – they focus on helping others.

## speaking /



In pairs, discuss these questions.

a) Which adjective best describes you? Give an example.

**b)** Would you prefer to learn from an enthusiastic instructor or a resourceful one? Explain your choice.

c) Why do you think being humble is important?

d) Have you ever learned a new skill, like surfing? What kind of person helped you improve?







#### **Modal verbs**



Must: for strong obligation and necessity

must + infinitive

**Examples:** The ideal person **must** be responsible and dependable.

The leader **must** be resourceful and humble.

Can: for ability and possibility

can/can't + infinitive

**Examples:** A new leader **can** guide young surfers. (ability)

Unexpected problems **can** happen at the beach. (possibility)

Should: for advice or recommendation

should/shouldn't + infinitive

**Examples:** A good leader **should** also be tolerant.

The leader **should** be enthusiastic and outgoing.

Exe	rc	20	C
LAG		130	3

1 Identify the function of the modals in the sentences below.

e) The leader must stay calm and help others succeed.

	obligation ability	advice possibility				
a)	a) The leader must be responsible and dependable.					
		Function				
b) A good leader <b>should</b> also be tolerant.						
		Function				
c) The leader can find solutions quickly when problems happen.						
		Function				
d)	Unexpected problems <b>can</b> happen at	the beach				
<i>-</i> ,	Choxpooted problems can happen at	Function				

**Function** 

2	Complete the sentences with the correct modal verb.

- a) A surf camp leader ..... be patient when teaching beginners.
- b) You always check the weather forecast before planning a surf session.
- c) If there is a storm, we ...... find a safe place to wait.
- d) A great leader ...... make young surfers feel confident and motivated.
- e) Surf instructors ......know how to handle emergencies.

### Rewrite the following sentences using a modal verb.

- a) A surf instructor is required to be responsible.
  - A surf instructor
- **b)** It is important for the leader to be resourceful.
  - The leader
- c) It is possible for sudden weather changes to happen. Sudden weather changes .....
- **d)** A leader is encouraged to be humble.

A leader

e) Finding solutions quickly is necessary.

### Speaking. In pairs, discuss the following questions.

- a) What qualities should a good volunteer have?
- b) What problems can volunteers face when helping others?
- c) How can we encourage more people to volunteer?
- d) How can good communication skills help a volunteer?
- e) What personal skills must a volunteer develop to work with different people?



### Challenge

In pairs, use the information in exercise 4 to make a poster to encourage people to do volunteer work. You can display your poster in the classroom.





## Reading



What is a CV? Check the definition below.

A CV (*Curriculum Vitae*) is a document that shows your **education**, **skills**, and **work experience**. It is used when applying for a job.

2 Look at the CV below. In pairs, think of jobs that would be appropriate for Miguel.







Write your own CV using the model on page 36 as an example. Include the following sections:

### Personal Information

Your name, phone number, and email.



A short paragraph about your skills and career goals.

## Education

Schools you have attended and qualifications.



### Work Experience

Jobs, internships, or volunteer work you have done.



#### **Skills**

Abilities such as teamwork, computer skills, and languages.



Activities that reflect your personality.

### Useful expressions for writing a CV

- I am a motivated and responsible person who...
- I have experience in...
- I am confident in my ability to...
- My key skills include...

#### Checklist

- ☑ Is your personal information correct?
- ☑ Did you write a short profile?
- ☑ Did you include education and work experience?
- ☑ Did you make a list of relevant skills?
- ☑ Is your CV well-organised and easy to read?

Tips: Keep your CV clear and concise. Use **bullet points** to make it easy to read!



### Reading



1 Do you follow any influencers on social media? Why do you follow them? Discuss with a partner.

Read the text and find out who Davidson Oliveira is.

# The life of a social media influencer

PROFILE Davidson Oliveira

ORIGIN Cabo Verde

INSTAGRAM @davidsonolvr

TOPICS Fashion | Lifestyle | Travel | Fitness

## 5 WHO IS DAVIDSON OLIV€IRA?

Davidson Oliveira is a popular Instagram influencer with roots in Cabo Verde. He shares posts about fashion, fitness, and travel, inspiring his followers with stylish outfits, workout tips, and beautiful locations.

His content is modern and creative, showing his personal style and daily life. Davidson also shares his culture and background, connecting with people from different places. This makes his profile special and easy for people to relate to.

### 15 WHY FOLLOW DAVIDSON?

Fashion Inspiration – Davidson wears stylish clothes and shares new trends.

Fitness & Motivation – He shows his workouts and gives tips for a healthy lifestyle.

20 Travel & Lifestyle – He posts beautiful places and exciting moments from his trips.

### WORK & COLLABORATIONS

Davidson works with fashion brands, travel companies, and lifestyle products. **They** work with him to promote new

trends and experiences his followers enjoy.

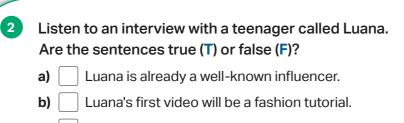


Mhat does Davidson Oliveira mainly post about?  1. Cooking recipes 2. Fashion, fitness, and travel 3. Science and technology  Why do people follow Davidson Oliveira? 1. To learn about history 2. To get fashion and fitness inspiration 3. To study mathematics  What kind of brands does Davidson collaborate with? 1. Fashion, travel, and lifestyle brands 2. Medical and pharmaceutical companies 3. Automotive and engineering firms  How does Davidson inspire his followers? 1. By sharing his thoughts on politics 2. By posting his outfits, workouts, and travels 3. By teaching science experiments  What is one reason Davidson shares his culture and background? 1. To connect with people from different places 2. To sell his own clothing line 3. To discuss business strategies  What do the following words refer to in the text?  A) His line 10 b) This line 13 c) They line 24  Complete the sentences with information from the text.  a) Davidson shares content about	2. Fashion, fitness, and travel 3. Science and technology b) Why do people follow Davidson Oliveira? 1. To learn about history 2. To get fashion and fitness inspiration 3. To study mathematics c) What kind of brands does Davidson collaborate with? 1. Fashion, travel, and lifestyle brands 2. Medical and pharmaceutical companies 3. Automotive and engineering firms d) How does Davidson inspire his followers? 1. By sharing his thoughts on politics 2. By posting his outfits, workouts, and travels 3. By teaching science experiments e) What is one reason Davidson shares his culture and background? 1. To connect with people from different places 2. To sell his own clothing line 3. To discuss business strategies  What do the following words refer to in the text? a) His line 10 b) This line 13 c) They line 24  Complete the sentences with information from the text. a) Davidson shares content about						Uni	The	world ar	ound us
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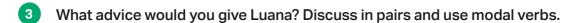
### Listening



What do you think are some of the challenges that influencers might face to have more followers? Discuss in pairs.



c) Luana is going to create content about technology and business.
d) She is planning to upload her first video next month.
d) She wants to start her own fashion brand in the future.



Example:	You should wear clothes from local designers.	
•	i	

### Grammar



#### **Future**

Will: Used for decisions made at the moment, promises, or predictions.

**Example:** I will have a big audience in five years. will/won't + infinitive

Going to: Used for planned actions or intentions

**Example:** I'm going to start my own YouTube channel soon. to be + going to + infinitive

**Present continuous:** Used for fixed arrangements.

**Example:** When **are** you **launching** your first video? **to be + verb -ing** 

### **Exercises**

(	1	Complete the gaps with the verbs in the correct future form.
٨		Complete the gaps with the verbs in the correct ruttile form.

- a) Luana .......(start) her first collaboration with a brand next month.
- **b)** She hopes she ......(**receive**) more followers in the next few months.
- c) Next week, she ...... (meet) a professional photographer to improve her content.
- **d)** Luana ...... (**buy**) new equipment because she wants to improve her video quality.

### 2 Choose the correct option.

- a) Next month, Instagram will introduce / is going to introduce a new feature for influencers.
- b) Mia is going to post / will post her first sponsored content next week.
- c) I think social media will continue / is going to continue to grow rapidly in the next five years.
- **d)** David thinks he **will collaborate** / **is going to collaborate** with a famous brand in his next video.
- e) The marketing team will **analyse** / **is going to analyse** the campaign results tomorrow morning.

### 3 Answer these questions about you. Then compare your answers with a partner.

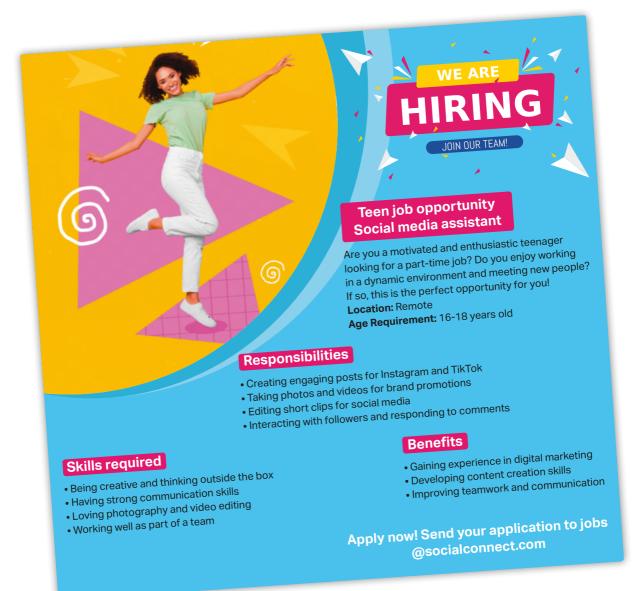
- a) What are your plans for next week?
- b) What do you predict will happen in your life in the next five years?
- c) What arrangements have you made for the near future?
- d) What is one long-term goal you have for yourself?







1 Read the job advert. Would you be interested in the job? Why or why not?



- 2 Speaking. Now answer these questions. Then compare with a partner.
  - a) What are some of the main responsibilities of the social media assistant?
  - b) Why is creativity an important skill for this job?
  - c) How can this job help a teenager in the future?
  - d) What is the email address for applications?
  - e) Do you think this job is suitable for all teenagers? Why or why not?

Complete the sentences using the words below. There is one extra.

m	otivated

responsibilities

teamwork

creative

remote social media

- a) A good social media assistant needs to be ...... and come up with new ideas.
- **b)** The job is ....., so employees can work from home.
- c) One of the ...... of this job is responding to comments online.
- d) If you are ....., you work hard and want to succeed.
- e) Good communication is important for ...... when working in a group.

### **Grammar**





#### Gerund

Creating engaging posts for Instagram and TikTok. Taking photos and videos for brand promotions.

A **gerund** is a verb in its **-ing** form that functions as a **noun** in a sentence.

**Example:** *Editing* short clips is part of the job.

gerund

### **Exercises**

<b>(1</b>	Rewrite the following sentences with the gerund as the subject
	Rewrite the following sentences with the defund as the subject
· .	

- a) She needs to create engaging content. ..... is necessary.
- b) He must edit videos for the brand.....is his responsibility.
- c) They have to interact with followers regularly.....helps improve engagement.
- d) We should take high-quality photos for Instagram. .....is essential.
- e) She loves to respond to comments. ..... makes her happy.

### Complete each sentence based on your own experiences and interests.

- a) .....is something I enjoy doing in my free time.
- b) I am really interested in ......because it helps me learn new things.
- c) .....is difficult, but I want to get better at it.
- d) .....helps me relax when I feel stressed.
- e) I think .....is an important skill to have in life.

# Reading



Read this letter of application from Mayra and match the topics to the paragraphs.

Why I am a good fit

Introduction

Skills & experience

Enthusiasm & next steps

# DEAR HIRING MANAGER,

I am excited to apply for the Social Media Assistant position at Social Connect. As a creative and motivated 17-year-old from Cape Verde, I am passionate about digital content creation and social media engagement. I believe this opportunity aligns perfectly with my skills and interests, and I am eager to contribute to your team.

I have experience managing my own social media accounts, where I create engaging content for Instagram and TikTok, edit short videos, and interact with followers. My creativity helps me develop attractive posts, and I am skilled in using editing tools like CapCut and Canva. Additionally, I have strong communication skills and enjoy connecting with different

I believe I would be a great **fit** for this position because audiences. I am dedicated, adaptable, and eager to learn. Coming from Cabo Verde, I bring a unique cultural perspective that could add diversity to your content. I also enjoy teamwork, and I am always open to feedback to improve my skills.

I would love the opportunity to discuss how my skills align with your needs. I am available for an interview at your convenience and can **provide** examples of my work if required. Thank you for your time and consideration. I look forward to hearing from you soon.

Sincerely,

Mayra Delgado

a)

b)

c)

d)

2	Match the words in <b>bold</b> in the text to the synonyms below
<b>4</b>	Match the words in bold in the text to the synonyms below

a)	prepared	 d)	well-suited	
b)	candidate	 e)	submit	

### Writing

c) competent



1 Imagine you are interest in applying for the job on page 42. Write your letter of application following the example. Use the functional language below to help you.

#### **Stating your interest**

- I am writing to apply for the (job position) at (company name).
- As a motivated individual, I am eager to contribute my skills to your team.
- This opportunity aligns perfectly with my interests and abilities.

#### Showcasing your skills & experience

- I have experience in (skill/area), where I (describe experience)...
- My skills in (e.g. content creation, video editing) make me a strong candidate.

#### Explaining why you stand out

- I believe I would be a valuable addition to your team because I am...
   (adjective: dedicated, adaptable, etc.).
  - (dajective: dealcated, daaptable, etc.).
- My passion for (industry/area) makes me highly motivated to excel in this position.

#### **Ending your letter professionally**

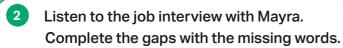
- I am available for an interview at your convenience.
- I look forward to the possibility of contributing to your team.
- If needed, I can provide examples of my work for your review.



### Listening



- 1 Discuss these questions with a partner.
  - a) What do you think are the most important things to do in a job interview?
  - b) What should candidates avoid doing?





media assistant position. Can you tell me a little about yourself?

Mayra: Good morning! I'm a 17-year-old from Cabo Verde. I love creating content for social media, especially Instagram and TikTok. I b) deliting videos, designing posts, and engaging with online audiences.

Interviewer: Good morning, Mayra. Thank you for a) ...... for the social

**Interviewer:** Being a social media assistant is a full-time job. Why are you interested in this job?

**Mayra:** I'm passionate about digital marketing and content creation. This job is a great opportunity to **c)** ......my skills while working in a professional environment.

**Interviewer:** What experience do you have with social media?

Mayra: I manage my own Instagram and TikTok accounts, where I create and edit short videos. I'm familiar with apps like CapCut and Canva, and I d) ......how to engage with followers.

**Interviewer:** What skills do you think are important for this job?

Mayra: Creativity, communication, attention to detail, and teamwork. It's important to create engaging content and interact with the audience e)

Interviewer: How would you deal with negative comments on social media?

Mayra: I would stay professional and respond politely. If the comment is offensive, I would follow **f**) ...... **guidelines** on handling it.

Interviewer: Why should we hire you?

Mayra: I am creative, hardworking, and eager to learn. I have **g)** ...... with content creation and social media trends, and I work well in a team.

**Interviewer:** Do you have any questions for us?

Mayra: Yes! What kind of content do you want to focus on in the future?

Mayra: Thank you! I look forward to hearing from you.

Vocabulary box

3 Now role-play this dialogue with a partner.
Then switch roles.

engage: interact guideline: advice

### Vocabulary (Q



#### Work

- "Being a social media assistant is a full-time job!" What does this sentence mean?
- Match the words to the definitions.

part-time job









- full-time job
- freelance
- d) remote
- training
- internship

- 1. A job where you work from home or another location outside the office.
- 2. A short-term job for students or recent graduates to gain experience.
- 3. A job where you work fewer than 35 hours per week, often with a flexible schedule.
- 4. A job where you work for different clients instead of one employer, often choosing your own projects and schedule.
- 5. A job where you work around 40 hours per week, usually with fixed hours
- **6.** A period of learning to develop skills for a job.

### **Speaking**



#### 1. In pairs, choose a job.

- Select a job position for the interview (e.g. social media assistant, hairdresser, receptionist, nurse, etc.).
- Write down three key skills required for the job.
- Decide if the job is part time or full-time, remote or in-person.

#### 2. Create your dialogue. Each pair or group will have:

- One student as the interviewer (Hiring manager)
- One student as the candidate (Job applicant)

#### Interviewer's task:

Prepare **5-7 questions** to ask the candidate. Example questions:

- Can you tell me about yourself?
- Why do you want this job?

#### Candidate's task:

Prepare strong answers to these questions.

Think about:

- Your experience and skills
- Why you want the job
- How you handle challenge
- 3. Role-play the interview. Then switch roles.



## **Speaking**



1 Discuss these questions in small groups and then share your opinions with the class. Use the functional language on pages 192-193.



# mini-project

### Make your career vision board!

Create a career vision board that represents your future career goals, skills you want to develop, and your dream job.



### 1. Give your vision board a title

 Write your name and a title, such as "My Career vision board" or "My future goals".

### 2. Choose a career path

- Think about your dream job or an area you are interested in.
- Write or find images that represent this career.

### 3. Include skills & qualities

- Write the skills needed for this career? (e.g. leadership, teamwork, etc.)
- Add words, phrases, or pictures that represent these skills.

### 4. Add inspirational quotes or keywords

Find or write motivational quotes related to career success.
 (e.g. "Dream big, work hard!" or "Success is a journey, not a destination.")

### 5. Think about future goals

- Where you see yourself in 5 or 10 years.
- Add images, symbols, or drawings that represent your ambitions.

### 6. Make it personal

- Include pictures or names of people who inspire you (e.g. role models, famous professionals).
- Add symbols of things that matter to you (e.g. travel, work environment, financial goals).

### 7. Present your vision board to the class in 2-3 minutes

### 8. Answer your classmates questions

Classmates can ask follow-up questions about each other's career choices.

# **1.2** Financial literacy



## Vocabulary (Q



#### **Money**

Label the pictures with the words below. Then listen and repeat.

cash • ATM • change • coins • cheque • wallet mobile payment • debit/credit card • banknotes





b) .....





d) .....



e) .....



**f**) .....



g) .....



h) .....



i) .....







2 Match t	he definitions below to the words in exercise 1.
a)	A machine where you can take out money from your bank account also called automated teller machine.
b)	Cards that let you pay without cash; one takes money from your bank immediately, and the other lets you borrow money.
) [	Small metal money.
d)	A small case for carrying money and cards.
e)	Paying for things using a smartphone.
f)	The money you get back when you pay for something.
g)	Paper money.
h)	A piece of paper that tells the bank to pay someone money.
i)	Money in the form of notes or coins.

In pairs, read some definitions from exercise 2 and get your partner to guess. Then swap roles.

### Speaking (4)



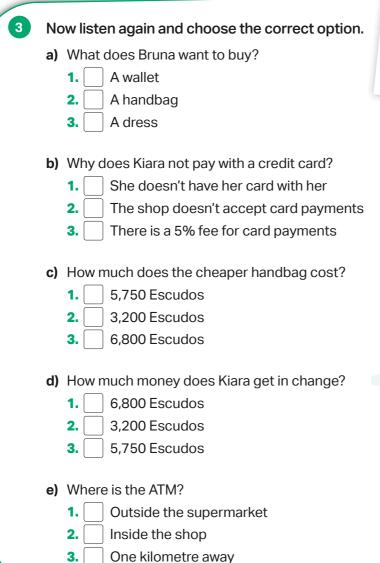
- 1 In pairs or groups, discuss the following questions.
  - a) What is the most common way people pay for things in Cabo Verde?
  - b) Do people prefer mobile payment or cash? Why?
  - c) Are cheques still used? Who uses them?
  - d) How do tourists usually pay when they visit your country?
  - e) How do most people in Cabo Verde receive their salary cash, bank transfer, or another method?
- Choose one of the questions above and share your findings with the class.

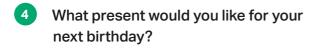


### Listening



- What's the last present you bought for someone? Who did you buy it for?
- 2 Listen to the dialogue. Where's Bruna?







## Vocabulary



#### **Big numbers**

- Write the numbers in full. Then listen and repeat.
  - a) Hundreds

100	
200	
500	
900	

b) Thousands

5,000	
15,000	
50,000	
400.000	

c) Millions

2,000,000



- Say: One hundred thousand (100,000)
- **Don't say:** One hundred thousands (No "s" on hundred, thousand, million!)
- Say: Two million Escudos (2,000,000)
- ➤ Don't say: Two millions Escudos
- 2 In pairs, practise saying the numbers in exercise 1.
- 3 Now write five big numbers in your notebook.
- 4 Then dictate the numbers to your partner.
- 5 How much does ... cost?



## Reading



- What information would a foreigner wanting to move to Cabo Verde need to know? Discuss in pairs.
- 2 Read the article and check if your ideas are mentioned.



# Moving to Cabo Verde



UTILITIES

Cabo Verde is a warm and friendly island country in West Africa. **It** offers a relaxed lifestyle, beautiful beaches, and relatively affordable living costs.

## Cost of living

A one-bedroom apartment costs around 42,832 Esc/month in the city centre and 23,875 Esc outside.

FOOD Eating out is affordable, with a local restaurant meal costing about 500 Esc.

Public transport is inexpensive, with a one-way ticket at 100 Esc. Gasoline costs around 150 Esc per litre.

Services cost about 12,997 Esc/month, while internet is around 5,286 Esc/month.

The average monthly salary is 25,000 Esc.



# Lifestyle and culture

Music and dance are a big part of life, making Cabo Verde culturally vibrant. The pace of life is slow, ideal for **those** seeking a peaceful environment.

# Healthcare and safety

Healthcare is improving, but private insurance is advised. Cabo Verde is generally safe, though basic precautions should be taken in crowded areas.

Cabo Verde is an excellent place to live if you enjoy a laid-back lifestyle.



Source: Numbeo.com (adapted)

20

3	Read the article again. Are these senter	nces true (T) or false (F)?
	a) The cost of living in Cabo Verde is v	ery high.
	b) Renting an apartment in the city cen	tre is more expensive than outside the city.
	c) A meal at a local restaurant costs a	round 500 Esc.
	d) A two-way ticket costs 100 Esc.	
	e) Internet costs about 12,997 Esc pe	r month.
	f) People in Cabo Verde live a fast and	l busy life.
4	Answer the following questions.	
	a) How much does it cost to rent a flat in the	ne centre of the city?
	b) How much do workers receive a month	?
	c) How much do people pay for basic serv	ices?
	d) How much does it cost to eat out?	
	e) How much does it cost to travel?	
5	Match the words from the text with their	r definition.
	a) affordable	1. how fast / slow something happens
	b) utilities	2. calm and relaxing
	c) pace	3. basic needs like water and electricity
	d) safe	4. not too expensive
	e) laid-back	5. not in danger
6	Look at the words in bold in the text.	
	What do they refer to?	
	a) It line 2	
	b) those line 19	
	4	
	A	
	Challenge	
	With a partner, make a list of the prices	
	of basic goods (e.g. milk, bread, etc.).	Mon Service

# Vocabulary (2)

#### **Prices and payments**

1 Match the words below to their definitions.



	cash register • receipt • ree • retuind • (sales) tax • price tag
a)	extra money that people pay when they buy something, which goes to the government.
b)	a piece of paper or digital document that shows what you bought and how much you paid.
c)	a machine in a shop where the cashier puts money and records sales.
d)	a small label on a product that shows how much it costs.
e)	money that a shop gives back to a customer when they return something they bought.
f)	money that you pay for a service, like joining a club or using a bank.

- Complete the dialogues with words from exercise 1. Listen and check.
  - a) A How much is this jacket?
    - B I'm not sure. Check the
    - A Oh, it's 5,000 Esc. That's a lot of money!
  - b) A I bought this shirt yesterday, but it's too small. Can I get a .....?
    - B Yes, do you have the .....?
    - A Yes, here it is!
  - c) A I want to join the gym. How much does it cost?
    - B There's a monthly ...... of 2,000 Esc.
    - A That sounds good. I'll sign up!
  - **d)** A Where do I pay for these books?
    - B Take them to the .....at the front of the shop.
    - A Thanks! I'll go there now.









#### **Quantifiers**

### I save a little bit of money every month.

Quantifiers for countable nouns: many, a few, several, plenty of	Quantifiers for uncountable nouns: much, a little, a bit of, a large amount of
There are <b>many/several/plenty of</b> shops in the shopping centre.	I don't have <b>much</b> money this month. I still have a <b>little/a bit of</b> cash left.
I have <b>a few</b> coins in my wallet.	I spent <b>a large amount of</b> money on

Quantifiers for countables and uncountables some: any, all, a lot/lots of

*I bought some* new clothes. / *I bought some* books.

Do you have **any** coins? / Do you have **any** money?

 $\boldsymbol{\mathsf{All}}$  the shops are having sales today. /  $\boldsymbol{\mathsf{All}}$  the money was used for groceries.

He spends a lot of money on games. / There are a lot of sales today

### **Exercises**

- 1 Choose the correct option.
  - a) I bought **some** / **any** groceries at the supermarket.
  - b) There aren't many / much shops open late at night.
  - c) She spent a large amount of / several money on designer bags.
  - d) Do you have a little / a few coins for the vending machine?
  - e) There are plenty of / a bit of new arrivals in the clothing section.
  - f) I don't have many / much cash, so I'll pay by card.

Fill in the blanks with the correct quantifier.

many

50% 30% plenty of a little

sale

a bit of a large amount of

much

some

several

any

a lot of/lots of

Countable nouns = things you can count: coins, banknotes,

products, shops

Uncountable nouns = things

you cannot count individually: money, cash, shopping, change

a) There are ......discounts available this weekend.

a few

- **b)** I have \_\_\_\_\_banknotes in my wallet, but not enough for this.
- c) He spent ..... money on electronics last month.
- d) I don't have ......cash with me. Can I pay by card?
- e) She bought ......clothes during the sale.
- f) the shops in this shopping centre offer student discounts.

fifty-seven 57

## Listening



- 1 In pairs, discuss these questions.
  - a) What features do you consider when buying a new smartphone?
  - **b)** What are the different ways people can pay for a phone in a shop?

Now listen to a dialogue between Lucas and a shop assistant.  Are the sentences true (T) or false (F)?	
a) Lucas is looking for an affordable smartphone.	
b) The shop assistant offers Lucas a discount if he pays in cash.	
c) Lucas pays for the phone using only cash.	
d) The Samsung Galaxy A14 has plenty of storage and a good camera.	
e) Lucas buys a phone case and a screen protector.	
Listen again and complete the gaps with the missing information.	
Shop assistant: Hi! Welcome to TechZone. How can I help you today?  Lucas: Hi! I need a new smartphone, but I don't have a lot of a) something affordable.  Shop assistant: Of course! We have several good options.  Do you have a brand in mind?	11/10
<b>Lucas:</b> I prefer Samsung because iPhones are too <b>b)</b> for me. <b>Shop assistant:</b> No problem! This Galaxy A14 is a great choice – it has <b>c)</b> of storage, a good camera, and a long battery life.	
Lucas: That looks nice! But how much does it cost?  Shop assistant: It's d) escudos, but if you pay in cash, you get a bit of a discount. The final price will be 20,000 Escudos.  Lucas: Hmm I have a little more than e) escudos. Can I pay	
some in cash and the rest with my debit card?	
Shop assistant: Yes, of course!  Lucas: Great! I'll pay 10,000 Escudos in f) and the rest with my card.	
<b>Shop assistant:</b> Sounds good! Would you like to <b>g)</b> a phone case or a screen protector?	
Lucas: Not today, but I'll come back for one later.  Shop assistant: No problem! Here's your h) Enjoy your new	
phone! Lucas: Thanks! Have a good day!	

4 Now role-play the dialogue with a partner.

## Speaking (4)



Rank the following digital devices from most essential (1) to least essential (8) for your daily life. Then discuss your choices with a partner.



- Discuss these questions with a partner.
  - a) Why did you rank your top choice as the most essential?
  - **b)** Which device do you use the least? Why?
  - c) Would your ranking change if you were a student or a working professional?

### Writing



In pairs, write a dialogue between a customer and a shop assistant in an electronics shop buying one of the digital devices above. Include:

- Greeting
- · Asking for a device
- Describing the device
- Asking about price and payment
- Role-play the dialogue for the class.



## Reading



- Discuss these questions in pairs.
  - a) What is more important to you when buying earphones: price, sound quality, or battery life?
  - **b)** Where do you usually buy technology: in local shops or online? Why?
- Read this review below. Is it a positive or negative review?

### Review: Apple AirPods (3rd Generation) Are they worth it?

Wireless earphones have become more popular, and the Apple AirPods (3rd Generation) promise better sound quality and a more comfortable fit than previous models. But are they worth the price? And is it cheaper to buy them in Cabo Verde or online?



The AirPods (3rd Gen) are smaller and lighter than many other wireless earphones, making them comfortable to wear for hours. The case is more compact than before, and the earbuds are sweat and water-resistant, which is great for workouts.

### Sound quality & battery life

The sound quality is better than the 2nd generation AirPods, with deeper bass and clearer voices. The battery life is also longer, lasting up to six hours on a single charge. If you use the charging case, you will get around 30 hours of total listening time.

## Price comparison: Cabo Verde vs Amazon

In Cabo Verde, Air Pods (3rd Gen) are more expensive than in the U.S. or Europe because of import taxes. In local shops, they cost around 28,000 Esc (around 250 Eur). On Amazon, they cost about 180 Eur, which is cheaper. If you buy them from Amazon, you will pay less, but you might have to wait for delivery and pay extra for shipping.

The AirPods (3rd Gen) are a great choice for Apple users who want better sound and a longer battery life. However, buying them from Amazon is cheaper, while purchasing them in Cabo Verde is faster and avoids shipping issues.

### Vocabulary box

workout: physical exercise to stay fit **shipping:** the process of sending or delivering goods

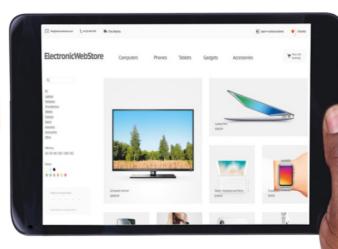
- 3 Read the review again and answer these questions.
  - a) What makes the AirPods (3rd Gen) better than the 2nd generation?
  - b) What is one advantage of the AirPods (3rd Gen) compared to the previous model?
  - c) Why does this device cost more in Cabo Verde?
  - **d)** What is one disadvantage of buying *AirPods* from Amazon?
  - e) What does the review say about buying AirPods in Cabo Verde?
  - f) Who would benefit most from buying the AirPods in Cabo Verde?
- Match the words from the text to their meaning.

a)		fit	1.	the ability to last a long time	before needing to recharge
----	--	-----	----	---------------------------------	----------------------------

- b) compact 2. a strong, deep sound
- c) bass are easy to carry, small in size
- d) battery life 4. extra money paid to bring products into a country
- e) import taxes 5. buy (formal)
- f) purchase 6. how well and comfortably something stays in place
- 5 Complete the gaps with the correct word.
  - a) The AirPods have deep ....., making music sound better.
  - **b)** This laptop is very ....., so I can carry it easily in my bag.
  - c) If a phone has long ....., you don't need to charge it often.
  - d) These new headphones have a good ......so I can wear them all day.
  - e) My school is going to invest money to ......new laptops.
  - f) Many products in Cabo Verde are expensive because of



Find out the prices in a shop and online.
What are the shipping costs when buying them online?







#### First conditional

If you use the charging case,

you will get around 30 hours of total listening time.

Use

The first conditional talks about real future possibilities.

The condition (**If...**) must happen for the result (**will...**) to be true.

#### Structure

If + present simple, will/won't + verb → **If** you **buy** online, you **will save** money. will/won't + verb + if + present simple → You **will save** money **if** you **buy** online. (No comma needed!)

**Examples:** You **will get** 30 hours of battery life **if** you **use** the charging case. **If** you **buy** them from Amazon, you **will pay** less.

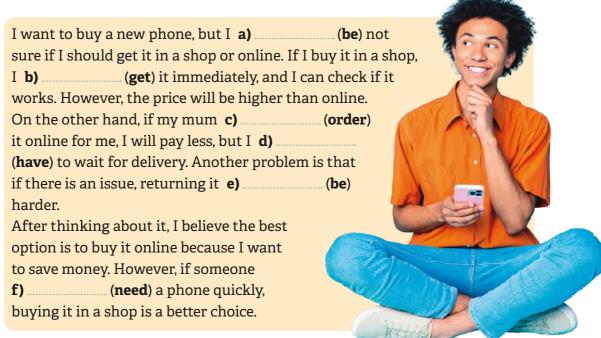
### **Exercises**

- 1 Fill in the blanks with the correct form of the verb in brackets.
  - a) If you ......(order) the AirPods online, you ......(pay) shipping costs.
  - b) If she .......(use) the charging case, her AirPods .............(last) longer.
  - c) You ......(pay) more if you ......(buy) them in a local shop.
  - d) If we ......(compare) prices, we .....(find) a better deal.
- Complete the sentences with your own ideas.
  - a) If I buy a new phone, I
  - **b)** If I go to the shop now, I
  - c) I will save money if I
  - d) If I order online, I will
  - e) I will get a discount if I
- 3 Correct the mistake in each sentence.
  - a) I don't get a discount if I buy the jacket today. .....
  - b) If the price will drop tomorrow, I'll buy the jacket.





Complete the text with the correct form of the verbs in brackets.



### **Speaking**



- 1 In pairs or small groups, follow the instructions.
  - a) Each student chooses a product they want to buy (e.g., smartphone, headphones, smartwatch, trainers).
  - b) Discuss the advantages and disadvantages of buying it in a local shop versus online.
  - c) Use at least two **first conditional** sentences in your conversation.
- Where would you buy the product? Why? Present your groups' final decision to the class. Use the functional language on pages 192-193.









### **Comparative and superlative adjectives**

I would buy the computer games online because they're **cheaper**.



#### **Comparative adjectives**

• Short adjectives (1 syllable)

adjective + -er

**Example:** This phone is **cheaper than** that one.

Long adjectives (2+ syllables)
 more + adjective

**Example**: Laptops are **more expensive than** tablets

#### **Superlative adjectives**

• Short adjectives (1 syllable)

the + adjective + -est

**Example:** This is **the cheapest** phone in the shop.

Long adjectives (2+ syllables)
 the most + adjective

**Example:** This is **the most expensive** model.

#### Spelling rules

• 1-syllable adjectives (CVC): double the last consonant

**Example:** big → bigger → biggest

2-syllable adjectives ending in y: change the y to i and add -er or -est

**Example:** funny → funnier → funniest

### Irregular adjectives

adjective	comparative	superlative
good	better	best
bad	worse	worst
far	farther/further	farthest/furthest
little (amount)	less	least

**Examples:** This phone is **better than** my old one.

That shop has **the best** prices.

Today's lunch is **worse than** yesterday's. This is **the worst** product I've ever bought!

### **Exercises**

- 1 Choose the correct form.
  - a) This smartwatch is **cheaper / cheapest** than the one I saw yesterday.
  - b) That was the most interesting / more interesting documentary I've watched.
  - c) His laptop is faster / fastest than mine.
  - d) This shop has better / the best customer service in the city.
  - e) Today is hotter / the hottest day of the week.
- 2 Fill in the blanks with the correct form of the adjective in brackets.
  - a) Online shopping is ......(convenient) than going to a store.

  - c) My phone is ......(old) than my sister's, but it still works well.
  - d) This speaker is ......(loud) than the one I had before.
  - e) The new model is ......(good) than the older version.
- 3 Complete the sentences with your own opinions.
  - a) Brand-name clothes are ..... than unbranded clothes.
  - b) place to buy electronics.
  - c) Shopping with friends is ..... than shopping alone.
  - d) is the most expensive item I have ever bought.
  - e) Local markets are ......than supermarkets for fresh food.

### Writing



- 1 Write a 100–120 word review of a product you bought recently.
  - INTRODUCTION What is the product?
    Why did you choose it?
  - **FEATURES** Describe the design, quality or other key details.
  - **COMPARISONS** Compare it to similar products.
  - OPINION & RECOMMENDATION

Would you recommend it? Why or why not:

See the text on page 60

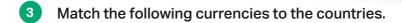


### Vocabulary



#### **Currency**

- What does currency mean? Read and check.
- What is the currency of Cabo Verde?



**Currency** specifically refers to the system of money in use in a particular country or region. It includes the physical forms of money (coins and banknotes) that are issued by the government or central bank and that circulate within an economy.



- **b)** Pound (GBP)
- c) Yen (JPY)
- d) Rouble (RUB)
- e) Franc (CHF)
- f) Yuan (CNY)
- g) Rupee (INR)
- h) Dollar (USD)
- i) Peso (PHP)
- j) Kwanza (Kz)

- 1. Philippines
- 2. Angola
- 3. United Kingdom
- 4. Russia
- 5. Switzerland
- 6. United States of America
- 7. Japan
- 8. India
- 9. China
- **10.** Most countries in the European Union

4 Now match the symbols to the currencies.



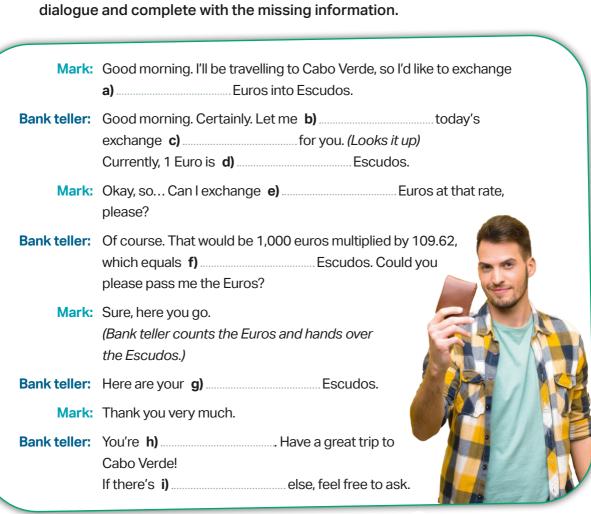


c) §





5	different currency. Id conversation.	lentify the currency	rson is exchanging money for a they are receiving in each
6			



Now role-play the dialogue.



### Challenge

Check the currency rates to exchange the currencies in exercise 3. Then choose one of those currencies and role-play a dialogue similar to the one above.





### Listening



Label the pictures with the words below.

ottoman tree fort emu fur coat chesterfield

a) b) c) d) e)

- 2 Now listen to the song and put the pictures in order.
- 3 Listen again and complete with the missing words.



### If I had \$ 1000000

#### Barenaked Ladies

If I had a million dollars If I had a million dollars Well, I'd buy you a a) I would buy you a house And if I had a million dollars If I had a million dollars I'd buy you **b)** ..... for your house Maybe a nice chesterfield or an ottoman And if I had a million dollars If I had a million dollars Well, I'd buy you a K-Car A nice reliant **c)** And if I had a million dollars I'd buy your love If I had a million dollars I'd **d)** a tree fort in our yard

If I had a million dollars You could help, it wouldn't be that hard If I had a million dollars Maybe we can put like a little tiny e) in there somewhere If I had a million dollars If I had a million dollars Well, I'd buy you a fur coat But not a real fur coat, that's cruel And if I had a million dollars If I had a million dollars Well, I'd buy you an exotic **f**) Yep, like a llama or an emu And if I had a million dollars If I had a million dollars Well, I'd buy you John Merrick's remains Ooh, all them crazy elephant bones And if I had a million dollars I'd buy your love

"If I had \$1000000", Barenaked Ladies

- 4 Speaking. In pairs, discuss these questions.
  - a) Do you think money can buy happiness? Why or why not?
  - b) What do you think the singer means when he says, "I'd buy your love"?

### Grammar



**If I had** a million dollar, I **would buy** a house!

#### Second conditional

#### Use

The second conditional is used to talk about **imaginary** or **hypothetical situations** in the present or future.

#### Structure

If + past simple, I would/wouldn't + verb would/wouldn't + verb + if + past simple → If I bought a car, you would be happy.

→ You would be happy if you bought a house.

(No comma needed!)

**Examples:** If I had a million dollars, I would buy a house. I would buy a house if I had a million dollars.

### **Exercises**

- 1 Choose the correct option.
  - a) If I had / have a million dollars, I would buy / buy a mansion.
  - b) If she knew / knows how to cook, she would open / opens a restaurant.
  - c) If they were / are taller, they would play / play basketball.
  - d) If you found / find a wallet, what would you do / will you do?
- Complete the sentences with the correct form of the verbs in brackets.
  - a) If my parents ......(be) rich, they ......(buy) a sports car.
  - b) If she ...... (have) more time, she ...... (learn) French.
  - c) If we ......(live) near the beach, we ......(go) swimming every day.

d) If he ......(win) the lottery, he .....(travel) around the world.

around the world.

- Speaking. Take turns asking and answering these questions.
  - If you had a million dollars, what would you do?
  - If you could live in any country, where would you live?
  - If you were a famous person for one day, who would you be?
  - Would you change your life if you won the lottery?





## **Speaking**



- In pairs, discuss these questions.
  - a) What are different ways people pay for things today?
  - **b)** Have you ever had a situation where you couldn't pay for something? What happened?
- Watch the video and answer these questions.
  - a) What is the problem?
  - **b)** How is it solved?
- Watch the video and put the following in order.
  - a) cash register
  - **b)** coffee shop
  - c) wallet
  - d) vending machine
  - e) banknotes
  - f) food truck
  - g) mobile payment
  - h) debit card



Imagine you forgot your wallet and you have no money to pay for something.

Discuss with your partner how you would solve the problem.

#### Think about:

- · Where you are
- · Who you could ask for help
- What solutions you could find
- 5 Role-play your conversation.
  One person plays the person without money, and the other plays someone they ask for help.
- 6 Share your best ideas with the class.





## mini-project

## **Budget your money!**

In small groups, imagine you earn 30,000 Esc per month. Work together to plan how you will spend and save your money.



### 1. Think about expenses

 Discuss what you need to pay for each month (e.g., housing, food, transport, savings)

### 2. Create your budget

- Decide as a group how much to spend in each category.
- Make sure your total does not go over 30,000 Esc.What is a budget?

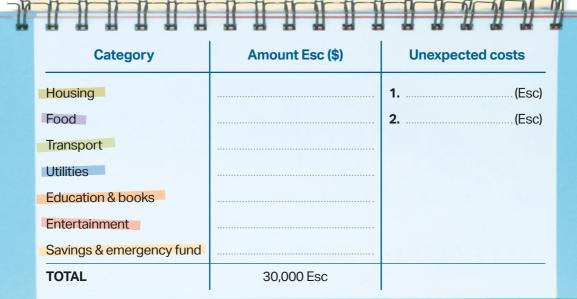
A **budget** is a plan for how you spend and save money. It helps you organise your income and expenses so you don't spend more than you have.

### 3. Plan unexpected costs

- Each group must come up with at least two unexpected expenses
   (e.g. medical emergency, phone repair, lost wallet, broken appliance)
- Adjust the budget to handle these extra costs

## 4. Present your budget

 Each group will explain their choices to the class, including how they dealt with unexpected costs



## **1.3** Climate and nature



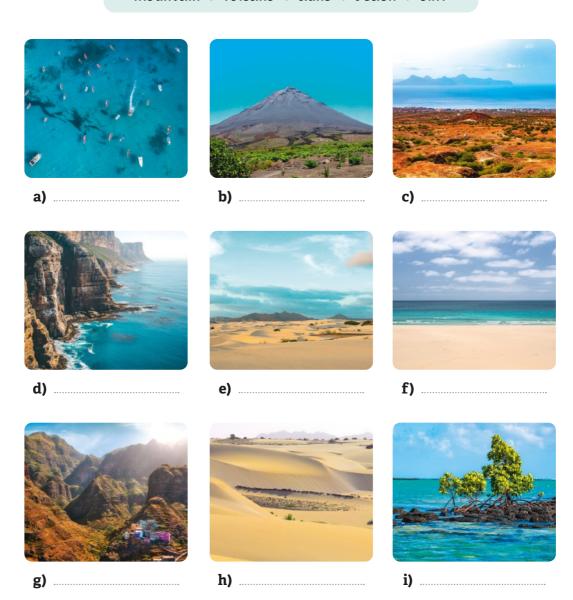
## Vocabulary (Q)



### **Natural habitats**

Label the pictures with the words below. Then listen and repeat.

desert • savannah • mangrove • ocean mountain • volcano • dune • beach • cliff





Match the habitats to the definitions below.







× ~	
-Ņ- (a)	
The state of the s	

A very large body of salt water that covers most of the Earth.

Area of sand or small stones next to the sea. b)

High, steep rocks, often found near the sea or in mountains. c)

Hills of sand made by the wind, usually found d) near beaches or in deserts.

e) A forest near the coast with trees that grow in salty water.

A large, open area with grass and some trees, f) found in warm places.

A very dry place with little rain and few plants. g)

h) High areas of land, taller than hills, often with steep sides.

Area with lava and rocks from past eruptions. i)



## Now match the places to the habitats in exercise 1.

a) Sal and Boa Vista

b) Santiago and Santo Antão

Ribeira de Julião (São Vicente) and Boa Vista c)

d) Surrounding all islands

Monte Verde (São Vicente) and Santo Antão e)

Fogo Island f)

Boa Vista and Maio g)

h) Santa Maria (Sal) and Praia de Chaves (Boa Vista)

Santo Antão i)

## Challenge

Choose a habitat and describe it:

- Where can you find it in Cabo Verde
- Name some animals and plants that live there
- · Explain why it is important

## Reading

- Answer these questions.
  - a) What are some reasons why animals are becoming endangered or extinct? Are there any in Cabo Verde?
  - **b)** How can people help protect them?
- Now read about an organisation that helps protect turtles.



# Welcome to PROJECT BIODIVERSITY!

Project Biodiversity (Projeto Biodiversidade) is a non-profit organisation from Cabo Verde. It works to protect special animals by involving the local community in environmental protection programmes on the island of Sal.

We advocate for biodiversity through the development and implementation of sustainable environmental projects that inspire others to care for the natural world around them.

In the heart of the main work of Project Biodiversity is the protection and conservation of the Loggerhead sea turtle, an endangered marine turtle species that **nests** in Sal between the months of June and October. In Cabo Verde, the Loggerhead turtle serves as both an environmentally and culturally iconic species, featured everywhere from Cabo Verde's unique art to its national currency. Each season, our



team of local rangers, field biologists and volunteers work hard to protect this species from poachers and other threats that unfortunately are still a significant threat to this species throughout Cabo Verde.

Though the idea of beach protection and environmental awareness is not new to Sal, our fresh approach unites local conservation efforts with opportunities for sustainable growth by establishing programmes that benefit both Cabo Verde's unique ecosystems and its people.

Join the team!

Source: www.projectbiodiversity.org (adapted)

## Vocabulary box

sustainable: protecting nature in a way that benefits both the environment and people, without causing harm in the future

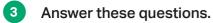
nest: to build a safe place to lay eggs and raise young ranger: a person who protects and takes care of natural areas







### Unit 1 The world around us



- a) What is the main goal of Project Biodiversity?
- b) Who helps protect the Loggerhead sea turtles?
- c) Why is the Loggerhead sea turtle important to Cabo Verde?
- d) What kinds of threats do turtles face?
- e) How does Project Biodiversity help both the environment and people?

## Complete the sentences with words from the text.

- a) Project Biodiversity is a ......organisation that protects wildlife.
- b) The Loggerhead sea turtle is an .....species, meaning it is at risk.
- c) The team includes local ....., field biologists, and volunteers.
- d) Some turtles are in danger because of \_\_\_\_\_\_ people who take them illegally.
- e) The organisation wants to inspire people to care for the ......world.

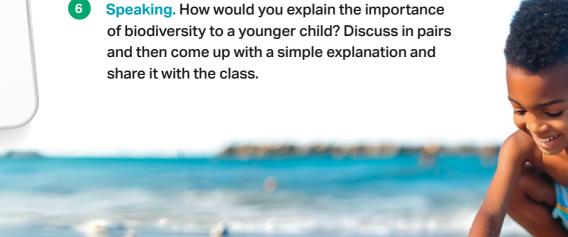
### Match the words from the text with their definitions.

- a) non-profit organisation
- b) biodiversity
- c) conservation
- d) endangered
- poachers e)
- f) ecosystem



- 1. people who illegally hunt or take animals
- 2. the variety of plants, animals, and environments in nature
- 3. the protection of nature and wildlife
- 4. a natural environment where animals and plants live
- 5. a group that works to help people or nature, not to make money
- 6. animals or plants that are at risk of disappearing





## Video



What do you kow about the Great Barrier Reef?

Do the quiz and then compare your answers with a partner.

Where is the Great Barr    South Africa	rier Reef located? <b>b)</b> Australia	c) Brazil	
2 What is the Great Barri a) Sand and rocks	er Reef made of? <b>b)</b> Shells and plants	c) Coral	
<b>3</b> Which of these animals <b>a)</b> Penguins	s can be found in the Grea  b) Lions	t Barrier Reef?  c) Clownfish	
<ul> <li>Why is the Great Barrie</li> <li>Too many volcan</li> <li>Climate change a</li> <li>Lack of water</li> </ul>	ioes		
<ul> <li>a) About 700 km</li> <li>b) About 1,000 km</li> <li>c) Over 2,000 km</li> </ul>	Barrier Reef?		/

Watch the trailer of the documentary *Turtle odyssey* and decide if the sentences are true (T) or false (F).

- a) Bungi is a Loggerhead sea turtle.
- b) Scientists are studying the ocean to understand turtles.
- c) The journey is only a few miles long.
- d) The video shows rare places in the ocean.



3

Watch again and complete the gaps with the missing word.

On Australia's Great Barrier Reef, a journey of a thousand	
miles is about to begin. Meet Bungi. She's a green	
sea a) and she's on an adventure of	į
a lifetime. Join <b>b)</b> racing to save her	
species and dive in to an c) wonderland	
we're only beginning to understand. Captured in	
3D for the giant screen, experience the ocean	7
through the eyes of a turtle. Meet amazing	T
d) Go places rarely seen and discover	
a <b>e)</b> you'll never forget. As one turtle	
goes in search of a special <b>f</b> )	
journey through the heart of the g) and	
into the heart of a creature that calls it <b>h)</b>	

## Grammar



She's **a** green sea turtle.

### **Determiners**

**Articles** are determiners that define whether a noun is specific (*the*) or general (a, an).

- A / An → Used when mentioning something for the first time (non-specific).
   Example: She's a green sea turtle.
- The → Used when referring to something specific or already known.
   Example: On Australia's Great Barrier Reef, the journey begins.

**A** is used before words that start with a consonant sound: *a turtle, a reef.* **An** is used before words that start with a vowel sound: *an adventure, an ocean.* 

**Demonstratives** are used to show which thing(s) we are talking about and whether they are near or far.

Singular	Plural	Use
This (near)	These (near)	Used for things that are close
That (far)	Those (far)	Used for things that are far away

**Examples: This** ocean is home to many turtles. (near) **Those** creatures live deep in the sea. (far)

## **Exercises**

- Complete the sentences with the correct article.
  - a) Whitehaven is .....beach near the Great Barrier Reef.
  - b) It's .....incredible place full of marine life.
  - c) This documentary shows us .....ocean through the eyes of a turtle.
  - d) We saw .....amazing coral reef while diving.
  - e) The turtle is searching for .....special place to nest.
  - f) .....journey of a thousand miles begins with a single step.
- Complete the sentences with the correct demonstrative.
  - a) .....turtle is swimming near the beach. (close)
  - **b)** Look at ......corals over there! They are beautiful. (far)
  - c) .....eggs will hatch soon. (close, plural)
  - d) I saw a turtle laying eggs on ..... beach last year. (far)
  - e) ..... waves are very strong today. (close, plural)
- Choose the correct option.
  - a) This / That turtle is swimming near us.
  - b) We saw a / an / the fish in the water.
  - c) Look at these / those birds flying over there!

## Listening



- Discuss these questions in pairs or small groups.
  - a) Have you ever seen a sea turtle or other wildlife in Cabo Verde? Where?
  - b) What are some environmental problems in Cabo Verde?
  - **c)** How do you think tourism affects nature?
  - **d)** What actions can local communities take to protect the environment?



2	Listen to the podcast <i>Protecting Cabo Verde's natural habitats</i> and decide if these statements are true (T)
	or false (F).
	The Loggerhead sea turtle nests in Cabo Verde all year round.
	Plastic waste is a major threat to marine life.
	Rising sea levels and extreme weather are damaging habitats.
	Conservation projects in Cabo Verde are not important.
	Education helps people make responsible choices for the environment.
3	isten again and complete the sentences with the missing words.
	) The Loggerhead sea turtle returns to the beaches to
	Plastic waste is dangerous because turtles mistake it for
	Risingand extreme weather affect fragile ecosystems.
	l) We can help by choosingbags, bottles, and containers.
	Project Biodiversity works to protect and marine ecosystems.

- 4 Speaking. Discuss these questions in pairs.
  - **a)** What was the most important idea from the podcast?
  - **b)** What can you do to protect nature in your daily life?
  - c) How can tourists be more eco-friendly in Cabo Verde?
  - **d)** Why is education important for conservation?

## Challenge

In pairs, do some research about environmental projects in Cabo Verde and create a poster with the heading: *Did you know that...?* 

Example: Did you know that...

Cabo Verde hit a record of 130,000 turtle nests in 2023?



## Speaking



Student A is a journalist from another country who knows little about conservation in Cabo Verde.

Student B is an environmental expert. Student B explains why protecting habitats is important and how people can help.



- Write five questions you would ask an environmental expert about Cabo Verde.
- In pairs, you are going to role-play a conversation between a journalist and an environmental expert. Then swap roles.







### Climate and natural disasters

Label the pictures with the words below. Then listen and repeat.

drought • tropical winds • landslides • storm • coastal erosion flash flood • overfishing • water scarcity • soil degradation



a) .....



b) .....





















		0 ./
2	Match the words in	exercise 1 to the definitions below.
	a)	A long period without rain, affecting water supply and farming.
	b)	Strong winds that influence Cabo Verde's weather.
	c)	The loss of land along the coast due to waves and wind.
	d)	Thunder, lightning, heavy rain and strong winds.
	e)	Sudden floods caused by intense rainfall.
	f)	Catching too many fish.
	g)	Limited fresh water due to low rainfall.
		The loss of fertile land because of drought and deforestation.
		When heavy rain causes rocks and soil to slide down hills.

- Choose the correct answer for each sentence.

  a) Cabo Verde has little rain, so some areas have ......, which makes farming
  - 1. storm 2. drought 3. flood
  - b) Strong ...... blow across the islands and help shape the climate.
    - 1. winds

difficult.

- 2. flash floods
- 3. landslides
- **c)** When it rains too much in the mountains, ...... can happen, causing rocks and soil to fall.
  - 1. overfishing
- 2. water scarcity
- 3. landslides
- **d)** If people catch too many fish, .....becomes a problem, and fish populations go down.
  - 1. overfishing
- 2. coastal erosion
- 3. soil degradation
- e) A ...... brings heavy rain, strong wind, and big waves.
  - 1. drought
- 2. storm
- 3. water scarcity
- 4 Speaking. Discuss these questions in pairs or small groups.
  - a) Which of these environmental problems affect Cabo Verde the most? Why?
  - **b)** Have you ever experienced a storm or flash flood? What happened?
  - c) What actions can people take to prevent coastal erosion and soil degradation?



## Reading



- In pairs, create a mind map with words you associate with climate change.
- Now read the text to check if any of your words are mentioned.



# Cabo Verde and climate change

Vocabulary box

flat: close to sea level damage: when something is broken waste: things we throw away in the bin disease: illness Small island countries like Cabo Verde are very vulnerable to climate change. **This** is because they do not have a strong ability to deal with natural problems caused by the climate. In Cabo Verde, climate change causes many problems such as more **floods** and droughts. **These problems** affect agriculture and are a constant danger to biodiversity. The rising sea level also affects all the islands, especially the flat ones.

Cabo Verde has had serious droughts since the 1990s. Because of **this**, some people had to move from the northern islands to the southern islands. Many now live in low areas that are at risk of flooding. Drought is a big problem because it affects many parts of life, including farming, food, and water. Between 2017 and 2022, there was very little rain, which made food security worse.

Floods happen every rainy season. They can be very dangerous and cause a lot of **damage**. In cities, floods are worse because of bad land use and poor **waste** management. **These problems** block the water from flowing away, which leads to stronger floods. **This** can destroy houses, roads, and bridges, and kill animals. It also causes health problems like **diseases**. Climate change is expected to make floods worse. In 2020, the biggest floods happened in Praia (the capital) and Santa Catarina, on the island of Santiago.

The government of Cabo Verde approved a national plan to fight climate change. The plan includes changes to laws, use of technology, and help for the most vulnerable people. The

budget for this plan is 30 million euros, and it will be used until 2026.

20

10

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Source: www.adore.ifrc.org

eighty-two

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eighty-three

3	Complete the sentences with information from the text.
	a) Cabo Verde is very to climate change.
	b) Climate change causes more and in Cabo Verde.
	c) Since the 1990s, the country has suffered from serious
	d) Many people moved from theislands to theislands.
	e) Floods are worse in cities because of bad and
	f) The 2020 floods affected many people, especially in and
	g) The government created a national plan with a budget ofeuros, to be used until
4	Find the answers to these questions in the text.
	a) Which islands are most affected by sea level rise?
	b) What happened between 2017 and 2022?
	c) Which places were most affected by the 2020 floods?
	d) How much money is the government planning on using?
5	What do the <u>underlined words</u> in the text refer to?
	a) This line 2
	b) These problems line 5
	c) this line 9
	d) These problems line 16
	e) This line 17
W	/riting (1)
1	Imagine you are a reporter in Cabo Verde.
	Write a short news report about the
	2020 floods.
	Include:  • What happened  • Where it happened  • Who was affected
	What should be done to stop it from happening again

## Listening 🦻



1		hese statements from <b>1 (strongly disagree)</b> to <b>5 (strongly agree)</b> . discuss your opinions with a partner.
	a)	Climate change will radically affect my generation.
	b)	The government is responsible for taking care of the planet.
	c)	Tourists should respect the environment when they visit Cabo Verde.
	d)	I don't have to worry about climate change.
	e)	I would like to know more about how to live a greener life.

2		sten to an interview between Edna and a local official discussing climate nange. Choose the correct option.
	a)	What is the student doing?
		1. Giving a presentation
		2. Doing a school project
		3. Writing a news report
	b)	What are the main climate problems in Cabo Verde?
		1. Earthquakes and volcanoes
		2. Floods, droughts, and rising sea levels
		3. Hurricanes and snowstorms
	c)	What is one thing people can do to help?
		1. Build new houses
		2. Cut down trees
		3. Save water
	d)	Who is the government working with?
		1. Schools and farmers
		2. Tourist
		3. Only scientists
	e)	What does the official say to young people?
		1. It's not your problem
		2. You are the future

Don't worry

3 Label the pictures with the words below.

rising sea levels

recycle

reduce waste

areen communities

less plastic

protect the planet







a)

**b)** .....

c)







4 Listen to the official's message to young people and complete with the missing words.

matter. Even small **c)** like turning off the tap or using

less **d)** , can help protect

Cabo Verde and our e)



## Challenge

In pairs or small groups, create a poster with advice on how to protect the planet.

- $\bullet\,$  Use simple words and pictures to share your message.
- Include at least four tips (e.g. save water).
- Present your poster to the class and display it in the school.



eighty-five

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## Listening





- 1 You're going to listen to the song "Feels like summer". What do you think it's about? Discuss in pairs.
- 2 Listen to the song and choose the correct word.



## Feels like summer

### Childish Gambino



You can feel it in the a) streets / trees

On a day like this, the heat

It feel like summer

I feel like summer

I feel like summer

You can feel it in the streets

On a day like this, the **b) seat / heat** 

I feel like summer

She feel like summer

This feel like summer

I feel like summer

Seven billion souls that move around the c) son / sun

Rolling faster, fast and not a chance to slow down

Slow down

Men who made **d) machines / screens** that want what they decide

Parents **tryna** tell their **e) children** / **friends** please slow down

Slow down

I know

Oh, I know you know that pain

I'm hopin' that this world will **f) arrange / change** 

But it just seems the same

(It feels like the same)

[...]

Every day gets  $\,$  **g)** hotter / water than the one before

Running out of **h) hotter / water** it's about to go down

Go down

Air that kill the i) bees / trees that we depend upon

Birds were made for **j) singing / ringing** 

Waking up to no sound

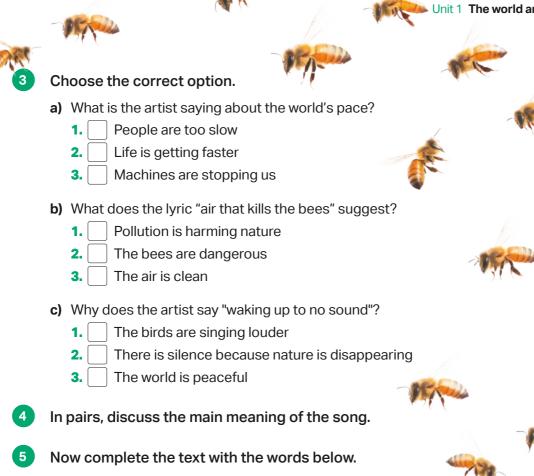
No sound

"Feels like summer", Childish Gambino









nature • sounds • bees • faster change • summer • hotter • water

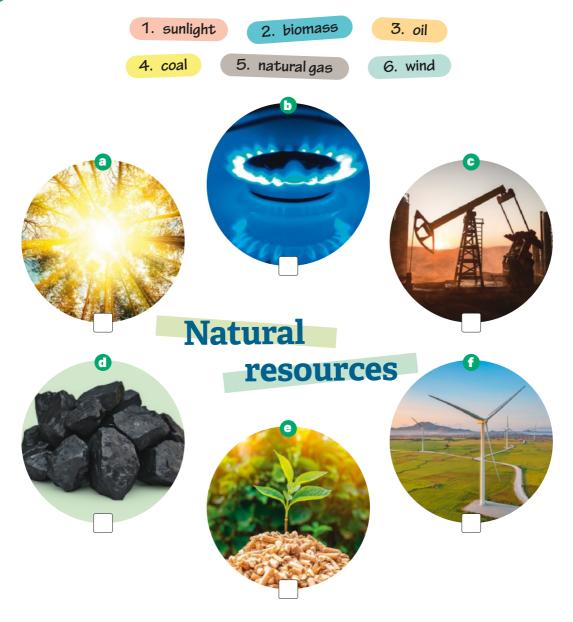
The song "Feels Like Summer" by Childish Gambino talks about how the world is changing. Every day is getting **a)** and the Earth is in danger. The song tells us that people are moving **b)** and we need to slow down. It also shows how **c)** is disappearing – the **d)** are dying, and there are no more bird **e)** in the morning. We are also running out of clean f) Even though the music feels calm, the message is clear: we must take care of the planet before it's too late. The artist hopes the world will **g**) \_\_\_\_\_\_, but he knows it's not easy. It may feel like **h)** but something is wrong.

6 How does the song make you feel? Discuss in pairs.

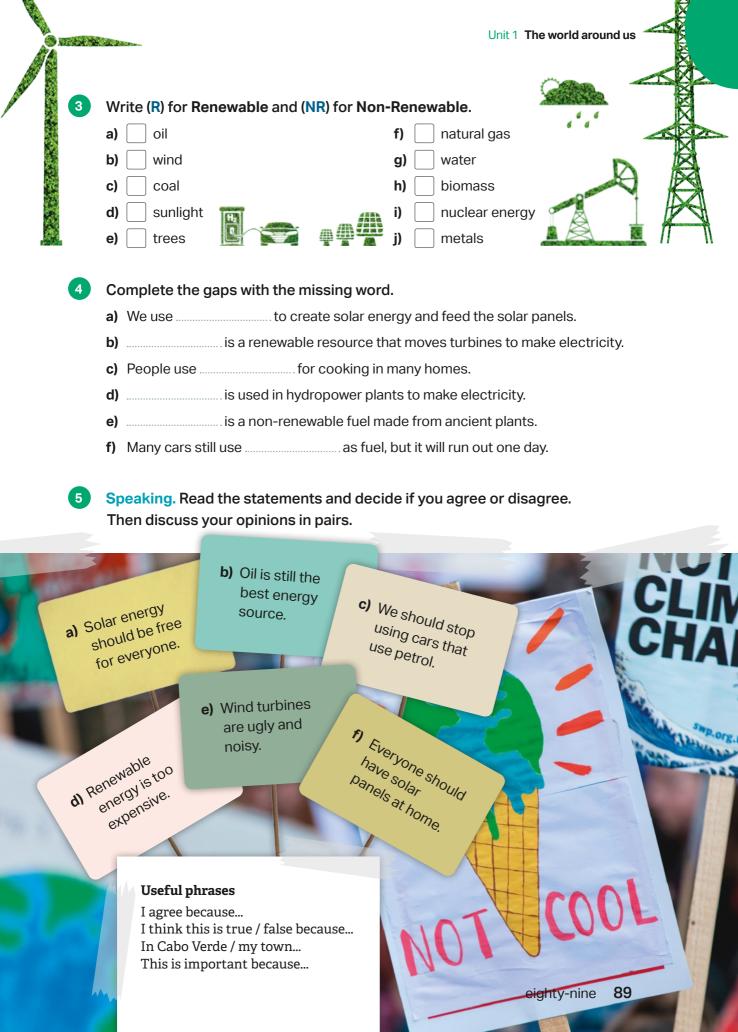
## Vocabulary (2)

### **Natural resources**

1 Label the pictures with the words below. Then listen and repeat.



- 2 Complete the types of energy with Renewable (R) or Non-renewable (NR).
  - energy comes from natural sources that can be used only once. They take millions of years to form and will run out one day.
  - energy comes from natural sources that can be used again and again. These sources do not run out if we use them carefully.



## Reading



- Think about your day. How many things do you use that need electricity? Where do you think that electricity comes from? Discuss with a partner.
- Read the report and complete with the headings below.





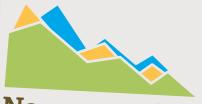
Problems

Introduction

Conclusion

Solutions

Energy use



## Non-renewable energy

in Cabo Verde

This report is about non-renewable energy in Cabo Verde. It explains how it is used, the problems it causes, and what can be

Cabo Verde uses either diesel generators or imported fuel to produce electricity. Because the country has no oil or gas, it must import energy. As a result, it is expensive and creates pollution.

Non-renewable energy causes pollution and climate change. It is not sustainable, so it will run out one day. Although it is still common, it is not a good long-term solution

Cabo Verde is using more renewable energy, like solar and wind. These are clean and free. However, new technology and time are needed. The goal is to reach 100% renewable energy.

Cabo Verde still uses non-renewable energy, but changes are happening. Renewable energy is better because it protects the environment and costs less in the future.

3	Read the report again. Are these sentence	es true (T) or false (F)?
	a) Cabo Verde produces its own oil an	d gas.
	<b>b)</b> Diesel is a type of renewable energy	y.
	c) Non-renewable energy causes climate change.	
	d) Solar and wind are mentioned as clean energy sources.	
	e) The country already uses 100% rene	ewable energy.
4	Now answer these questions.	
	a) What does the report explain about ener	rgy in Cabo Verde?
	b) Why does Cabo Verde use diesel and im	ported fuel?
	c) What is one problem with using non-rene	ewable energy?
	d) How is non-renewable energy affecting t	the environment in Cabo Verde?
	e) What renewable energy sources are mer	ntioned in the report?
	f) What is the country's goal for the future?	?
5	Match the sentence halves.	
	a) Non-renewable energy is not	1. because it has no oil or gas.
	b) Cabo Verde must import fuel	2. a long-term solution.
	c) Solar and wind energy are	3. because it protects the environment.
	d) Renewable energy is better	4. clean and free.

## Challenge

Imagine your town has a big problem – there is no more diesel fuel for electricity. In pairs, discuss these questions:

- What would stop working?
- What would you do?
- How could we get energy another way?



Cabo Verde still uses non-renewable energy, **but** changes are happening.







Cause and effect: show why something happens or what the result is.

Conjunction	Use	Example
because	gives a reason	We use solar power <b>because</b> it's clean.
SO	shows a result	The country has no oil, <b>so</b> it imports fuel.
as a result	shows a consequence	The fuel is imported. <b>As a result</b> , it is expensive.

**Contrast:** show **differences** between two ideas.

Conjunction	Use	Example
but	joins two different ideas	Oil is common, <b>but</b> it is not sustainable.
although	shows contrast within one sentence	<b>Although</b> oil is used, it pollutes the air.
however	shows contrast between two sentences	It is cheap. <b>However</b> , it is harmful.

Correlative conjunctions (used in pairs): show choice or negation.

Conjunction	Use	Example
either or	gives two options	The energy comes from <b>either</b> diesel <b>or</b> imported fuel.
neither nor	shows that both options are negative	Cabo Verde has <b>neither</b> oil <b>nor</b> gas.

## **Exercises**

1 Complete the sentences with because / so / as a result.

a) The country has no natural fuel sources, it needs to import energy.

b) The fuel is expensive. many people pay more for electricity.

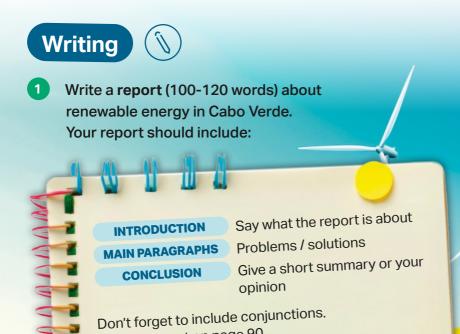
c) Renewable energy is important it helps reduce pollution.



2	Complete the sentences wit	th but / although / however.	
	a) Diesel is used in Cabo Verd	e,it is not a clea	an energy source.
	b)renewab	le energy is better, it is more expe	nsive at the start.
	c) The government wants to read planning.	educe fuel imports.	, this takes time
3	Rewrite each sentence using	g the conjunction in brackets.	
	a) Cabo Verde uses diesel. It a	also uses imported fuel. (either o	r)
	b) The country has no oil. It ha	as no gas. (neither nor)	

4 Complete the text with a conjunction.

Cabo Verde does not have	its own oil or gas	s, <b>a)</b>	it must import
fuel from other countries.	b), e	energy in the co	ountry is
expensive. Diesel is often ι	ısed. <b>c)</b>	it creates po	ollution and is
not sustainable. d)	many peop	le know about	renewable
energy, it is not always eas	y to use. The cou	intry needs <b>e)</b>	better
technology <b>f)</b>	more investmer	it to make the c	hange. The
government has <b>g)</b>	time <b>h)</b>	mone	ey to waste. Solar
and wind power are good	options i)	they are	clean and free.
The change is possible. j)	, it wi	ll take time.	



See the report on page 90.

ninety-three

## **Speaking**



1 Read these two proverbs. What do they mean? Discuss in pairs.





2 Look at these phrases for debating. Complete the table with the missing phrases.

I see your point, but	Exactly! I believe That's not always the case	
Agreeing	Disagreeing	Giving opinions
l agree with you.	b)	In my opinion
That's a good point.	I'm not sure I agree with that.	d)
That's true, however	l don't agree because	From my point of view
a)	c)	I think it's important to

- Work in pairs or two small teams. Choose a statement and prepare your arguments. Decide who is for and who is against. Debate the statement.
  - a) People should stop flying to reduce climate change.
  - **b)** Tourism is bad for nature and local communities.
  - c) We should only buy products that are good for the planet.
  - d) Protecting animals is more important than building new roads.
- 4 After the debate, answer these questions.
  - a) What was your strongest argument?
  - **b)** What did you learn from the other side?
  - c) Has your opinion changed?



## mini-project

## Make your eco-friendly school plan!

Imagine your school becomes completely eco-friendly. You are going to create a plan, a design, and a set of green rules to help turn your school into a model for sustainability.



## 1. Work in small groups or pairs and brainstorm answers to these questions

- How can schools save water?
- How can we use less electricity?
- How can students and teachers reduce waste?
- How can classrooms be more connected to nature?

## 2. Create your eco-friendly school plan. Draw and label your Green School

Include areas like:

- Solar panels on the roof
- Rainwater collection system
- Recycling stations
- Gardens or green spaces

Eco-classrooms (with natural light, fans, or air plants)

- 3. Write your **Green school rules** (5-8) to help students and teachers take care of the planet Example: *Recycle paper*.
- 4. Prepare a 3-minute presentation of your plan and rules to share with the class

Speak clearly and explain:

- What your school will look like
- How your ideas help the environment
- Why they are good for students, teachers, and the community



## Wordlist

### **Jobs**

software developer programador/a de software

receptionist rececionista

farmer agricultor/a

nurse enfermeiro/a

tour guide guia turístico/a

entrepreneur

empreendedor/a

fisher pescador/a

hairdresser cabeleireiro/a

chef *chef de cozinha* indoor jobs *trabalhos em* 

ambiente interior outdoor jobs trabalhos ao ar

manual jobs trabalhos

manuais administrative jobs trabalhos administrativos healthcare jobs trabalhos na

área da saúde

### Skills and qualities

precision precisão

communication

comunicação

creativity criatividade

compassion compaixão

physical endurance

resistência física

stamina energia; resistência

knowledge of (languages)

conhecimento de (línguas)

patience paciência

### Work

part-time job trabalho a tempo parcial

full-time job trabalho a tempo inteiro

remote à distância

training formação

internship estágio

interview entrevista

interviewer entrevistador/a

interviewee *entrevistado/a* water scarcity *escassez* 

de água

## Climate and natural disasters

drought seca

tropical wind vento tropical landslide deslizamento de terras

storm tempestade

coastal erosion erosão

da costa

flash floods cheias repentinas

overfishing pesca excessiva soil degradation degradação dos solos

### **Money**

cash dinheiro físico

ATM multibanco

change troco

coins moedas

wallet carteira

mobile payment pagamento móvel

## Prices and payments

cash register caixa registadora

receipt recibo

fee taxa

refund reembolso

(sales) tax imposto sob vendas

price tag etiqueta de preço

## **Digital devices**

laptop computador portátil desktop computer computador fixo smart TV televisão inteligente wireless earphones auscultadores sem fios

### **Natural habitats**

desert deserto

savannah savana

mangrove mangal

ocean oceano

mountain montanha

volcano *vulcão* 

dunes dunas

beach praia

cliff falésia; penhasco

### Natural resources

sunlight luz do sol

biomass biomassa

oil petróleo

coal carvão

natural gas gás natural

wind *vento* 

## **Project file 1**

## Create a new job!

You are going to invent a new job that doesn't exist yet. It can be funny, futuristic, or completely original!

## **STAGE 1**

Look at these unusual jobs. In pairs, describe what you think the jobs are like. Then read and check.

Pet food taster

Odour judge

Water slide tester

Golf ball diver

## Pet food taster

Pet food is a multi-million-dollar industry, so it should come as no surprise then that it's taken very seriously. It's not just pets that are picky about what they eat - their owners can be very particular about the ingredients, health benefits, and smell of the food they're feeding to their beloved pets.

You'll have to assess products on packaging, smell, nutritional value, and – yes - the texture and taste as well. All in a day's work, right?



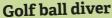


## Odour judge

Odour judges are hired by manufacturers of all kinds of products to test out their aroma before they hit the market. Essentially, you'd be sniff testing products to check if they smell good (or not). It's not just limited to perfumes either – think things like cleaning products, cosmetics, pre-packaged food, and toys.

## Water slide tester

Water Slide testers check to see if the water slides in resorts, theme parks, and hotels are both fun and safe. Imagine how fantastic it would be turning up to work every single day...



Basically, professional recyclers, golf ball divers retrieve golf balls from bodies of water in or around golf courses. The golf balls are then cleaned up, repackaged, and resold. You could be part of an organisation where you just turn up, dive, and earn a bit of money. Or you could negotiate contracts to work independently for golf courses.

It's not glamorous work, often involving hard work and diving into dirty waters filled with all kinds of dangers. The rewards? Well, you could earn upwards of \$100 per hour; Glen Berger claims to have made over \$15 million throughout his career.

Source: www.studyworkgrow.com (adapted)

- Read the profiles and match the people to the jobs.
  - **a)** Lucas loves swimming and is not afraid of dark or dirty water. He works alone most of the time and earns good money collecting and selling lost sports equipment.
  - **b)** Sara has a sensitive nose and works for a company that makes cosmetics and cleaning products. She smells different things all day to decide if the product should go to shops.
  - **c)** Tom works for a holiday resort. Every morning, he checks if everything is safe and exciting for visitors. He spends a lot of time testing equipment and playing in the water.
  - **d)** Mia works in a laboratory where she checks the quality of food products. She smells, tastes, and looks at the texture of food but not food for people!
- 3 Which job would you like to do? Why?

## STAGE 2

In pairs or small groups, you are going to invent a new job that doesn't exist yet! It can be funny, futuristic, or completely original! – like *dream builder*, *emoji translator*, or *virtual travel agent*.



interview.

After all the students have presented their advert, vote for the most creative

job and the most useful job.

## Time to revise! 1

- 1 Complete the sentences with the correct form of the verb.
  - a) A nurse usually ......(work) long shifts.

  - d) She ...... (take) part in a training course this week.
  - e) Farmers ...... (use) different techniques depending on the season.



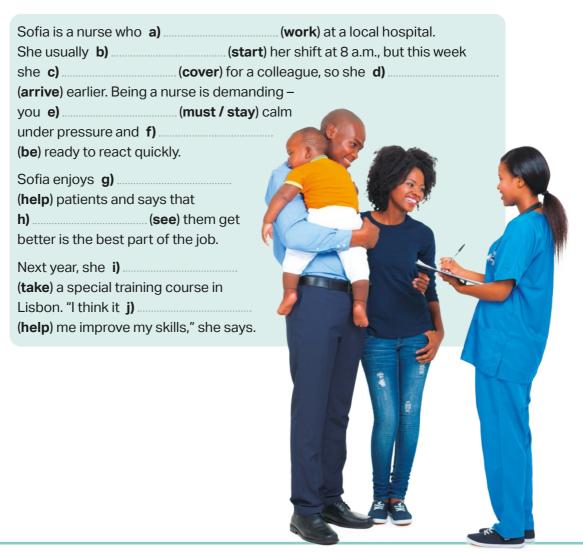
- 2 Complete the sentences with a modal verb: must, can, should.
  - a) Tour guides ......know a lot about local history.
  - **b)** You ...... wear a uniform in this job. It's the rule.
  - c) Interns ask guestions when they're unsure.
  - d) I'm sorry, but you ......speak to the manager now. She's busy.
  - e) Receptionists ...... be polite and organised.
- 3 Choose the best form of the future for each sentence.
  - a) I think I will get / 'm going to get / 'm getting the promotion.
  - **b)** We 'Il start / 're going to start / 're starting a new project next month. It's on the calendar.
  - c) He will apply / is going to apply / is applying for a part-time job. He needs extra money.
  - d) Don't worry, I 'II send / 'm going to send / 'm sending you the contract later today.
  - e) She 'Il have / 's having / 's going to have an interview tomorrow at 10.



4 Co	omplete the sentences using the gerund.
a)	(work) night shifts can be exhausting.
	He enjoys
c)	They're interested in
d)	I don't mind(travel) for work.

Complete the gaps with the correct form of the verbs in brackets.

e) ......(learn) new skills is important in any job.



6	Ch	noose the correct quantif	ier: much, ma	ny, a lot of, a few, a li	ittle, some, any.
		I don't have			
		Are there	•	, ,	y?
	c)	We need	information be	efore we decide to in	vest.
	d)	I only have	coins in my	wallet.	
	e)	She saved	Euros last ye	ear.	
	f)	They gave me	advice al	bout budgeting.	
7	Сс	omplete the sentences us	sing the first c	onditional.	
	a)	If I save enough money, I	•••••	( <b>buy</b> ) a new laptop.	
	b)	You( <b>not</b> i	r <b>each</b> ) your go	oal if you spend too m	nuch.
	c)	If we(inv	est) wisely, we	'll make a profit.	
	d)	They'll offer you a loan if income.	you	( <b>have</b> ) a stable	
	e)	If prices rise again, many	families	(struggle).	
8	Сс	omplete the sentences us	sing the secon	nd conditional.	1
	a)	If I earned more, I	(trave	el) abroad.	
	_	If I earned more, I			apital.
	b)		) our own busir	ness if we had more ca	
	b) c)	We(start	) our own busir	ness if we had more ca	
	b) c) d)	We(start	) our own busir ow) more abou	ness if we had more can trinances, he wouldnown(win) the lottery?	r't
9	b) c) d) e)	We	our own busir w) more abou r, peopler	ness if we had more can t finances, he wouldn (win) the lottery? (borrow) m	r't
9	b) c) d) e)	We	ow) more about who mo	ness if we had more can t finances, he wouldn (win) the lottery? (borrow) m	r't
9	b) c) d) e) Ch a)	We	our own busir w) more abou  r, people f the adjective	ness if we had more can the finances, he wouldnum (win) the lottery? (borrow) man. (expensive) than	r't
9	b) c) d) e) Ch a)	We	our own busir w) more abour , r, people f the adjective (bad) finar	ness if we had more can the finances, he wouldnut (win) the lottery? (borrow) medical (expensive) than incial decision I've	r't
9	b) c) d) e) Ch a) b)	We	our own busir w) more abour  r, people f the adjective (bad) finar (reliable) th	ness if we had more can the finances, he wouldness (win) the lottery?	r't

10	Complete the text with the correct form of the verb in brackets.

If you <b>a)</b> independent, you must people <b>b)</b> manage their money we that can lead to proble	t plan carefully. Many ( <b>not / learn</b> ) how to then they were young, and	
when I was younger, I w However, I d)	(have) better financial habits would have saved more by now.  (try) to improve.  (use) a budgeting wexpenses.	
Next year, I f)	( <b>start</b> ) an online cours ( <b>complete</b> ) it, I'll feel more con	ŭ
If more schools <b>h)</b>	( <b>teach</b> ) students	•

- 11 Choose the correct article (a / an / the / ) for each sentence.
  - a) Climate change is ..... major global issue.
  - **b)** .....ozone layer protects us from harmful UV rays.
  - c) We need .....alternative to plastic packaging.
  - d) It ..... affects ..... environment in many ways.
  - e) I saw ...... endangered species in the documentary.
- 12 Complete each sentence with a demonstrative: this, that, these, or those.
  - **a)** ......factory is polluting the river near our school.
  - **b)** Look at ..... forests they were destroyed by fire.
  - c) I didn't know ......product was made from recycled materials.
  - d) .....animals are losing their habitats due to urban development.
  - e) We should do something about .....situation immediately.



Match the two parts of the sentence	s using conjunctions.
a) People continue to use	<ol> <li>so recycling wasn't possible.</li> </ol>
fossil fuels,	2. although renewable energy is
<b>b)</b> Many animals are in danger,	available.
c) The sea levels are rising,	<ol><li>because they are losing their natural habitats.</li></ol>
d) We planted more trees,	4. as a result, many coastal areas
e) The waste was not	are flooding.
separated,	5. so the air quality improved.
Complete the sentences with either.	or or neither nor.
a)the citytl	
b) We canreduce pla	stic useswitch to glass bottles.
c)wind power	solar energy causes pollution.
d) You can usecottor	n bagsrecycled paper bags
at the supermarket.	
e)farmersf	ishermen in the region are happy
about the changes.	
Fill in the blanks with the correct work	d (article, demonstrative, or conjunction).
a)air we breathe i	is becoming more
polluted each year. b)	
problem for big cities – rural areas ar Many people ignore <b>c)</b>	
signs, <b>d)</b> they do	
the consequences. <b>e)</b>	scientists
warn that we must act quickly.	Ho
We can all make a difference. <b>f)</b> simple changes, like using less plast	cic and saving
energy, can have a big impact. Some	epeople
choose <b>g)</b> cycle t	to work  Separt Fyery
action counts, i)	ioporti zvory
seem.	LASIIC





# A world of many cultures

## **Learning goals**

I can...

- · describe different types of media
- · talk about the news
- · write a short story
- · deliver a news update
- · talk about social media
- · describe World Heritage Sites and tourist destinations
- · write an email
- · role-play a dialogue at the tourist office
- · talk about Intangible Cultural Heritage

### **Unit structure**

- 2.1 Media and society
- 2.2 World Heritage

## Look ahead!

Picture. What can you see in the picture? What type of place do you think they are visiting? What do you think they are doing with the camera?



- Do you know what the word wanderlust means? Read the definition. In pairs, make a list of verbs you associate with this word.
- Video. Now watch the video to check if any of the verbs are mentioned.



impulse to travel and explore the world. It's often used to describe someone who loves discovering new places, cultures and experiences.

- Match the halves to make questions. Then watch to check.
  - Have you ever felt
  - b) Have you ever wanted
  - Do culture, art, c)
  - d) Are you ready to taste
  - Are you willing to hear e)

- 1. stories of people?
- 2. to explore the unexplored?
- 3. the urge to go places?
- 4. experiences excite you?
- 5. a new world?

In pairs, discuss the questions in exercise 4.

## Challenge

Imagine you're exploring a new country, city, or remote island. In just 5 lines, write a story about your travel adventure. Be creative! Your story can be funny, mysterious, romantic, or even dramatic!

**Examples:** Lost passport. Found love instead. Missed flight. Slept in airport.

Quiz. Let's see what you know! Do the quiz and then compare your answers with a partner.	QUIZ
<ul> <li>Which organisation is responsible for designating World Heritage Sites?</li> <li>a) UNDP</li> <li>b) UNESCO</li> <li>c) WHO</li> </ul>	The Great Wall, a UNESCO World Heritage Site, is located in which country?  a) Japan b) China c) South Korea
<ul> <li>The ancient city of Timbuktu, a World Heritage Site, is located in which African country?</li> <li>a) Nigeria</li> <li>b) Mali</li> <li>c) Senegal</li> <li>What is the name of the famous archaeological site in Peru known for its Inca ruins?</li> <li>a) Machu Picchu</li> </ul>	or building?  a) A famous bridge
<ul><li>b) Chichén Itzá</li><li>c) Angkor Wat</li><li>4 Which country is home to the</li></ul>	<ul><li>b) Storytelling</li><li>c) A national park</li><li>What is a digital nomad?</li></ul>
media network "Al Jazeera"?  a) Saudi Arabia  b) Qatar  c) UAE	<ul> <li>a) Someone who travels on holiday once a year</li> <li>b) Someone who works online while travelling to different</li> </ul>
Which of these platforms is mainly used for sharing short videos?	places c) Someone who works in a travel agency
<ul><li>a) Facebook</li><li>b) Instagram</li><li>c) TikTok</li></ul>	<ul> <li>Which of these World Heritage</li> <li>Sites is found in Italy?</li> <li>a) Petra</li> <li>b) Eiffel Tower</li> </ul>

c)

Colosseum

# **2.1** Media and society



# Vocabulary (Q



#### Mass media

Look at the words related to mass media and write them in the correct category. Some words can go in more than one category. Then listen and repeat.

channel • podcast • newspaper • meme • post • station commercial • frequency • headline • tabloid • streaming disc jockey (DJ) • influencer • broadcast • article • social media



In pairs, add more words to each category.

headline





influencer





channel





- a) You scroll and see a funny picture with a caption it goes viral!
- Your favourite YouTuber with 1 million followers posts a "Day in my life" video.

broadcast



- c) "ALIENS LAND IN PRAIA!" is printed in big letters on the front page.
- d) A short, catchy video comes on between two parts of your show.
- e) You listen to a 15-minute show on Spotify about Cape Verdean music.
- f) A gossip newspaper about celebrities and shocking stories.
- g) TCV, RTP África, Trace Urban... all examples of this.
- h) A football match is shown live on TV and online at the same time.
- 4 Speaking. In pairs, discuss these questions.
  - a) Do you follow any Cape Verdean YouTubers? Who and why?
  - b) What's your favourite local radio station, and when do you listen to it?
  - c) Have you ever seen a funny meme in Kriolu or Portuguese? What was it about?
  - d) Do you think social media is more popular than newspapers in Cabo Verde? Why?

5 Now choose one of the questions from exercise 4 and summarise your findings to share with the class.



# Reading



Think about where you find information in your daily life. Then, check  $(\checkmark)$  the sources you use for each topic. Compare with a partner.

	TV	Radio	Internet	Social media	Newspaper	I don't usually check.
Sports						
Music						
Fashion						
Gadgets						
Celebrities						

Now read this blogpost and find out which media are mentioned.



# TEEN VOICES: HOW WE USE MEDIA

Welcome to Teen voices, a youth blog where Cape Verdean teens share how they use different types of media in their everyday lives.

#### Vera, 16 · São Vicente

I'm always on my phone! I use Instagram and TikTok to follow Cape Verdean influencers, watch dance videos, and check memes. I also like short documentaries on YouTube. Sometimes, I listen to podcasts about culture and mental health. Social media helps me learn and also connect with friends. But I try not to spend too many hours online!



#### Daniela, 15 · Santiago

To be honest, I don't read newspapers every day. But sometimes I see them at school or in cafés. When there's a football match, I read the sports page. I also like looking at magazines at the hair salon. They're full of photos, gossip, and stories about singers and actors. It's fun, even if I don't read them all the time.

#### Joel, 16 · Sal

I usually watch TV at night after school. My favourite channel is TCV because they show Cape Verdean programmess and news. I also like watching music videos on Trace Urban. At the weekend, I watch series in Portuguese or sometimes in English with subtitles. TV helps me relax after a long day.



#### Eliane, 15 · Fogo

My uncle always listens to the radio in the morning. I didn't care before, but now I enjoy it too! I like Rádio Cidade because they play kizomba and funaná and sometimes interview local artists. At the weekend, I listen to a radio show about teenage life. Radio feels more personal – like someone is really talking to you.

one hundred and eleven 111

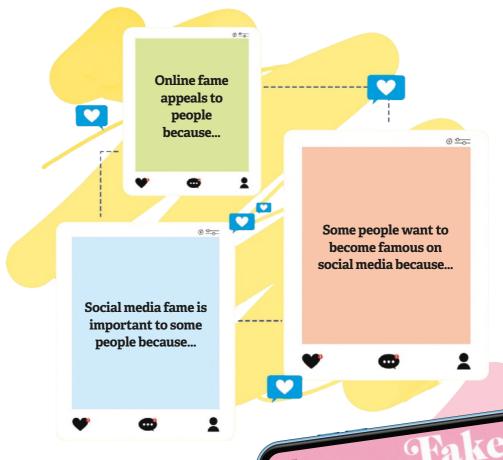
	_		_				
3		ead the blog pos era, Daniela, Joe	_		answer the o	questions with the teen's name	
	-			-	at includes mi	usic and interviews?	
						vith friends?	
				_		e?	
						/ day?	
					_		
	f)			•	•	e?	
	.,	····o tamo aboat	ороно	9 .00			
	M	atab tha madia w	rordo	with their	maaninga		
4		atch the media w				s of followers who can influence trenc	łe
	a)	Meme		•		shared on the internet	15
	p)					u can tune into	
	c)	Influencer			_	nstagram or TikTok	
	d)	Channel Social media	_			isten to online	
	e)	30Clai media			,		
5 W		ch type of media is enagers in Cabo V	the m	nost import oday – TV, ı	tant	on below.	
		print or dig	tal? W	/ny :		Hasful law muses	
					io-	Useful language	
					100 mg	In my opinion I agree / I don't agree because	
					4	For me, the most useful is	
			0	6			
			The same	Titles	\$ 52		
	Cl	nallenge					
						The state of the s	
		gine you are the next gu ger on <i>Teen voices</i> .	iest	1		4	77
		e a short post (50-70 wo	rds).				
	Inclu	ı <b>de:</b> ur age and island		1			
	• Wh	nat type(s) of media you	ı use				
		ny you like them					
		y favourite apps, show stations	>,				
					W3	F F	
		5					



Match the words to their meaning.

feed follow lurker creator story tag a) Someone who watches or scrolls without commenting, liking, or posting ...... b) To subscribe to someone's updates so you see their content regularly ..... c) A photo or video that disappears after 24 hours d) A person who makes and shares original content on social media ..... e) To mention someone in a post or comment using their @username ..... f) The main stream of content you see on your homepage

Why do you think people want to be famous on social media? In pairs, come up with three reasons.



Now watch the trailer for the documentary film Fake famous. Are any of your ideas mentioned?

4	Choose the correct option.
	a) What do most kids in the United States of America want to be?
	1. Doctors 2. Influencers 3. Athletes
	in Doctors Indentices
	<b>b)</b> According to the trailer, what do people often not realise about influencers' lives?
	1. They are very poor
	2. They travel too much
	3. Most of it is not real
	c) What is the purpose of the experiment in the trailer?
	1. To find the most popular influencer
	2. To create a reality show
	3. To make random people become famous online
	To make random people become famous online
	A (T) (1 (E)O.W
5	Are these statements true (T) or false (F)? Watch again to check.
	a) The documentary says influencers always tell the truth.
	b) People can buy fake followers online.
	c) The experiment is about becoming rich.
	d) One participant said they were getting free stuff.
	e) All Instagram accounts are real.
6	Speaking. In pairs, discuss these questions. Then share your opinions with the
	class.
	a) What does the documentary say about the difference between <b>real</b> and <b>fake</b> fame?
	<ul><li>b) How do you think fake followers and likes affect people's mental health?</li></ul>
	c) What qualities should a person have to be a good influencer?
	c) What qualities should a person have to a six 5
	Challenge
	In pairs, one student is the <b>journalist</b> , the other
	is the <b>influencer</b> . The journalist asks questions
	is the <b>influencer</b> . The journalist asks questions and the influencer answers, using imagination.
	and the influencer answers, using imagination.  Journalist: You work for a youth magazine and
	and the influencer answers, using imagination.  Journalist: You work for a youth magazine and are writing an article on social media fame.
	and the influencer answers, using imagination.  Journalist: You work for a youth magazine and
	and the influencer answers, using imagination.  Journalist: You work for a youth magazine and are writing an article on social media fame.  Influencer: You took part in a social experiment where you became "fake famous" quickly.  Then write a short summary of the interview to
	and the influencer answers, using imagination.  Journalist: You work for a youth magazine and are writing an article on social media fame.  Influencer: You took part in a social experiment where you became "fake famous" quickly.
	and the influencer answers, using imagination.  Journalist: You work for a youth magazine and are writing an article on social media fame.  Influencer: You took part in a social experiment where you became "fake famous" quickly.  Then write a short summary of the interview to

## Listening



- Do you know who KSI is? If you do, what do you know about him?
- Read the short biography and answer the questions.
  - a) Where is his family from?
  - **b)** What nationality is he?
  - c) How did he become famous?

KSI, born Olajide Olayinka Williams Olatunji, has family roots in Nigeria. He is a British YouTuber, rapper, boxer, and entrepreneur who became famous through his FIFA gaming videos and comedic content. He later expanded his career into music, boxing, and business, becoming one of the UK's most influential online personalities.



3	Lis	sten to a radio programme about KSI and choose the correct option.
	a)	What did KSI do instead of doing his homework?
		1. He played outside
		2. He played video games
		3. He studied very hard
	b)	What kind of videos did he post on YouTube at first?
		1. Football game videos
		2. Cooking videos
		3. Travel vlogs
	c)	How did people react to his channel at the beginning?
		1. It became famous immediately
		2. Nobody watched it
		3. Not many people watched it
	d)	How did KSI feel after getting his exam results?
	•	1. Excited
		2. Embarrassed
		3. Confused
	٠,	
	e)	Why do many young people look up to him now?
		1. Because he followed his dream
		2. Because he won all his exams

Because he went to university

Listen to the song. How many subscribers does he have on YouTube?



Listen again and complete with the words below.





#### In the thick of it

KSI

I'm in the thick of it, everybody knows They know me where it snows, I skied in and they froze I don't know no nothin' 'bout no ice,

I'm just cold

Forty somethin' milli' subs or so, I've been told

I'm in my prime and this **ain't** even final a)

They knocked me down, but still, my feet, they find the **b)** 

I went from livin' rooms straight out to sold-out c)

Life's a fight, but, trust, I'm ready for the war

Woah-oh-oh

This is how the story goes (\*2)

Vocabulary box

ice: expensive jewellery (hip-hop culture)

ain't: am not (slang) bling: shiny jewellery

smash through the ceilin': achieve

I'm in the thick of it, everybody knows They know me where it snows, I skied in and they froze

I don't know no nothin' 'bout no ice, I'm just cold

Forty somethin' milli' subs or so, I've been told

From the **d)** to the ring, to the pen, to the e)

Where's my **f)** .....? That's my

bling

Always drama when I g) .....

See, I believe that if I see it in my

h) ..... Smash through the ceilin' 'cause

I'm reachin' for the stars

Woah-oh-oh

This is how the story goes (\*2)

"In the thick of it", KSI





#### Past simple and past continuous

KSI was spending hours playing video games in his room. Not many people watched his channel, but he didn't stop.

We use the **past simple** for **completed actions** in the past.

Regular verbs: He **decided** to film himself. verb + ed (+) / didn't + verb (-) Irregular verbs: His channel **grew** slowly. See list (+) / didn't + verb (-)

We use the **past continuous** for:

- Actions in **progress** at a time in the past. He **was spending** hours playing video games.
- Two actions happening at the **same time**. *KSI* was creating videos while his classmates were studying.
- A **longer** action interrupted by a shorter one. Life **was getting** tough, but he didn't give up.

#### Form

I was listening to the music. was/were + verb -ing (+) I wasn't listening to it. wasn't/weren't + verb -ing (-)

#### When and while

We use **when** to introduce a shorter action (past simple) that interrupts a longer one (past continuous).

KSI was playing FIFA when he got the idea to start a YouTube channel.

We use **while** to introduce a longer action (past continuous).

While KSI was playing FIFA, he got the idea to start a YouTube channel.

#### **Exercises**

- Choose the correct option: past simple or past continuous.
  - a) The journalist was interviewing / interviewed the actor when the lights went out.
  - b) I was watching the news last night when I heard / was hearing about the accident.
  - c) While we were scrolling / scrolled through social media, we saw the breaking news.
  - d) The news anchor **spoke / was speaking** when the camera suddenly cut off.
  - e) They read / were reading the article while we discussed / were discussing it.

<b>2</b> Co	omplete the sentences with the correct form of the verbs in brackets.
a)	While the reporter(talk) live on TV, a protest(begin) behind her.
b)	I
c)	The presenter(introduce) the show when a technical problem(happen).
d)	The channel (crash) while people (watch) the documentary.
	rite sentences using the correct form of the verbs and add when or while.
-	I/listen to music / I / hear / a loud noise
-	She / cook / dinner / her friend / arrive
	They / study / it / start to rain  He / play / FIFA / he / have / an idea
In the s	ong "In the thick of it", KSI talks about a time when he a) (face)
people	pressure and stress. While he b) (try) to follow his dream,  c) (doubt) him. He also d) (train) for boxing  e e) (work) on his music.
g)	ng shows that even when life <b>f</b> ) ( <b>be</b> ) difficult, KSI ( <b>not / give up</b> ). He <b>h</b> ) ( <b>keep</b> ) going and now he is ful in many areas.

V	ocabulary (Q	)		11-1-6		
The	news					
1	Match the halves to fo	orm sentence	es.			
	a) The news was b	roadcast	1. on social media.			
	<b>b)</b> A journalist repo	orts	2. live on television.			
	c) The story was p	osted	3. everything you rea	ıd.		
	d) A rumour started	d	4. on social media las	st night.		
	e) Don't always tru	st	5. without any proof.			
	f) The report was b	oased	6. on facts and evide	nce.		
	g) The headline car	ught	7. my attention right	away.		
	h) The photo was p	osted	8. the latest news fro	m the scene.		
2	Complete the sentences with the correct word below.  broadcast • fake news • interview • rumour • editor • live					
	a) The speech was		on TV and radio.			
	b) I watched a politician	n give an	about the r	new law.		
	c) The story was share	d everywhere	, but it turned out to be			
	d) A	started that t	he president had resigne	ed.		
	e) The programme was	shown	from Lisbor	١.		
	<b>f)</b> The	decided to	put the story on the from	it page.		
3	Match the verbs to the	eir meaning.				
	a) break out	1. to become	ne very popular and spre	ad quickly online		
	<b>b)</b> go viral	2. to stop o	or disconnect (power, con	nmunication, access)		
	c) find out	3. to invest	igate or examine someth	ing		
	d) make up	4. to discov	ver or learn information			
	e) look into	5. to start s	suddenly (fire, protest, dis	sease, etc.)		
	f) cut off	6. to invent	false information			

Go viral

Rumour

Story

News

Interview

Live

- Complete the gaps with verbs from exercise 4 in the correct form.
  - a) Have you ever seen a video or post that .....? What was it about?
  - b) How do you usually .....about breaking news?
  - c) Have you ever been in a situation where power or the internet .....?
  - d) Do you think news organisations always .....stories before publishing them?
  - e) Why do people ...... fake news stories?
  - f) Do you know any protests or emergencies that .....? in your area or online?
- Speaking. Now discuss the questions in pairs.
- Label the photos with the words below. Then listen and repeat.

newsroom • news anchor • reporter cameraperson • teleprompter • meteorologist







b) .....









# Reading



Read the headline and answer the questions.

# Fisherman rescues tourists in Cabo Verde

- a) What do you think happened? Who was involved? Where?
- **b)** Have you ever heard of real-life heroes? Share an example.
- Now read the text quickly. What is the main idea? Choose the correct option below.
  - a) A fisherman teaches tourists to swim
  - b) A fisherman helps two people in trouble
  - c) A storm damages a boat in Cabo Verde

## **NEWS**

# Fisherman rescues tourists in Cabo Verde

Yesterday morning, while local fishermen were working near Santa Maria beach on the island of Sal, a dangerous situation happened in the water.

Two tourists were swimming near the rocks when the waves suddenly became very strong. At the same time, a local fisherman, João Fernandes, was sailing back to the shore when he heard people shouting. He looked toward the water and saw the swimmers struggling.

While João was moving his boat closer, the waves were getting higher. He quickly threw a rope to the tourists and pulled them



to safety. Meanwhile, people on the beach were calling the emergency services.

Luckily, the tourists did not get seriously hurt, but they were very tired and shocked. João became a local hero, and many people thanked him for his quick action.



- Read the article again and answer the questions.
  - a) Where did the incident take place?
  - b) What were the tourists doing when the waves became dangerous?
  - c) What was João doing when he heard the shouting?
  - d) How did João rescue the tourists?
  - e) What were the people on the beach doing during the rescue?
  - f) Why did João become a local hero?



- a) The tourists involved in the accident
- **b)** The fisherman
- c) The witnesses





## Writing



Imagine you were one of the tourists or a witness on the beach. Write a short story about what you saw or felt during the rescue.

#### Here are some words to help you:

rescue swim hear throw shout beach suddenly luckily pull

#### **Checklist**

#### Make sure you...

- ☑ use past simple and past continuous correctly.
  - Example: The tourists were swimming when the waves got stronger.
- ✓ use when and while to connect actions.
  - Example: While João was sailing, he heard someone shouting.
- ☑ organise your story with a clear beginning, middle, and end.
- ☑ put the events in the right order and use time expressions. Example: Suddenly, after that, then, in the end.
- $\ensuremath{\underline{\vee}}$  use vocabulary related to the sea, the beach, and rescue situations.
- ☑ check spelling, punctuation, and capital letters.





# Listening



You're going to listen to a news report related to a storm. What words do you expect to hear?



Think of the last time you experienced a storm. Describe it to your partner. Use past simple and past continuous and vocabulary related to storms.

**Example:** I remember a bad storm last year. I was walking home when I heard the thunder. Suddenly, ...

Share your stories with the class.

4	Lister	n to the news report about a storm. T	ick ( <b>✓</b> )	the topics that are mentioned.
	a) 🗌	Flights cancelled	e)	Schools closed
	b) [	Floods	f)	Fire
	c) [	Power cuts	g) [	Roads blocked
	d) [	Wind		

5	No	ow listen again and choose the correct option.	10	
	a)	When did the main event in the report happen?		
		1. Yesterday afternoon		
		<b>2.</b> Early in the morning		
		3. Last weekend		
	b)	What happened to ferry services?		
		1. They were delayed		
		2. They were continued as normal		C 5
		3. They were suspended		
	c)	What were people advised to do?		
		1. Leave the island		
		2. Stay indoors		
		3. Go to school early	, , ,	
	d)	What happened to the roads in some areas?		
	ω,	1. They were blocked by fallen trees		
		2. They were repaired quickly		
		3. They were closed by the police as a precaution	1	
	٥)			N
	e)	What do local authorities say about the future?  1. Storms like this will be more common		
		<ul><li>The clean-up will take weeks</li><li>New safety measures should be introduced</li></ul>		
		ivew safety measures should be introduced		

# Speaking (4)



Imagine you are a journalist working for Cabo Verde 24 News. You are going to deliver a live update on what's happening now after the storm. Your viewers are waiting for information!

### Your update should include:

- A short greeting and introduction
- What happened during the storm?
- What are people doing now?
- What might happen next
- · A quote from someone

#### Useful language

Let's go live to our reporter in Praia... The storm began / started / ended... Today, people are... We think more help will arrive...

Luckily, no one was seriously hurt.









#### **Passive**

Several islands were affected by heavy rain.

Roads are being cleared by local authority.

#### Use

We use the **passive voice** when we want to focus on the **action** or the **result**, not the person who does it.

#### **Form**

**be** (in the correct tense) + **past participle** 

Tense	Active	Passive
Present simple	They close the roads.	The roads <b>are closed</b> .
Past simple	The storm damaged homes.	Homes were damaged.
Past continuous	They were cleaning the streets.	The streets were being cleaned.
Future (will)	They will send more supplies.	More supplies will be sent.
Modal (should / must)	They should repair the bridge.	The bridge <b>should be repaired</b> .

The **agent** is the person or thing doing the action (e.g. by the police, by the storm).

We use the agent when it is **important** or **new information**:

- A warning was given by the mayor.
- The roads were repaired by emergency teams.

#### We **omit the agent** when:

- It's **obvious**. The bridge should be closed <del>by people, by someone</del>.
- It's not important or we don't know who did it. The roads were closed by the *police*. (We don't need to say by the police.)

### **Exercises**

- Choose the correct form.
  - a) Several streets was cleaned / were being cleaned yesterday.
  - **b)** A warning was issued / is issued before the storm started.
  - c) The roads were being repaired / was being repaired all night.
  - d) Emergency kits should send / should be sent to the island.
  - e) The school will reopen / will be reopened next week.



٠,	The storm destroyed many houses.
၁)	They cancelled all buses.
;)	The firefighters were helping families.
d)	They will fix the electricity lines tomorrow.
e)	The police should block the main road.
Co	omplete the sentences with the correct passive form.
a)	The windows (break) by the wind yesterday.
b)	Food and water(deliver) to the shelters tomorrow.
c)	The streets (clean) when people arrived.
d)	A decision (make) last night.
e)	The hospital(build) by a local company.
I	omplete the text with the correct form of the verbs in brackets (active or passive).  Nowadays, a lot of news <b>a)</b> (share) on social media before
I i	Nowadays, a lot of news <b>a)</b> ( <b>share</b> ) on social media before t appears on traditional news sites. Sometimes, breaking news
I i l	Nowadays, a lot of news <b>a)</b> ( <b>share</b> ) on social media before t appears on traditional news sites. Sometimes, breaking news ( <b>post</b> ) by ordinary users who happen to be at the scene.
I i	Nowadays, a lot of news <b>a)</b> ( <b>share</b> ) on social media before t appears on traditional news sites. Sometimes, breaking news
I i I C t	Nowadays, a lot of news <b>a)</b> ( <b>share</b> ) on social media before t appears on traditional news sites. Sometimes, breaking news <b>(post)</b> by ordinary users who happen to be at the scene. Last night, several videos of the storm in Cabo Verde <b>c)</b> ( <b>spread</b> ) quickly on X and Facebook. While the footage <b>d)</b> ( <b>watch</b> ) by thousands of people, journalists <b>e)</b> ( <b>try</b> ) to confirm the
II ii II co	Nowadays, a lot of news <b>a)</b> (share) on social media before t appears on traditional news sites. Sometimes, breaking news <b>b)</b> ( <b>post</b> ) by ordinary users who happen to be at the scene. Last night, several videos of the storm in Cabo Verde <b>c)</b> (spread) quickly on X and Facebook. While the footage <b>d)</b> (watch) by thousands of people, journalists <b>e</b> ) (try) to confirm the facts. Later, the official report <b>f</b> ) (publish)
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I i i l l l l l l l l l l l l l l l l l	Nowadays, a lot of news <b>a)</b> (share) on social media before t appears on traditional news sites. Sometimes, breaking news <b>b)</b> ( <b>post</b> ) by ordinary users who happen to be at the scene. Last night, several videos of the storm in Cabo Verde <b>c)</b> (spread) quickly on X and Facebook. While the footage <b>d)</b> (watch) by thousands of people, journalists <b>e</b> ) (try) to confirm the facts. Later, the official report <b>f</b> ) (publish)
I i i l l l l l l l l l l l l l l l l l	Nowadays, a lot of news <b>a)</b> (share) on social media before t appears on traditional news sites. Sometimes, breaking news <b>b)</b> ( <b>post</b> ) by ordinary users who happen to be at the scene. Last night, several videos of the storm in Cabo Verde <b>c)</b> (spread) quickly on X and Facebook. While the footage <b>d)</b> (watch) by thousands of people, journalists <b>e</b> ) (try) to confirm the facts. Later, the official report <b>f</b> ) (publish)
I i i l l l l l l l l l l l l l l l l l	Nowadays, a lot of news <b>a)</b> (share) on social media before t appears on traditional news sites. Sometimes, breaking news <b>b)</b> ( <b>post</b> ) by ordinary users who happen to be at the scene. Last night, several videos of the storm in Cabo Verde <b>c)</b> (spread) quickly on X and Facebook. While the footage <b>d)</b> (watch) by thousands of people, journalists <b>e</b> ) (try) to confirm the facts. Later, the official report <b>f</b> ) (publish)
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- In pairs, discuss these questions.
  - a) Do you think your online activity is private?
  - b) Who do you think sees what you post or search?



- Watch a clip from the documentary *The social dilemma*. Which sentence best summarises it?
  - a) The speaker explains how people can protect their privacy online.
  - b) The speaker warns that everything we do online is being tracked and used to understand our behaviour.
  - c) The speaker describes how social media helps people stay connected with their friends.
  - **d)** The speaker gives tips on how to use the internet more safely.
- Complete with the missing word. Then watch again to check.

What I want people to know is that everything they're doing online is being **a)** , is being tracked, is being measured. Every single **b)** you take is carefully monitored and recorded. Exactly what **c)** you stop and look at, for how long you look at it, oh yeah seriously for how long you look at it. They know when people are lonely. They know when people are depressed. They know when people are d) at photos of your ex romantic partners. They know what you're doing late at **e)** ... They know the entire thing. Whether you're an introvert or an extrovert or what kind of neurosis you have, what your **f**) type is like. They have more information about us than has ever been imagined in human history. It is unprecedented.

How do you feel knowing that companies are watching what you do online? Should we be worried?





# mini-project

#### Think before you click!

In small groups, you are going to design a poster to raise awareness about online **privacy** and digital footprints. Your goal is to inform other teens that what they do online is being tracked - and to share tips on how to stay safe.



### 1. Discuss these questions in your group

- What do you do online every day?
- What do websites know about you?
- How can you protect your privacy?
- What do you want people to think or do after seeing your poster?

#### 2. Create a catchy title or slogan

Make it short, strong, and clear.

Example: You are being watched!

#### 3. Think of 3-4 key messages or facts

Explain what happens online that people might not realise.

Example: Your likes and searches are saved.

### 4. Think of three tips for staying safe online

Share useful advice that's easy to understand.

Example: Use strong passwords and change them often!

#### 5. Use visual elements

Use drawings, images, warning signs, or emojis to support your message. Make it visual and easy to read from a distance!

#### 6. Present your poster to the class

Be persuasive!



# **2.2** World Heritage



# Reading (6d)



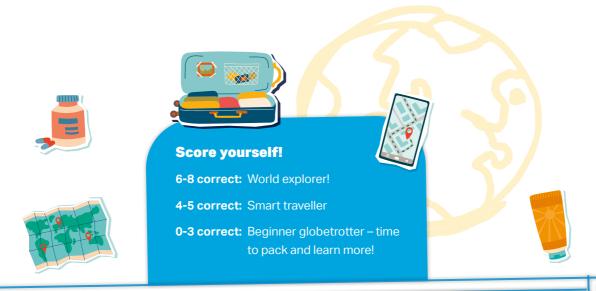
Quiz. Choose the correct answer for each question. Then check your score and see how much of a world explorer you are! Compare your answers with a partner.

# Quiz: Are you a smart traveller?



1 What do tourists usually buy to remember a trip?  a) Luggage b) Souvenir c) Passport	
<ul> <li>Which of these places is usually very peaceful?</li> <li>a) A shopping centre</li> <li>b) A beach at sunset</li> <li>c) A market at noon</li> </ul>	
<ul> <li>What does "breathtaking" mean?</li> <li>a) Very boring</li> <li>b) Very dirty</li> <li>c) Very beautiful or amazing</li> </ul>	
4 Which of these is a World Heritage Site in Cabo Verde?	
a) Praia Market b) Cidade Velha c) Sal Beach	SHE.

128 one hundred and twenty-eight



<b>a)</b> Touris	call a person who	shows tourists ard Traveller	ound? <b>c)</b> Guide			
6 Which of the a) Morna	_	nple of Intangible Bado	e Cultural Heritage? <b>c)</b> Fandango			
7 What do you usually need for international travel?						
a) A map	and a ticket					
<b>b)</b> A driv	ing licence					
c) A pass	sport and visa					
a) Monu b) Templ	le	lt to remember a p	person or event?			
c) Fortre	:SS					





#### **World Heritage Sites**

- How would you define World Heritage? What words do you associate with World Heritage? Discuss in pairs.
- What do you think the role of UNESCO is?
- Now read the definitions below to check.

World Heritage means places in the world that are very important for all people. These places can be **cultural** (made by people) or **natural** (from nature). They are protected by **UNESCO** so future generations can enjoy and learn from them.



#### What is **UNESCO**?

UNESCO is a part of the United Nations, and it stands for United Nations Educational, Scientific and Cultural Organisation.

#### **UNESCO** works to:

- · Protect culture and history
- Support education and science
- Choose and protect World Heritage Sites



In pairs, label these World Heritage Sites. Which countries are they in?

The Colosseum

Taj Mahal

Stonehenge

The Great Pyramids

Machu Picchu



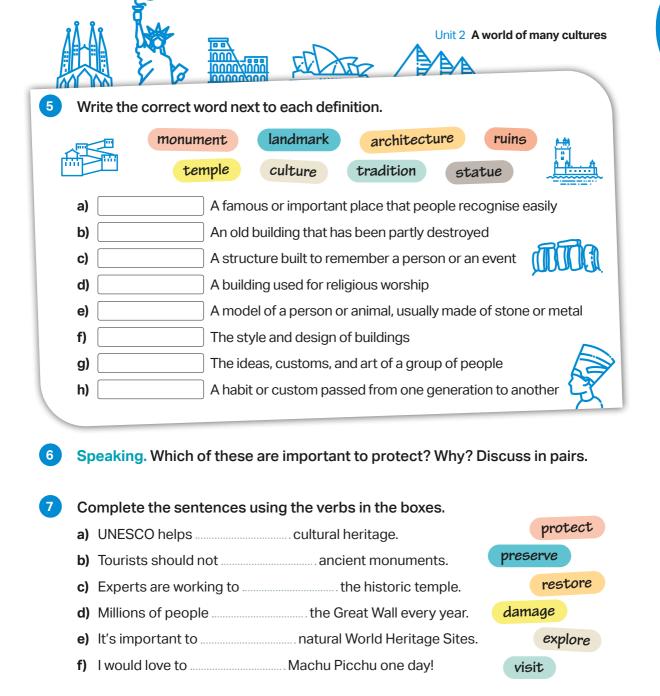


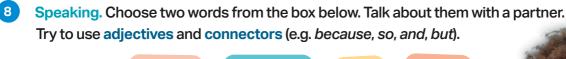




d)







UNESCO monument ruins statue temple culture tradition explore

**Example:** I chose UNESCO and tradition. I think UNESCO is important because it protects traditions from the past.

Then change partners and share what you learned from your first partner.

# Reading



- Discuss the following questions in pairs.
  - a) Have you ever visited Cidade Velha? If yes, what did you see or feel?
  - **b)** What do you know about its history?
  - c) Why do you think it is important for Cabo Verde and for the world?
- Look at the words below. What do you think the text is about?

UNESCO

colonial

fortress.

Creole

slave trade

agriculture

a) Complete these sentences:

I think the text will talk about...

It might include...

- 3 Read the text guickly and choose the best summary.
  - a) A tourist guide to Cabo Verde
  - b) The story of the first European town in Africa and its global importance
  - c) A report about modern life in Cidade Velha

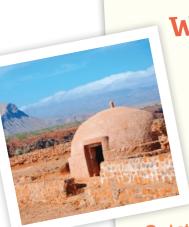
# World Heritage Site: Cidade Velha, historic centre of Ribeira Grande

Cidade Velha, located on the island of Santiago in Cabo Verde, was the first European colonial town built in the tropics. Originally called Ribeira Grande, it was renamed Cidade Velha in the late 18th century. Today, it still shows parts of its original street layout and important historical buildings such as two churches, a royal fortress, and Pillory Square with a 16th century marble pillar.

# Outstanding universal value

Cidade Velha has been recognised by UNESCO because of its major role in:

- European colonial expansion in the 15<sup>th</sup> century
- The Atlantic slave trade in the 16<sup>th</sup> and 17<sup>th</sup> centuries
- The development of the first Creole society, where African and European cultures mixed
- The spread of plants and colonial agriculture between continents





# Why it matters (UNESCO criteria)

- Shows the town's importance in international trade and how it helped spread plant species between continents.
- A strong example of the slave trade's history and the creation
- of a Creole culture. Directly connected to the history of enslavement and the cultural effects that reached Africa, the Americas, and Europe.

## **Protection and care**

Cidade Velha still keeps much of its authentic structure, but it is fragile and needs careful preservation and rehabilitation. While the management of the site is generally good, legal protection and cooperation between agencies must continue to improve.

Source: www.whc.unesco.org

#### Vocabulary box

layout: structure

marble: a hard, smooth stone often used in buildings and sculptures

slave: a person who is owned by another and forced to work without pay or freedom

trade: the buying, selling, or exchanging of goods and services enslavement: the act of taking away someone's freedom

4	Read the text carefully and decide if the sentences are true (T), false (F), or not
	given (NG).

a) Cidade Velha is located on the island of Santiago in Cabo Verde.

b) The name Cidade Velha means "Old City" in Portuguese.

The town was part of the Atlantic slave trade during the 16<sup>th</sup> and 17<sup>th</sup> centuries. c)

d) The fortress of São Filipe was built to protect the city from pirate attacks.

e) Cidade Velha is the only place in Cabo Verde with colonial architecture.

The town played a role in spreading plants between Europe, Africa, and the Americas.

Creole culture developed in Ribeira Grande from African and European influences. g)

h) UNESCO declared Cidade Velha a World Heritage Site in 2009.

Speaking. Discuss these questions in pairs or small groups.

a) Why do you think Cidade Velha is important for the world, not just for Cabo Verde?

b) What does the story of Cidade Velha teach us about history and culture?

c) What are the advantages and challenges of protecting a site like this?



# Listening



- Match the words below to their meaning.
  - tropics a)
- 1. a person who attacks and robs ships at sea
- b) pillory
- 2. to make someone suffer for doing something wrong
- c) punish
- 3. the warm areas near the Equator
- d) pirate
- 4. parts of a building made from stone
- stonework e)
- 5. a frame used to punish people in public
- Listen to a tour guide. What is the guide talking about? Choose the best option.

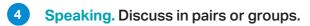








a)	Why is Cidade Velha important?	
	1. It was the capital of Cabo Verde	
	2. It was the first European town in the tropics	
	3. It was a famous tourist resort	
b)	What was the Pillory used for?	
	1. To decorate the square	
	2. To hold a flag	
	3. To punish enslaved people	<del>†</del>
c)	What did the Fortress of São Filipe protect the city from?	
	1. Wild animals	
	2. Pirate attacks	
	3. Floods	
d)	Why is the Church of Nossa Senhora do Rosário special?	
	1. It was built by enslaved people	
	2. It is the oldest colonial church in the world	
	3. It is the biggest church in Cabo Verde	
e)	What makes Cidade Velha culturally unique?	
	1. It has only African traditions	
	2. It mixes African and European cultures	
	3. It was built by Americans	



a) What did you learn about Cidade Velha that you didn't know before?

**b)** Would you recommend Cidade Velha to visitors? Why / why not?

### Challenge

#### Be a tour guide!

Choose a place in your town or island – it can be a monument, square, beach, church, fort, or natural area. Prepare a short talk (2–3 minutes) to introduce it to a group of tourists. Use some of the phrases from the listening!

- What is the name of the place?
- Where is it?
- Why is it important or special?
- What can visitors see or do there?
- What interesting story or fact can you share?

Present your tour to the class – or record it as a voice note!

# Reading



Do you know any World Heritage Sites in Portugal? Read the email and find out which one is mentioned.



ines@portugal.pt

From joao@cv.com

Subject Can you help me with my school project?

Всс

#### Hi Inês,

How are you? I hope everything's going well in Lisbon!

I'm working on a school project about World Heritage Sites, and I thought of you because we've been learning about Cidade Velha here in Cabo Verde. I've already written about its history and why it's important, but now I need to include a site from another country - and Portugal was the first place I thought of!

Have you ever visited the Jerónimos Monastery in Lisbon? We've just read about it in class, and it looks amazing! I've seen some photos online, but I'd love to know what it's like in real life. What did you think of it? Have your teachers talked about it at school?

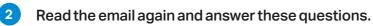
I've been working on this project for a few days now, and I want to make it really good. If you have time, could you tell me what you know about the monastery or send me a few photos?

Thanks so much, Inês! Can't wait to hear from you. Say hi to everyone at home! Hugs,

João

Aa ≠ ≡ ≡ B

Cancel



- a) Why is João writing to Inês?
- **b)** What has João already done for his project?
- c) What does he ask Inês to send him?







#### Present perfect simple





- Life experiences (without saying exactly when). I have visited Lisbon.
- Completed actions with a result in the present. She has finished her project.
- Recent news or changes. We have already learned about Cidade Velha.

#### **Form**

- I/You/We/They have/haven't eaten.
- He/She/It has/hasn't eaten.

have/has + past participle

#### **Exercises**

- Complete the sentences with the present perfect simple form of the verbs in brackets.
  - a) I ......(see) three World Heritage sites.
  - b) She ......(write) an email to her cousin.
  - c) We ......(finish) our history homework.
  - d) João .......(visit) Cidade Velha twice.
  - e) They ...... (not / go) to the museum yet.
- Write sentences in the present perfect simple using these words.
  - a) Maria / finish / her drawing
  - b) We / never / visit / that museum
  - c) I / read / three books this month.....
  - d) He / not see / the new film
  - e) They / be / to Lisbon many times .....



Speaking. Ask and answer with a partner.



- a) Have you ever visited a World Heritage Site?
- b) Have you ever learned about UNESCO?
- c) What's the most beautiful place you have ever visited?
- d) What's the most interesting thing you have eaten?



















#### **Present perfect continuous**

I've been working on this project

We use the **present perfect continuous** to talk about:

- Actions that started in the past and are still happening now. **Example:** I have been working on my project since Monday.
- Recent activities that have a result in the present. **Example:** She **has been reading** about Portuguese history.
- How long something has been happening. **Example:** We have been learning about World Heritage Sites.

#### **Form**

- I/You/We/They have/haven't been working hard.

  have/has + been + verb-ing
- He/She/It has/hasn't been studying.

#### **Exercises**

- Complete the sentences with the present perfect continuous of the verbs in brackets.
  - a) I ...... (study) for my test all morning.
  - b) João ...... (work) on his project this week.
  - c) We ......(read) about Cidade Velha since Monday.

  - e) They ......(prepare) their group work together.
- Write the correct form: present perfect simple or continuous.

  - b) She .......(visit) three World Heritage sites.
  - c) We ...... (learn) about Portuguese culture this week.
  - d) He ..... (write) his report already.
  - e) They ...... (work) on their group project all day.
- Speaking. Discuss these questions in pairs.
  - a) What project have you been working on?
  - **b)** What have you been reading about lately?
  - c) How long have you been learning English?
  - d) What have you been doing today?



Fill in the gaps with the correct verb tense: present perfect simple, present perfect continuous, or past simple.

Welcome to Ilha do Fogo, everyone! I a) as a guide here since 2020, and I still love every tour. This morning, we **b)** our hike to Pico do Fogo, the highest volcano in Cabo Verde. So far, we c) a few times to take photos, and many of you d) great questions about the lava and the last eruption. As we **e)** how the landscape changes – from green farmland to dark volcanic rock. Earlier, we g) a small village where people still live near the volcano. It's amazing, isn't it?

# Writing



Imagine you are writing a school project about World Heritage Sites, just like João on page 136. Choose a site from another country that you want to know more about. Write an email to a friend or cousin who lives in that country. Ask them for information to help with your project. Include:

- A friendly opening
- Why you're writing
- What your project is about
- What you've already done
- A few questions about the site they know
- A closing

#### Useful language

I've been learning about... I've already written about... Have you ever visited...? Could you send me...?



# Vocabulary (Q



#### **Tourism**

Place the words in the correct category. Then listen and repeat.

ruins • mosque • church • souvenir • monastery fortress • museum • castle • cathedral postcards • guidebook • handmade crafts

Religious buildings	Things to buy	Historic buildings

Now label these pictures with words from exercise 1.









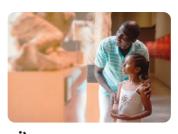




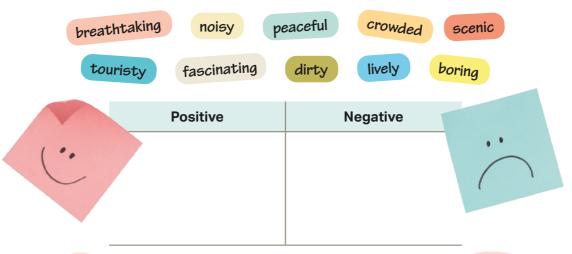




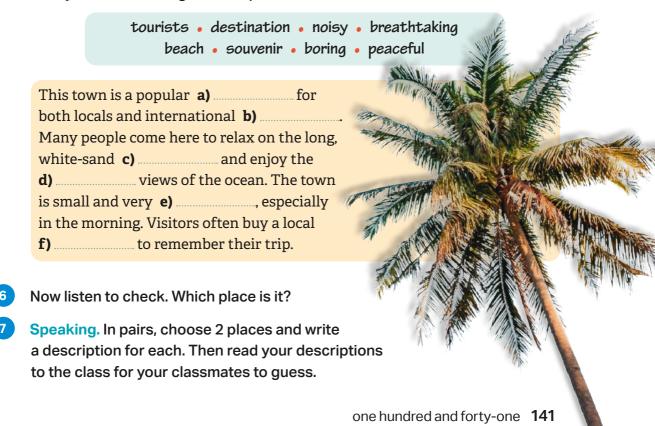




3 Are these adjectives positive or negative? Place them in the correct category.



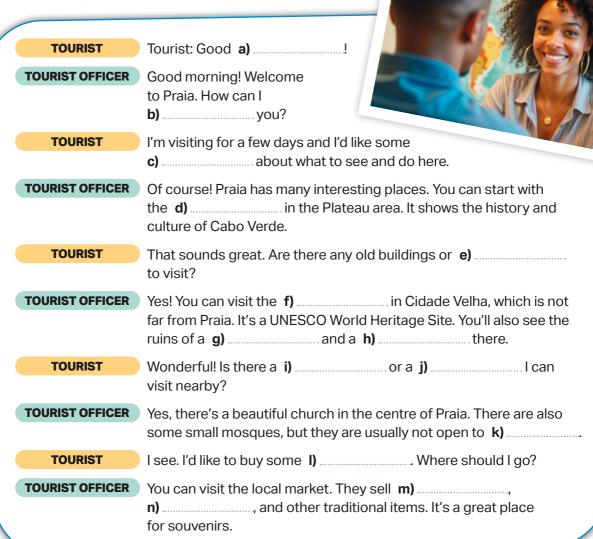
- 4 Speaking. Discuss these questions in pairs.
  - a) Have you ever been somewhere that was too **noisy**? What was happening there?
  - b) Do you prefer **peaceful** places or busy ones when you travel? Why?
  - c) Have you ever visited a **crowded** tourist site? How did it feel?
  - d) Have you been to a place that felt too touristy? What made it feel that way?
  - e) Do you enjoy visiting lively cities or quiet villages more? Explain your answer.
- 5 Complete this description with the words in the box (there are more words than you need). Then guess the place.



## Listening



- What can you do or ask at a tourist office? In pairs, make a list.
- You are going to listen to a dialogue between a tourist and a tourist officer in Praia. Discuss these questions in pairs.
  - a) What might the tourist ask?
  - b) What places do you think the officer will suggest?
  - c) Do you think they'll talk about food? Music? Shops?
- Now listen to check your predictions.
- Listen to the dialogue again and complete the gaps with the missing words.



8855 mi

ALASKA

**TOURIST** That sounds perfect. Oh, and I've heard Cabo Verde has great o) ...... Is there anywhere I can listen to live music? **TOURIST OFFICER** Yes! You can go to some local bars and restaurants in the evening. They often have live performances with traditional Cape Verdean music, like morna and funaná. You'll love it! **TOURIST** I really want to hear *morna*! I've read about Cesária Évora – I had never heard of her before I started planning this trip. **TOURIST OFFICER** She's a legend! You'll hear many songs inspired by her style. **TOURIST** Amazing! Do you have a **p)** ..... or a map I could take? **TOURIST OFFICER** Of course. Here's a guidebook with a map and some suggestions for places to visit. **TOURIST** Thank you so much for your q) .....! **TOURIST OFFICER** You're welcome. Enjoy your stay in Praia – and don't miss the music!

Now role-play the dialogue in pairs.

### **Speaking**



Create your own tourist office dialogue. Use the structure below to help you. Work in pairs. One is the tourist, and the other is the tourist officer.

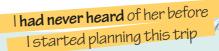
	001	The second secon
USEFUL LANGUAGE	20 Umi	XEL HÁ
Good morning! / How can I help you?		Bull &
I'd like some information about / What can I do?		7305 km 4539 mi
You can visit / There is a	7535 k	PORTUGAL
There's a cathedral / fortress / ruins in	4682	PORTUGAL
Where can I buy? / Are there handmade crafts?		GRECIA 10263 km
Is there live music? / Where can I hear local music?		6377 mj
Here's a map / guidebook for you.	2277 km	COLOMBIA
Thank you! / Enjoy your stay!	1415 mi	A TO
	Good morning! / How can I help you?  I'd like some information about / What can I do?  You can visit / There is a  There's a cathedral / fortress / ruins in  Where can I buy? / Are there handmade crafts?  Is there live music? / Where can I hear local music?  Here's a map / guidebook for you.	Good morning! / How can I help you? I'd like some information about / What can I do? You can visit / There is a There's a cathedral / fortress / ruins in Where can I buy? / Are there handmade crafts? Is there live music? / Where can I hear local music? Here's a map / guidebook for you.

Role-play the dialogue for the class.









#### Past perfect

We use the **past perfect** to talk about an action that happened before another action in the past.

**Example:** I had never heard of her before I started planning this trip.

The past perfect (had never heard) happened before the past action (started planning).

Form: had/hadn't + past participle

**Clue words:** before, after, already, just, never, when, by the time

#### Past simple vs past perfect

Tense	Form	Example	Use
Past simple	verb in past	I <b>visited</b> the fortress.	For completed actions in the past
Past perfect	had + past participle	I <b>had never heard</b> of Cesária Évora before the trip.	For the earlier of two past actions

#### **Exercises**

- Use the past perfect form of the verbs in brackets.

  - d) They were excited because they ......(hear) morna music on the radio.
  - e) We ......(already / buy) souvenirs before we found the local market.
  - f) He felt confident because he ...... (study) the guidebook in advance
- Choose the correct verb form.
  - a) I had bought / bought postcards before I found handmade crafts.
  - b) She had never heard / never heard of Cesária Évora before the trip.
  - c) We had visited / visited the ruins before lunch.
  - d) They had taken / took lots of photos before the tour ended.
  - e) He had learned / learned a few words of Creole before he arrived.



a)	
	We(finish) the tour when it started to rain.
_	I
C)	They(buy) some handmade crafts.
d)	She( <b>read</b> ) the guidebook before she( <b>go</b> ) to the museum.
e)	I(send) postcards after I(find) the post office.
th	ead each pair of actions. Write 1 for the action that happened first and 2 for the one that happened second. Then rewrite the sentence using past perfect and past simple.
a)	I bought a postcard. I visited the souvenir shop.
L	We are all the sealer deal. The sealer had also also be at all the terms
b)	We arrived at the cathedral. The guide had already started the tour.
c)	She listened to <i>morna</i> . She heard about it from the tourist officer.
d)	I took photos of the ruins. I visited the fortress.
d)	I took photos of the ruins. I visited the fortress.
d)	
d)	I took photos of the ruins. I visited the fortress.  Challenge
d)	Challenge In pairs, create a short conversation or story about a tourist's day in Praia.
d)	Challenge
d)	Challenge  In pairs, create a short conversation or story about a tourist's day in Praia. Include at least 3 examples of past perfect and 3 of past simple.  Use these topics if you like:  • Visiting the fortress  • Talking to the tourist officer
d)	Challenge  In pairs, create a short conversation or story about a tourist's day in Praia. Include at least 3 examples of past perfect and 3 of past simple. Use these topics if you like:
d)	In pairs, create a short conversation or story about a tourist's day in Praia. Include at least 3 examples of past perfect and 3 of past simple.  Use these topics if you like:  • Visiting the fortress  • Talking to the tourist officer  • Going to the cathedral
d)	In pairs, create a short conversation or story about a tourist's day in Praia. Include at least 3 examples of past perfect and 3 of past simple.  Use these topics if you like:  • Visiting the fortress  • Listening to live music  • Buying souvenirs  • Going to the cathedral  • Finding out about a famous person  Example: Tourist 1: Before I visited Praia, I had never heard of morna music.  Tourist 2: Really? I had listened to it before, but only on YouTube.
d)	In pairs, create a short conversation or story about a tourist's day in Praia. Include at least 3 examples of past perfect and 3 of past simple.  Use these topics if you like:  • Visiting the fortress  • Listening to live music  • Buying souvenirs  • Going to the cathedral  • Finding out about a famous person  Example: Tourist 1: Before I visited Praia, I had never heard of morna music.  Tourist 2: Really? I had listened to it before, but only on YouTube.

c) Which one would you play again?

**146** one hundred and forty-six

# mini-project

#### Display music that speaks for a nation!

In small groups, you are going to create a presentation (digital or on paper) about a traditional music style that represents a country, culture, or community. You will research and present key information in your own words.



#### 1. Pick one music tradition to explore. You can choose:

- Morna (Cabo Verde)
- Fado (Portugal)
- OR another music tradition from your own country or another country.

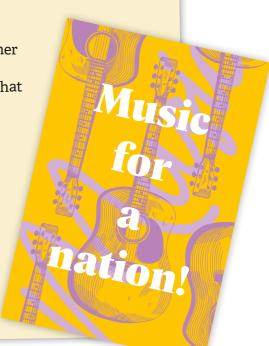
#### 2. Research and organise your content

Use the sections below to guide your project. Keep it visual and clear. Use bullet points, images, symbols, colours - make it engaging! Include:

- Name of the music style: Write the name and country/region of origin
- Where it comes from: describe the place (city/region/country) and its cultural background
- Instruments & sound: Name typical instruments and describe what the music sounds like
- Emotions or themes: What feelings or topics does the music express? (e.g. love, longing, identity)
- Intangible Heritage: Is it protected by UNESCO? Why should it be preserved for the future?
- A famous artist: Mention one well-known performer (e.g. Cesária Évora, Mariza)
- Personal note: Why did you choose this music? What do you like about it?

#### 3. Create your project

- You can use paper, PowerPoint, Canva, Google Slides, or any creative platform.
- Add images, flags, quotes, lyrics, and links to the music!
- Make it visual, informative, and expressive your page should tell a story.
- 4. Present your page to the class in 1-2 minutes or walk around in a Gallery Walk, reading each other's work and giving feedback



#### Wordlist

#### Mass media

channel canal podcast podcast (programa de áudio online)

newspaper jornal

station estação (de rádio) commercial publicidade (na televisão)

frequency frequência (de rádio)

headline manchete

tabloid tabloide

streaming transmissão online

disc jockey (DJ) locutor/a de

influencer influenciador/a article artigo

social media redes sociais

#### **News**

broadcast transmissão

fake news notícias falsas

interview entrevista

rumour rumor

editor editor/a

live ao vivo: em direto

#### Social media

tag identificar

share partilhar

like gostar

follow seguir

follower seguidor/a

comment comentar

feed página onde aparecem as publicações

post publicar / publicação

meme imagem com um toque de humor

#### **Adverbs**

suddenly de repente luckily por sorte (un)fortunately (in)felizmente finally finalmente

#### **World Heritage**

monumento monumento landmark ponto de referência; marco histórico architecture arquitetura

ruins ruínas

temple templo

culture cultura

tradition tradição

statue estátua

intangible imaterial

#### **World Heritage verbs**

protect proteger

preserve preservar

restore restaurar

damage danificar

explore explorar

visit visitar

#### **Tourism**

tourist turista

tourist office posto de turismo

tour quide quia turístico/a

mosque mesquita

church igreja

souvenir lembrança

monastery mosteiro

fortress forte

museum museu

castle castelo

cathedral catedral

postcard postal

guidebook guia (livro)

handmade crafts artesanato

#### **Adjectives**

breathtaking deslumbrante

noisy barulhento/a

peaceful tranquilo/a

crowded lotado/a

scenic pitoresco/a

touristy demasiado turístico;

cheio de turistas

dirty sujo/a

lively animado/a

boring aborrecido/a;

monótono/a



**Angkor Wat** 

#### **Project file 2**

#### **Bring World Heritage to life!**

Choose a UNESCO World Heritage Site and create a media piece that brings its story to life. Use your imagination, research skills, and creativity to explore the past, present, and future of the site.

#### **STAGE 1**

Match the World Heritage Site to the country.



#### Site

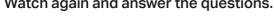
- Machu Picchu a)
- b) Pompeii & Herculaneum
- **Great Barrier Reef** c)
- d) Angkor Wat

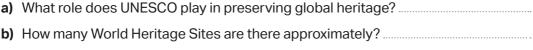
#### Country

- 1. Australia
- 2. Peru
- 3. Cambodia
- 4. Italy



- Look at the title of the video: "World Heritage Sites": exploring the world's greatest places. Discuss these questions with a partner.
  - a) What kinds of places do you think the speaker will mention?
  - b) Why do people create videos about these places?
  - c) What can we learn from them?
- Now watch the video trailer to check your predictions.
- Watch again and answer the questions.





- c) What question does Professor Jacobs say these sites help us answer? .....
- d) Name one natural and one cultural site mentioned. e) What is the speaker's profession and area of study?
- In what ways can media help protect cultural or natural heritage today? Discuss in pairs.



#### STAGE 2

- Choose a UNESCO World Heritage Site famous or not famous - and create a media piece.
- You are a content creator working for the channel Global voices, a platform that educates people about the world through stories. Your job is to create one of the following:





#### Mini documentary (script or storyboard)

Create a short script or storyboard for a 2-3-minute documentary episode.

It should include:

- A dramatic opening to capture attention
- Background history of the site
- Present-day challenges (climate, tourism, preservation)
- A final message of hope or action

You may include voiceovers, music suggestions, visuals, or even quotes from fictional interviews.





#### Audio drama or guided tour (script)

Write the script for a fictional podcast episode or audio walking tour of the site, where the listener is guided by a voice from the past (e.g. a builder, a queen, a local child, an archaeologist).

#### Include:

- An immersive introduction
- Dialogue or inner thoughts
- Sounds/sensory details
- A reflective ending or moral

Make it emotional, mysterious, or poetic – it's your story to tell.



#### Time to revise! 2

- Complete the sentences with the correct form of the verbs in brackets.
  - a) The journalist ...... (write) an article about online safety last week.
  - b) The radio station ...... (broadcast) the interview yesterday evening.
  - c) A popular influencer ...... (reveal) the news on her feed this morning.

  - e) The editor ...... (check) the final version before publishing.
- Complete the sentences using the past continuous.
  - started.
  - b) While we ......(scroll) through social media, we found the post.
  - c) They ...... (not / record) the podcast at 8 a.m.; they were still preparing.
  - d) What ......you ......(do) when the news alert appeared?
  - e) The film crew ...... (set up) the equipment outside the studio.
- Choose the correct verb form.
  - a) I was checking / checked my messages when the headline appeared.
  - b) While the influencer was talking / talked, someone interrupted the live stream.
  - c) The newspaper published / was publishing the story as we were discussing / discussed it.
  - d) She watched / was watching a series when the power went / was going out.
  - e) We read / were reading the comments while the video played / was playing.



4 R	Rewrite the sentences in the passive voice.
а	The news website published the article last night.
b	People share millions of videos on TikTok every day.
c	The producer will upload the behind-the-scenes footage tomorrow.
d	1) They interviewed the director on the morning show.
е	A team of experts analysed the impact of social media on teenagers.
180	Complete the text with the correct form of the verb (active or passive).  Use the past simple or past continuous.  Last week, a popular online magazine a) (release) a special issue on how digital media influences teenagers. While the issue (print), the editors c) (review) the latest social media trends. A podcast episode d) (record)
	at the same time, featuring interviews with influencers.  Meanwhile, readers e) (comment) on older articles, and some posts f) (share) thousands of times.  The magazine's success g) (not / surprise)
	anyone – they h) (work) on the campaign for months.

6	Co	omplete the sentence	s with the present perfect :	simple.
	a)	UNESCO1997.	(recognise) the site	as World Heritage since
	b)	Many touristsyears.	( <b>visit</b> ) the Great	Wall of China over the
	c)	The city	( <b>preserve</b> ) its historic	buildings very well.
	d)	How longancient temple?	you	( <b>know</b> ) about this
	e)	Archaeologists	(discover) nev	v artefacts near the ruins.
7	Co	omplete the sentence	s using the present perfec	t continuous.
	a)	They	(restore) the cathedral fo	or the past three months.
	b)	Local authorities	( <b>work</b> ) on im	proving access to the site.
	c)	We	(wait) for the guided tour t	o begin for twenty minutes.
	d)	Whatsummer project?	the volunteers	( <b>do</b> ) during the
	e)	The team	( <b>study</b> ) the ancient I	manuscripts since January.
8		noose the correct veri	b form: present perfect sim	ple or present perfect
	a)	have read / have be	<b>en reading</b> a book about M	achu Picchu this week.
	b)	The guide <b>has explai</b> the history of the pala	ned / has been explaining ace for the last hour.	4 4 4 4
	c)	We <b>have climbed</b> / hat the hill and now we're	•	
	d)	She <b>has taken / has I</b> 100 photos of the rui	_	
	e)	They have renovated renovating the muse and it finally looks am	eum for two years,	
			Table	

N _		
	write the sentences using the verb in brackets in the present perfect mple or present perfect continuous. Make any necessary changes.	
a)	The restoration of the old theatre started two months ago. (work)	
b)	This is the first time I've seen a UNESCO World Heritage Site. (never / see)	
c)	They began researching the ruins five years ago. (research)	
d)	The town was abandoned decades ago, and nobody lived there since. (not / live)	
e)	She started giving guided tours last summer. (give)	
	by the time we arrived at the ancient site, the tour guide	
b)	She(not / see) any pyramids before her trip to Egypt.	
	She	
c)	After they(restore) the monument, it became a popular	

11	Write questions using the words provided. Use the present perfect simple, present perfect continuous, or past perfect.
	a) how many / tourists / visit / Petra / this year
	b) what / you / do / since / you / arrive / at the site
	c) how long / they / work / on / the restoration project
	d) why / the team / not finish / the excavation / earlier
	e) you / ever / hear / about / that underground city
12	Complete the text using the correct form of the verbs in brackets: present perfect simple, present perfect continuous, or past perfect simple.
	Stone Town, in Zanzibar, is a UNESCO World Heritage Site known for its rich cultural history. Over the last decade, the government a) (invest) in heritage conservation projects to protect the area. For several months, restoration teams b) (repair) damaged buildings and streets.
	Before the current efforts began, local residents <b>c)</b> ( <b>express</b> ) concern about the poor condition of the town's infrastructure. By the time the project launched, authorities <b>d)</b> ( <b>develop</b> ) a detailed plan in collaboration with international experts.
	Since then, the city <b>e)</b> (see) significant improvements, and cultural tourism <b>f)</b> (increase) rapidly.
	Many local artisans <b>g)</b> ( <b>benefit</b> ) from workshops and funding.  Visitors <b>h</b> ) ( <b>arrive</b> ) from all over the world to explore this unique blend of African, Arab, and European influences.
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# The world of literature

#### **Learning goals**

I can...

- · talk about books
- · understand an authentic extract from a book
- · compare a book to the film
- · identify and describe different literary genres
- · describe a writing studio
- · talk about local writers
- · write a biography
- · talk about different forms of poetry
- · talk about literature in public spaces

# Look ahead!

Picture. What can you see in the picture? Where are they? Why do people spend time in libraries?



Categorise the words below. Put them into the correct box.

Wi-Fi • page • password • scroll down • blog cover • tweet • chapter • author • charger

#### **Technology**

**Books** 

- Video. Watch the video and put the lines in order.
  - What is Monkey using?
  - b) What does Donkey ask about? Name two things.
  - How does Monkey answer each time? c)
  - d) What does Donkey say at the end?
  - e) Who speaks the last line?





#### Challenge

Book vs screen. In pairs, choose a side – book or screen. Prepare a short 1–2-minute talk answering these questions:

- a) Which is better and why?
- b) What are the benefits of each?
- c) Will books still exist in the future?

4 Choose the correct answer.	
1 What do we call a book that tells a made-up story? a) Biography	QU TIME
<ul> <li>b) Novel</li> <li>c) Dictionary</li> <li>2 Who is the person who writes a book?</li> <li>a) Editor</li> <li>b) Reader</li> <li>c) Author</li> </ul>	<ul> <li>What do we call the list of chapters at the beginning of a book?</li> <li>a) Table of contents</li> <li>b) Back cover</li> <li>c) Index</li> </ul>
<ul> <li>Which of these books is a classic novel?</li> <li>a) Romeo and Juliet</li> <li>b) Oxford English Grammar</li> <li>c) Travel Guide to Portugal</li> </ul>	<ul> <li>Who is the famous Cape Verdean author of Chiquinho?</li> <li>a) Germano Almeida</li> <li>b) Baltasar Lopes</li> <li>c) José Eduardo Agualusa</li> </ul>
<ul> <li>Where can you usually borrow books for free?</li> <li>a) Bookstore</li> <li>b) Library</li> <li>c) Museum</li> </ul>	<ul> <li>What is the name of a short story that teaches a moral or lesson?</li> <li>a) Poem</li> <li>b) Fable</li> <li>c) Report</li> </ul>
<ul> <li>What is the first part of a story called?</li> <li>a) Ending</li> <li>b) Climax</li> <li>c) Beginning</li> </ul>	<ul> <li>What do we call a series of books with the same characters and world?</li> <li>a) Collection</li> <li>b) Chapter</li> </ul>
<ul> <li>A book that gives facts about real life is called:</li> <li>a) Fiction</li> <li>b) Non-fiction</li> </ul>	c) Series

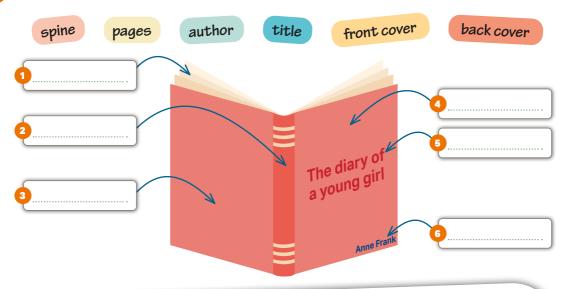
c) Comic

# Vocabulary



#### **Books**

Label the book with the words below.









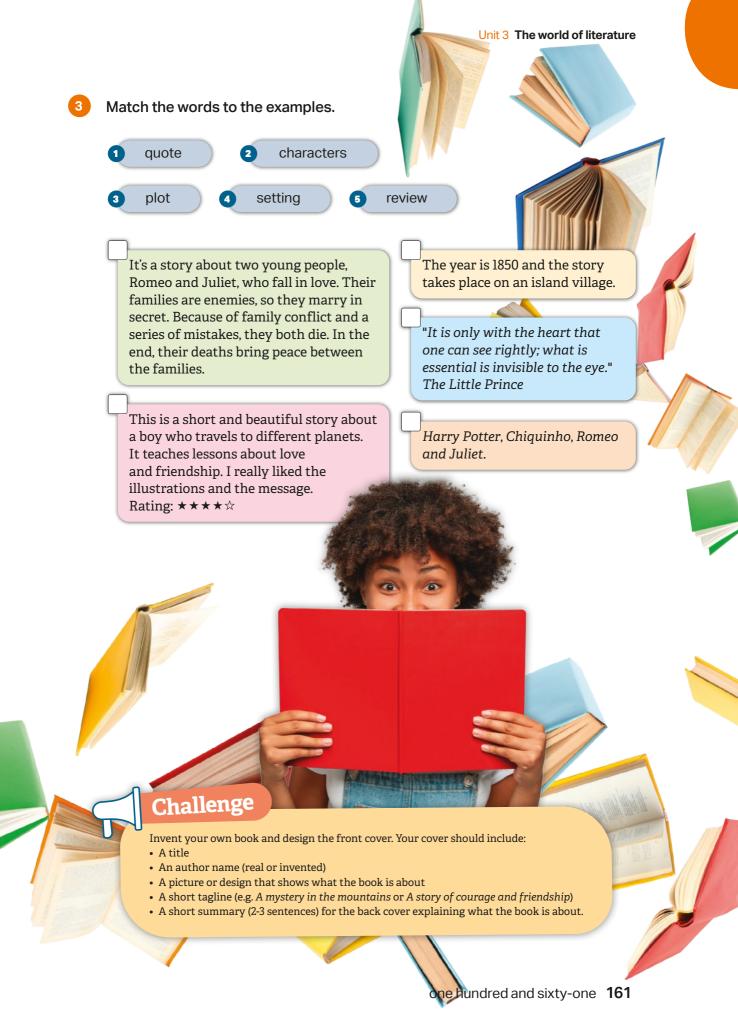
- extract index title page chapter dedication preface introduction • glossary • appendix • table of contents
- a) the page at the beginning with the book's title, author, and publisher
- b) a list of chapters or sections with page numbers
- a short section at the beginning that explains c) what the book is about
- one of the main parts into which the book is divided d)
- e) a list of difficult words and their meanings at the end of the book
- f) an alphabetical list of topics and page numbers at the back
- extra information or documents at the end of a non-fiction g) book
- a short note where the author says who the book is for h)
- a personal introduction written by the author i) (different from the main introduction)
- a short part taken from a book or text j)











## Listening



- In pairs, discuss these questions.
  - a) Do you prefer reading books or watching films? Why?
  - **b)** Have you ever read a book and then seen the film version (or the opposite)? Which was better and why?



- Listen to a conversation between Daniel and Sara as they discuss the book and film Wonder. Choose the correct option.
  - a) Why did Sara like the book more than the film?
    - It was shorter
    - It had more detail
    - It was funnier
  - **b)** What is one thing Daniel liked about the film?
    - The actors
    - The ending
    - The action
  - c) What does Sara say about Via?
    - She doesn't like Auggie
    - She is a main character in the film
    - Her feelings are better explained in the book
  - d) What does Daniel realise?
    - The film shows everything
    - He wants to read the book now
    - The film is more emotional



e	) What does Sara say about the book's ending?
	1. It is boring compared to the film
	2. It is more powerful than the film's ending
	3. It is exactly the same as in the film
f)	What does Daniel say he will do at the end of the conversation?
	1. Watch the film again
	2. Talk to his teacher about the story
	3. Borrow the book from the library
	latch each adjective to a sentence.
Α	djective Sentence
a	
b	
C	confusing 3. The story really changed how I think.
Spe	eaking ( )
1 14	Varie in naire. Change a healt or film you both know
_	Vork in pairs. Choose a book or film you both know nd discuss the questions.
	<ul><li>) What is the story about?</li><li>) Who is your favourite character?</li></ul>
	What did you like more – the book or the film? Why?
	) Was anything missing in the film version?
1	F
	Useful language  I think the heak was better because
1	I think the book was better because In the film, they didn't include
B	The character in the book was more
Ì	I felt more connected when I read / watched
	Z K
1	
71	
111	
11	

# Reading



- The first chapter of Wonder by R.J. Palacio is called Ordinary. How would you describe "an ordinary ten-year-old kid"? Discuss in pairs.
- Read the extract and see if your ideas are mentioned.

# Ordinary

I know I'm not an ordinary ten-year-old kid. I mean, sure, I do ordinary things. I eat ice cream. I ride my bike. I play ball. I have an XBox. Stuff like that makes me ordinary. I guess. And I feel ordinary. Inside. But I know ordinary kids don't make other ordinary kids run away screaming in playgrounds. I know ordinary kids don't get stared at wherever they go.

If I found a magic lamp and I could have one wish, I would wish that I had a normal face that no one ever noticed at all. I would wish that I could walk down the street without people seeing me and then doing that look-away thing. Here's what



I think: the only reason I'm not ordinary is that no one else sees me that way.

But I'm kind of used to how I look by now. I know how to pretend I don't see the faces people make. We've all gotten pretty good at that sort of thing: me, Mom and Dad, Via. Actually, I take that back: Via's not so good at it. She can get really annoyed when people do something rude. Like, for instance, one time in the playground some older kids made some noises. I don't even know what the noises were exactly because I didn't hear them myself, but Via heard and she just started yelling at the kids. That's the way she is. I'm not that way.

Via doesn't see me as ordinary. She says she does, but if I were ordinary, she wouldn't feel like she needs to protect me as much. And Mom and Dad don't see me as ordinary, either. They see me as extraordinary. I think the only person in the world who realizes how ordinary I am is me.

My name is August, by the way. I won't describe what I look like. Whatever you're thinking, it's probably worse.

Wonder by R.J. Palacio

- Now read the extract again and answer these questions.
  - **a)** Who is the narrator of the story?
  - b) What does he wish for?
  - c) Why does he say he's not ordinary?
  - **d)** How does his sister Via react when people are rude?
  - e) How do his parents see him?

- Match the words to their meaning.
  - extraordinary
  - b) stare
  - c) pretend
- 1. to act like something is not real
- 2. to look at someone for a long time
- 3. very special or different
- Speaking. Discuss these questions in pairs.
  - a) Do you think August is really ordinary or extraordinary? Why?
  - b) How do you think it feels when people stare at someone in public?
  - c) Why is family important for August?
- Read the last paragraph again.

"My name is August, by the way. I won't describe what I look like. Whatever you're thinking, it's probably worse."

Why do you think August says he won't describe what he looks like? Useful language

I think August says this because... He feels that people... Maybe he wants the reader to...

Now watch the trailer of the film. Which do you think you prefer: the book or the film?



### Challenge

Imagine you are Via, August's sister. Write a short message (3-4 sentences) that she might send to a friend after the incident in the playground.

Show how she feels and why she reacted the way she did.





#### **Phrasal verbs**



"Ordinary kids don't make other ordinary kids run away screaming..."

A phrasal verb is a verb followed by a particle (preposition or adverb) – e.g. up, out, away, back, about. When we put them together, the meaning often **changes** from the original verb.

**Example:** run = to move quickly on foot

run away = to leave a place quickly

_			
Exe	re	2	10
		JU	, 3

1	Match the phrasal verbs to their meaning.
	mater the princed verse to their meaning.

- a) find out
- take back b)
- c) put down
- d) grow up
- get into e)

- 1. stop reading or watching something
- 2. say something was wrong or change your mind
- 3. discover something new
- 4. become older and more mature
- 5. become interested or involved in something
- Complete the sentences using the correct phrasal verb from exercise 1 in the correct form.
  - a) I started reading Wonder and couldn't .....it
  - **b)** August is still a kid, but he is starting to
  - c) I need to finish the book before I accidentally ......what happens.
  - d) She said something unkind, but she ..... it ..... after.
  - e) I didn't like fantasy books at first, but now I ...... them.



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Complete the gaps with a phrasal verb in the correct form. find out fall for get into give up put down stick with look up When I was younger, I didn't really **a)** books. I usually **b)** after a few pages. But then a friend recommended Wonder, and everything changed. I completely **c)** the story and the characters. I couldn't d) it and I read it in two days. After I e) it had a film version, I f) online and watched it that weekend. It was good, but I still **g)** the book as my favourite. Choose two of the phrasal verbs and use them in a short paragraph about a book or film you liked. **Example:** I really **got into** the story because the main character was so real. I couldn't put the book down! **Speaking** Ask and answer these questions using the phrasal verbs. a) Have you ever got into a book or film that you didn't expect to like? **b)** Have you ever given up on a story? Why? c) What's a book or film you stuck with, even if it was difficult at first? d) Have you ever found out something surprising in a story? e) Do you usually look up information about books or films before reading or watching? f) Have you ever taken back your opinion of a book after reading more of it? Now share your findings with the class.

# Vocabulary



#### Literary genres











\*\*\*\*\*\*\*\*\*\*





Fiction • Romance • Mystery • Graphic novel Adventure • Poetry • Fairy tale • Non-fiction Biography • Play • Autobiography • Historical fiction







a)	A story that is made up and not real	
b)	A book that gives facts or real information	
c)	A story about solving a crime or something unknown	
d)	A story with exciting and often dangerous events	***************************************
e)	A story about love and relationships	***************************************
f)	A made-up story set in the past with real historical details	***************************************
g)	A true story about someone's life, written by someone else	***************************************
h)	A true story about someone's life, written by that person	
i)	A story told with pictures and words, like a long comic book	•••••
j)	Writing that uses rhythm and sound, often with deep meaning or emotion	•••••
k)	A traditional story with magic and imaginary creatures, often for children	•••••
I)	A story written to be performed by actors on stage	

a) I enjoy reading .....because I love learning about real people and facts. b) She wrote an .....about her life growing up in Cabo Verde. c) I read a beautiful piece of ......about the sea and the stars. d) My sister loves ...... stories – especially ones with knights and dragons! e) That book is a great ..... about a woman who finds love in Paris. f) We studied a .....novel set during World War II.

Complete the sentences with the correct genre.

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Read each short story summary. Can you guess the genre?  a) A prince turns into a frog and must find true love to break the spell.
<b>b)</b> A woman writes about her journey escaping war and starting a new life.
c) Two teenagers from rival families fall in love, but their story ends in tragedy.
d) A superhero fights crime in a city – with pictures showing every scene.
e) A writer shares true stories about nature and science.
4 Speaking. In groups, debate which one is better.
Mystery vs Romance c) Adventure vs Historical fiction
n) Non-fiction vs Fiction (d) Play vs Graphic novel
5 Choose a genre and talk about it for 1 minute.
Include:  • Why you like (or dislike) it  • A book or film in that genre  • Who would enjoy it (kids, teens, adults?) and why
·····································

# Listening



- In 2 minutes, with a partner, make a list of as many poets as you can from books, school, music, or culture. Bonus points for:
  - Poets from Cabo Verde
  - Songwriters who use poetic lyrics
  - Ancient or classic poets
  - Modern or spoken-word poets
- Then share your list with the class. Who has the longest or most surprising list?
- Speaking. In pairs or small groups, discuss these questions.
  - a) What does a poet do?
  - b) What can poems be about?
  - c) Can songs be poems? Why or why not?
- Listen to the song and choose the correct word.



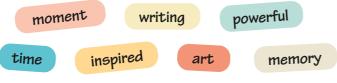
Obsession, it a) takes / makes control Obsession, it eats me whole I can't say the words **b) over / out** loud So in a rhyme I wrote you **c) down/up** Now you'll live through the ages I can feel your **d) smile / pulse** in the pages I have written you down Now you will live **e) whenever / forever** And all the world will read you And you will live forever In **f) eyes / ears** not yet created On tongues that are not born I have written you down Now you will live forever Your body lies upon the **g) dreams/sheets** Of paper in words so sweet

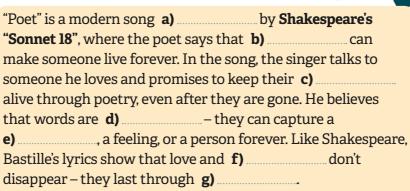
So I wrote you into my verse Now you'll live through the ages I can feel your pulse in the i) verses / I have written you down Now you will live forever And all the world will **j) read / write** you And you will live forever In eyes not yet created On **k) tongues / songs** that are not born I have written you down Now you will live forever I have **l) read / led** her with these eyes I've read her with these eyes I have held her in these m) lands / hands

I can't say the **h) words/thoughts** 

"Poet", Bastille

- Answer these questions in your own words:
  - a) Who is the singer talking to?
  - **b)** What does he want to do with this person's memory?
  - c) What does he believe about the power of writing?
- Read the meaning of the song and complete the gaps with the words below.





Read this line from Shakespeare's "Sonnet 18".

"So long as men can breathe or eyes can see, So long lives this, and this gives life to thee."

Compare it with Bastille's line:

"I have written you down, now you will live forever." Thee means "you" it was used in old English, especially in poetry and plays like those by Shakespeare.

- Speaking. Now discuss these questions in pairs.
  - a) What do both writers believe about poetry?
  - **b)** Do you think writing can make someone "live forever"? Why or why not?



#### Infinitive of purpose



The poet writes the verses to remember someone he loves.

We use the **infinitive of purpose** to explain why we do something. Why do we write poems? → To express emotions and remember someone.

**Form:** "to" + verb → **to express** emotions and remember someone.

**Examples:** The poet writes verses to keep a memory alive. Shakespeare used poetry to give life through words. We study lyrics to understand the message behind the song.

#### **Exercises**

Match the action	to the purpose to for	n sentences.		
Action		Purpose		
a) The poet w	rote a verse	1. to hear the	e rhythm and mess	sage
<b>b)</b> Shakespea	re wrote a sonnet	2. to feel the	emotion in the lyri	ics.
c) We read "P	oet" by Bastille	3. to explore	eternal love.	
d) She reads	"Sonnet 18" aloud	4. to keep so	omeone alive in wo	rds.
	ntences with the infini , songs, and memory.	tive of purpose. U	se your own idea	IS
-	strong words			
<b>b)</b> We study "Son	b) We study "Sonnet 18"			
c) Bastille wrote "Poet"				
d) She listens to the song				
e) Students write	their own verses			
Write a purpose	for each item from the	world of poetry a	nd song.	
a) A poem				
b) A notebook			MARAGA	7
c) A verse			me t	
d) A recording			mu	
e) A performance			nun	

4 Complete the sentences with the infinitive of purpose. Use the phrases in the box.

Welcome to my creative writing space!

There are poems pinned to the wall a)

and soft music playing in the background b)

There's a notebook on my desk c)

and headphones nearby d)

Sometimes I read poetry e)

and then write my own verses f)

This is my favourite place g)



- **2.** to help me concentrate
- **3.** to remember someone important to me
- **4.** to keep me inspired
- **5.** to listen to Bastille's "Poet" again
- **6.** to explore ideas through words
- 7. to express myself freely





- 1 Imagine your dream writing studio. In pairs or small groups, discuss the questions below.
  - a) Where would your writing space be? (e.g. by the sea)
  - b) What would it look like? Big or small? Modern or old-fashioned?
  - c) What tools and materials would you have? (e.g. notebooks, music)
  - d) How would you decorate the walls?
  - **e)** Why would you choose those things?















CAIS DO SODRÉ

TÉ SALAMANSA

- In pairs, discuss these questions.
  - a) What topics do Cape Verdean writers often write about?
  - b) Do you think stories about migration are important in society? Why?
  - c) Have you ever heard of Orlanda Amarílis? If not, what do you think she might write about?
- Look at these words: migration, identity, women, Cabo Verde, culture. What do these words have in common? What might the text be about?
- Now read the text to check your predictions.

# ORLANDA AMARÍLIS: A VOICE FROM (ABO VERDE

Orlanda Amarílis (1924-2014) was a famous writer from Cabo Verde. She was best known for her short stories about migration, Cape Verdean identity, and the lives of Cape Verdean women. She was born in Assomada, on the island of Santiago, and later studied in Goa (India) and Lisbon (Portugal). These international experiences helped form her ideas and her writing.

Her stories have a simple and realistic style. She sometimes mixed Cape Verdean Creole with Portuguese to show the way people really spoke in everyday life. Many of her stories talk about the difficulties Cape Verdean people face when they move to another country. She wrote about racism, the feeling of being far from home, and how hard life can be for women. Her female characters are often strong and brave but also face many challenges.

One of her most famous books is Cais-do-Sodré té Salamansa (1974). It is a collection of stories about Cabo Verdean people living in Lisbon. The stories show the difference between life in the city and the memories people have of Cabo Verde. Amarilis shows how people feel when they live between two cultures.

She continued to write about Cabo Verde in other books, like Ilhéu dos pássaros (1983) and A casa dos mastros (1989). In these stories, she writes about family, tradition, and change. She also shows how important women are in Cape Verdean society.

Orlanda Amarílis is remembered today as one of the most important writers in Cabo Verde. Her stories give a voice to people who are often forgotten and help us understand life in Cabo Verde and in the diaspora.



brave: courageous

diaspora: Cape Verdeans who live abroad



4	Read the text again. Are the sentences true (T) or false (F)?	
	a) Orlanda Amarílis was born in India.	
	b) She used both Portuguese and Cape Verdean Creole in her stories.	***
	c) Her books often speak about women's lives.	
	d) One of her books is about Cape Verdeans living in Lisbon.	
	e) She only wrote for children.	
5	Now answer these questions.	



- **b)** What two countries did she study in?
- c) What themes does she write about?
- c) what themes does she write abou
- d) What is her most famous book?
- e) Why is she important in Cape Verdean literature?





6 Read this quote translated from Cais-do-Sodré té Salamansa. What does it mean to you?

"Andresa remembered people and stories from her island
as if it were nearby, but the truth is, she had been living
in Portugal for fifteen years."

I

- Speaking. Now discuss these questions in pairs or small groups.
  - a) Why do you think Andresa still remembers Cabo Verde so clearly after so many years?
  - b) What can we learn from books about migration?
  - **c)** What things help someone stay connected to their culture when living abroad?
  - d) Do you know anyone who has lived "between two cultures"? What was their experience?



- **a)** One challenge Andresa (or a real migrant) might face
- **b)** One thing that helps people stay proud of their identity















#### Linkers

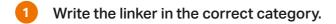
She lived in Portugal. However, her stories focused on Cabo Verde.

**Linkers** are words that connect ideas in a sentence or between sentences. They help writing flow better and show how ideas relate to each other.

**Examples:** Orlanda Amarílis was born in Assomada. **After that**, she studied in Goa and Lisbon.

*She wrote about migration. She also explored the lives of women.* 

#### **Exercises**







after that • however • as well • finally • even though • also on the other hand • then • firstly • furthermore • nevertheless

Addition	dition Contrast Time / seque	
		after that



after that

also

however

even though

then

finally

- a) Orlanda Amarílis studied in Goa. ...., she continued her education in Lisbon.
- b) She wrote short stories. She ...... published books for children.
- c) .....she lived in Portugal, her writing was full of Cape Verdean memories.
- d) She used both Portuguese and Creole. this made her stories feel authentic.
- e) She faced challenges as a woman writer...... she never stopped writing.
- f) Her first book was published in 1974. she became a respected voice in Lusophone literature.





- 3 Combine the two sentences to form one sentence using a linker.
  - a) Orlanda Amarílis was a writer. She was a teacher too.
  - b) She didn't live in Cabo Verde. Her stories focused on Cape Verdean life.
  - c) She published Cais-do-Sodré té Salamansa. She later wrote Ilhéu dos pássaros.
  - d) Her books were simple. They had strong cultural messages.
  - e) She moved abroad. She always kept Cabo Verde in her heart.

# Writing



1 Choose a writer from another country and do some research. Then write a biography (100-120 words).

Use linkers to connect your ideas.



### Include in your biography:

- · Name and birthplace
- · Origin: Where they studied or lived
- Genre: What kind of texts they write (stories, novels, poetry, etc.)
- · Topics they explore in their writing
- Relevance: Why they are important in literature
- Main publications and/or awards







# Listening (3)



1	Match the words to	their definitions.
	a) Griot	1. a short saying that gives advice or teaches a lesson
	<b>b)</b> Oral tradition	2. a competition where poets perform their work aloud
	c) Spoken word	3. a traditional African storyteller and historian
	d) Rap	4. using speech to pass on history, stories, and culture
	e) Proverb	5. a modern music style with rhythm and rhyme
	f) Slam poetry	6. performance poetry usually shared aloud to an audience
2	Complete the sent	ences with the correct word.
	a) A	remembers history and tells it through stories.
	<b>b)</b> My brother listen poetry.	s toevery day – it's like musical
	c) My aunt always u	ses awhen she gives advice.
	•	Iture has a strongthrough
	music and storyt	
	e)to	oday includes theatre, poetry, and personal
		at aevent one day.
	, mane es person	
3	Speaking. Discuss	these questions in pairs
	or small groups.	
	a) Do you have a fav	
	or traditional stor	ies?
	b) Have you ever lis	
	or spoken word p	
	What was it abou	
	c) Why do you think	
	is important in yo	ul culture?
4	Listen to the conve	ersation. Are the sentences true (T) or false (F)?
_	Correct the false of	nes.
	a) Carlos says o	griots were musicians.
		mother uses proverbs.
	c) They say sto	rytelling only existed in the past.
	d) Spoken word	today includes rap and poetry slams.
	e) Carlos and L	ena are preparing a group presentation





## **Question tags**

Griots were like walking libraries, weren't they?

A question tag is a short question added at the end of a sentence. We use it to check information, ask for confirmation, or keep a conversation going.

#### **Form**

- Use the verb or auxiliary verb from the statement.
- If the sentence is **positive**, the tag is **negative**.
- If the sentence is **negative**, the tag is **positive**.

Statement	Question tag	
Spoken word <b>teaches</b> and entertains,	doesn't it?	
We <b>don't know</b> old stories,	<b>do</b> we?	
		OFTRY !
	GLAM	DOEIKI
ercises	SLAM	Manager
Change the correct question tog		

### **Exercises**

1	Ch	noose the correct q	uestion tag.	
	a)		rmances are powerful, <b>2.</b> don't they?	3. didn't they?
	b)	He has written poet  1. didn't he?	ry about identity, <b>2.</b> hasn't he?	3. isn't he?
	c)	_	mention Orlanda Ama 2. doesn't she?	
	d)		neir own work at the sla	m, 3. won't they?

Add the correct question tag to each sentence.

- a) She writes about Cape Verdean women, ....
- b) They didn't mention the griots, .....
- c) Spoken word is a modern oral tradition, ......
- d) You've studied Orlanda Amarílis before, .....
- e) We can perform poems too, .....

f) Carlos doesn't like rap music, .....

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# Reading



Discuss in pairs.



Can poetry make people feel hopeful or inspire change? Why or why not?

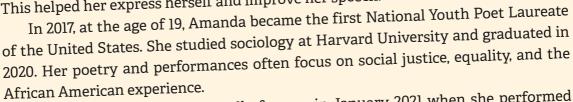
Read the text quickly. What does Amanda do?



# Amanda Gorman:

# A voice of hope through spoken word

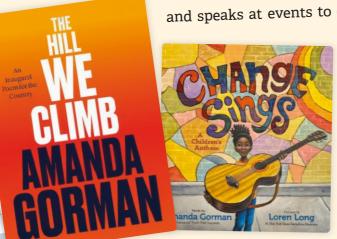
Amanda Gorman is an American poet, spoken word artist, and activist. She was born in 1998 in Los Angeles, California. As a child, Amanda had a speech impediment, which made it difficult for her to pronounce certain sounds. To overcome this challenge, she began writing poetry and performing spoken word. This helped her express herself and improve her speech.



Amanda became internationally famous in January 2021 when she performed her spoken word poem "The hill we climb" at the inauguration of U.S. President Joe Biden. She was only 22 at the time – the youngest poet ever to perform at a U.S. presidential inauguration. Her words inspired millions of people around the world.

In addition to poetry, Amanda writes books for children and speaks at events to encourage hope, courage, and unity.

She continues to use spoken word to promote change and give a voice to people who are not always heard.





speech impediment: a difficulty or problem with speaking clearly overcome: to succeed in dealing with a problem or challenge









Unit 3 The world of literature





- Discuss these questions with a partner. Give reasons for your answers.
  - a) What kinds of literature can we find in public spaces? (e.g. poems on walls, quotes in parks, story-based murals)
  - b) Do you enjoy seeing books or poetry outside of schools or libraries? Why or why not?
  - c) Have you ever read a piece of writing in a public place that surprised, inspired, or moved you?
  - d) How can public literature make a difference in a community?



Sentence starter

I think... a)

b) Don't you think...?

c) That's true, but...

d) I totally agree with you.

e) In my opinion... **Function** 

- 1. Asking for someone's view
- 2. Giving an opinion
- 3. Showing agreement
- 4. Introducing a different idea

In pairs, practise this conversation. Then try it with a different literary genre.

**STUDENT A** This poem is written on the wall, isn't it?

STUDENT B Yes, it is. It's powerful. You really like poetry in public places, don't you?

STUDENT A I do! But I prefer when it tells a local story.

STUDENT B That's interesting. It depends on the message, doesn't it?

Choose a real or imaginary piece of public literature and present it to your partner or group. Use the questions to help structure your ideas. You can describe a poem painted on a wall, a quote in a public garden, a storytelling mural, or something from your town, another place, or online. PLEASE NO MORE WAR Your presentation should include: What the text says and how it looks (font, size, material) Where it is and who created it (if known)

- · Why it was made / What it means to the community
- How people react to it (do they stop and read it? take photos?)
- What you feel (e.g. I like it because..., It reminds me of...)

Try to use 2-3 question tags and some useful phrases for giving opinions.

- After listening to your partner's presentation, ask one or two follow-up questions.
  - Where exactly is it? / Do you think it should stay there?
  - · Would you like to see more public literature like this?
  - Do people interact with it or ignore it?

### Wordlist

#### **Book structure**

author autor/a page página chapter capítulo title título cover capa spine lombada title page frontispício dedication dedicatória preface prefácio introduction introdução glossary glossário appendix apêndice table of contents indice remissivo; sumário index índice extract excerto

#### Literary genres

quote citação

fiction ficção non-fiction não ficção romance romance mystery mistério biography biografia autobiography autobiografia historical fiction ficção histórica graphic novel romance gráfico adventure aventura poetry poesia fairy tale conto de fadas play peça de teatro

#### Story elements

character personagem plot enredo setting cenário

#### Spoken traditions

griot griot (contador/a de histórias tradicional africano/a)

oral tradition tradição oral spoken word palavra falada (tipo de poesia) rap rap

slam poetry poesia slam proverb provérbio

#### **Opinions**

review crítica; resenha touching comovente powerful poderoso/a confusing confuso/a boring aborrecido/a

### Digital

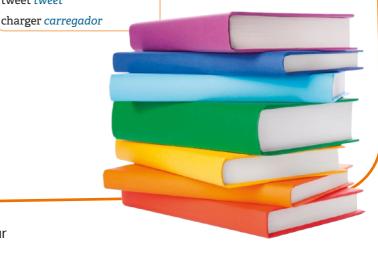
password palavra-passe scroll navegar na página blog bloque tweet tweet

### Reader's response

summary resumo prediction previsão inference inferência interpretation interpretação opinion opinião analysis análise highlight destacar skim leitura rápida scan leitura para localizar informação reading comprehension compreensão de leitura

#### Phrasal verbs

run away fugir find out descobrir put down pousar take back devolver; retirar o que se disse grow up crescer; amadurecer get into interessar-se por fall for apaixonar-se por; deixar-se enganar give up desistir stick with manter: continuar com look up procurar (informação)



### Time to revise! 3 Complete the sentences with a phrasal verb from the boxes. You may need to change the verb form. put down run away find out aet into take back a) The character tried to ...... from her problems by escaping into books. **b)** We need to ..... more about the author's background for our essay. c) I couldn't ..... the novel – I read it in one night! d) He had to ......what he said about the book after realising he misunderstood it. e) I didn't use to read much, but now I really ..... historical fiction. Match the two parts of each sentence. Use the infinitive of purpose. **Example:** The writer used his childhood memories $\rightarrow$ to get inspired. a) The author wrote the story... 1. to appeal to younger readers. b) She included a glossary... 2. to emphasise the key idea. c) He revised the final chapter... **3.** to explain difficult vocabulary. d) They added illustrations... **4.** to improve the ending. The poet used repetition... 5. to share her grandmother's life e) story. Add the correct question tag to each sentence. a) This novel is based on real events, .....? b) You've read all the books in the series, .....? c) They don't usually write poetry, .....? d) It was a powerful short story, .....?

e) He can quote Shakespeare from memory, .....?

4 Choose the best linker - although, because, so, and, but - to complete each sentence.

a) The book was banned, ..... many people still read it in secret.

**b)** She loved the story, .....she cried at the end.

c) I couldn't finish the chapter ...... I was too tired.

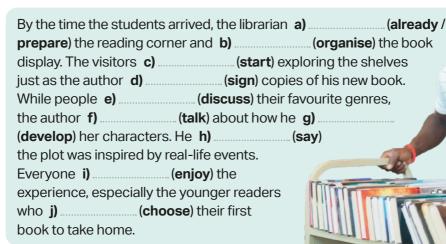
**d)** He writes fiction ......non-fiction.

e) .....it was long, the novel kept my attention throughout.

5 Complete the paragraph with the correct form of the verbs in brackets. Use the present simple, present continuous or present perfect.



Complete the paragraph with the correct form of the verbs in brackets. Use the past simple, past continuous or past perfect.



Complete the paragraph with the correct form of the verbs in brackets. Use will, going to or the present continuous.

Next term, the school a) (launch) a book club for teenagers. They **b)** (**read**) one book per month and c) (meet) to talk about their opinions. The teacher in charge d) (organise) creative activities based on each book. Some students e) (present) their reviews to the class, so the project **f)** ..... **(be)** a great way to improve reading and speaking skills. I g) ......(join) them for the first session to give some tips on how to write a good book review.



- 8 Finish each sentence with your own ideas.
  - a) I like reading novels to
  - b) My favourite author has recently
  - c) A good story can
  - d) Although I don't always enjoy poetry, .....
  - e) I'd like to write a short story about .....
  - f) If I had written the book myself,
  - g) One day, I will



# **Project file 3**

#### Be a literature explorer!

Choose a real example of literature in a public or cultural space in Cabo Verde and create a visual presentation.

#### **STAGE 1**

1	Read	about how literature comes to life in public spaces. Then indicate which text $\dots$
	a) 🗌	is about people sharing poetry in daily life?
	b) [	includes quotes from many literary sources?
	c) [	features characters from famous stories acting in public?
	d) [	invites people to interact or contribute their own ideas?
	e)	brings classic literature into everyday places like cafés and buses?

# Words in the world

Literature doesn't only live in books or libraries – it appears in city walls, public parks, and unexpected moments. These creative examples show how reading, writing, and storytelling connect with everyday life.

# A. Poem in Your Pocket Day - USA and beyond

Every year, people across the U.S. and other countries celebrate by carrying poems in their pockets. They share them in schools, streets, cafés – even on buses. It's a simple way to bring poetry into daily life and spark conversations through words.

# B. The wall of quotes - London, UK

Outside a community centre in East London, locals painted a mural full of powerful quotes from books, plays, and speeches. The wall encourages passers-by to stop, reflect, and even add their own ideas with chalk. It's a living wall of inspiration.

# C. Literary flash mobs - Various countries

Actors dressed as famous literary characters (like Sherlock Holmes or Juliet Capulet) suddenly perform scenes from classic works in train stations or parks. These surprise performances bring literature to life and make it fun and accessible for everyone.



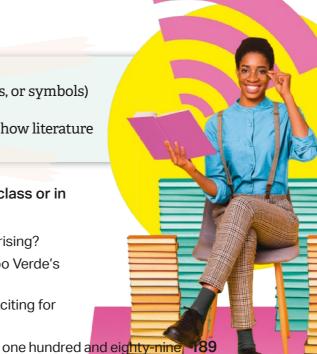
- 2 Discuss these questions in pairs.
  - a) What literary texts or characters would you like to see brought to life in public?
  - b) Which of the three examples would you like to experience in real life?

### **STAGE 2**

- 1 Choose a real example of literature in a public or cultural space in Cabo Verde. This could be:
  - A statue or monument of a famous writer, poet or figure in Cape Verdean history (e.g. Baltasar Lopes da Silva, Eugénio Tavares)
  - A cultural centre or library that hosts literary events
  - A music performance that includes poetry, spoken word or storytelling (e.g. morna or batuku)



- A local festival that features writers or books (e.g. Morabeza – Festa do Livro)
- A bookshop or café where people gather to read, perform or share ideas
- 2 Research and prepare your notes. Find out:
  - Where is it located (island, town, area)?
  - What does it show or celebrate (writer, poem, idea)?
  - Who visits it and how do they use or enjoy it?
- Why is it important to the community?
- Does it help people connect with literature, history, or culture?
- 3 Create a simple visual presentation. Include:
  - Name and location of the space
  - 2 or 3 visuals (photos, drawings, screenshots, or symbols)
  - Key facts
  - Your opinion: Why is this a good example of how literature is alive in Cabo Verde?
- Share and reflect. Present your space to the class or in small groups. Then discuss:
  - a) Which example was the most creative or surprising?
  - **b)** Do you think literature is visible enough in Cabo Verde's public life?
  - **c)** What new ideas could make literature more exciting for young people in your country?







# Extra contents

- · Speaking plus
- · Writing plus
- · Irregular verbs

# **Speaking plus**



# Language for all speaking tasks

# Asking for clarification

- Can you repeat that, please?
- I'll repeat that for you.
- Can you say that more slowly?
- Sorry, I don't understand.
- Sorry, I didn't understand the question.
- How do you say ...?
- How do you spell it?
- How do you pronounce it?



# **Checking instructions**

- Should I write this down?
- Do we need to finish this for homework?
- Is this correct?
- Can you check my work, please?



# Pair or group work

- Shall I start or do you want to start? → You / I can start.
- Shall we start with this question?
- Whose turn is it?
- · Can I go first?

- → Good idea.
- → I think it's your / my turn. / I'm not sure.
- → Yes, of course.



# **Asking for opinions**

- What do you think (about this one)?
- What's your opinion on that?
- Do you think (this one would be better)?
- How do you feel about this?
- · Do you agree?
- Don't you think so?

# **Giving opinions**

- I think (that)...
- In my opinion,
- I believe...
- From my point of view...



# Agreeing and disagreeing



- That's a great idea.
- That's a good point.
- Yes, you're right.
- Exactly!
- I (completely) agree with you.
- I think so too.
- You're absolutely right.

- I'm not too sure about that.
- Yes, but don't you think...
- I don't think so.
- I'm afraid I completely disagree.
- I see your point, but...
- That's not how I see it.
- I respect your opinion, but...

## **Interrupting politely**

- Sorry to interrupt, but...
- Can I say something here?
- · Just a moment, please.
- Can I add something?





# Making suggestions

- Let's (think about another idea).
- How about (doing a survey)?
- What if we (talk to the teacher)?
- We could (use this example)

### **Expressing preferences**

- I prefer ...
- I'd prefer to (have more time).
- I'd rather (do it this way).
- I like (this idea) better than (the other one).
- I think (option A) is more practical.
- I like ...,but I don't like ...
- So, do I. / I don't.

# Describing a photo

- In this picture, I can see...
- The woman / man / child is ...ing.
- The people are ...ing.
- At the top / bottom of the picture...
- In the background...

- It looks like...
- It might be...
- It could be...
- Maybe it's...
- It seems like...





# Language for debates

#### **Introducing your argument**

- First of all, I'd like to say...
- Let me start by saying that...
- The main reason I believe this is...

#### Making a point

- One important point is that...
- Another thing to consider is...
- What we have to remember is...

#### Responding to a point

- That's true, but...
- I understand your point, but...
- You said that..., however...
- I see what you mean, but have you thought about...?

#### **Emphasising a point**

- I strongly believe that...
- It's clear that...
- There's no doubt that...

#### Summing up

- To sum up, I believe...
- In conclusion, I think...
- So, for all these reasons,...



# **Writing plus**



# Language for all speaking tasks

# Starting your text

- I'm writing to...
- The aim of this text is to...
- This report/article/blog will...
- Let me tell you about...

# Giving examples

- For example, ...
- One example of this is...
- Such as...
- · Like...

#### **Connecting ideas**

- Because / Since / As
- So / That's why
- Although / Even though
- While / Whereas
- · And / But / Or

# Organising ideas

- Firstly, / To begin with,
- Then, / After that,
- In addition, / Also,
- However, / On the other hand,
- Finally, / Lastly,

### **Ending your text**

- To sum up,
- In conclusion,
- That's all for now.
- I hope you found this useful.
- What do you think?



# Useful phrases for specific writing tasks

# A. Informal emails / messages

### **Opening**

- Hi [Namel.
- How's everything going?
- Thanks for your message!

#### **Purpose**

- I wanted to tell you about...
- Just a quick message to say...

### **Ending**

- Talk soon!
- Let me know what you think.
- Take care.
- Bye for now!

# B. Opinion essays

# Introduction

- Some people think..., while others believe...
- I personally believe that...

#### **Body**

- One reason for this is...
- Another important point is...
- On the other hand,...

# Conclusion

- To sum up, I think...
- All in all, I believe...

# C. Descriptive texts **Useful language**

- The place is located in...
- It's full of...
- You can hear / see / feel...
- What makes it special is...

### **Adjectives**

modern / historic / peaceful / colourful / crowded / relaxing /exciting

# D. Reports

#### Structure

- Introduction: This report describes...
- Paragraphs: According to the survey.../ Most people said that...
- Conclusion: I suggest... / I recommend...

# E. Stories (narratives) **Openings**

- It all began when...
- I'll never forget the day...
- One day, something strange happened...

# **Useful phrases**

- Suddenly...
- Luckily / Unfortunately...
- In the end...

### F. Articles

#### **Title**

Keep it short and interesting (e.g. How to stay focused at school)

### **Opening paragraph**

Grab the reader's attention Ask a question: *Do you ever find* it hard to concentrate in class?

#### Main paragraphs

Use subheadings if possible Talk directly to the reader: You should try... / One thing you can do is...

### Closing

Give a final thought or piece of advice: So why not give it a try?

# G. Blogposts

#### Tone

Friendly and personal Use first person (I/we) and second person (you)

# Typical phrases

Today I want to share... Here's what I think about... You won't believe what happened! Let me know what you think in the comments.

Thanks for reading!

# **Irregular verbs**

Infinitive	Past simple	Past participle	Meaning
to arise	arose	arisen	surgir
to be	was / were	been	ser; estar
to beat	beat	beaten	bater; derrotar
to become	became	become	tornar-se
to bet	bet	bet	apostar
to begin	began	begun	começar
to bite	bit	bitten	morder
to blow	blew	blown	soprar
to break	broke	broken	partir; quebrar
to bring	brought	brought	trazer
to build	built	built	construir; erguer
to burn	burnt, burned	burnt, burned	queimar
to burst	burst	burst	rebentar
to buy	bought	bought	comprar
to burn	burnt	burnt	queimar
to catch	caught	caught	apanhar; agarrar
to choose	chose	chosen	escolher
to come	came	come	vir
to cost	cost	cost	custar
to cut	cut	cut	cortar
to deal	dealt	dealt	negociar; lidar
to dig	dug	dug	cavar
to do	did	done	fazer
to draw	drew	drawn	desenhar
to dream	dreamt	dreamt	sonhar
to drink	drank	drunk	beber
to drive	drove	driven	conduzir
to eat	ate	eaten	comer
to fall	fell	fallen	cair
to feed	fed	fed	alimentar
to feel	felt	felt	sentir
to fight	fought	fought	lutar
to find	found	found	encontrar; achar
to flee	fled	fled	fugir
to fly	flew	flown	voar
to forbid	forbade	forbidden	proibir
to forget	forgot	forgotten	esquecer
to forgive	forgave	forgiven	perdoar

Infinitive	Past simple	Past participle	Meaning
to freeze	froze	frozen	congelar
to get	got	got	obter; adquirir
to give	gave	given	dar
to go	went	gone	ir
to grow	grew	grown	crescer
to hang	hung	hung	pendurar
to have	had	had	ter
to hear	heard	heard	ouvir
to hide	hid	hidden	esconder
to hit	hit	hit	bater
to hold	held	held	segurar; manter
to hurt	hurt	hurt	magoar; doer
to keep	kept	kept	manter; guardar
to know	knew	known	conhecer; saber
to lay	laid	laid	pôr
to lead	led	led	liderar; levar a
to learn	learnt	learnt	aprender
to leave	left	left	deixar; sair; partir
to lend	lent	lent	emprestar
to lie	lay	lain	estar deitado
to light	lit	lit	iluminar
to lose	lost	lost	perder
to make	made	made	fazer
to mean	meant	meant	significar; querer dizer
to meet	met	met	encontrar (pessoas)
to mistake	mistook	mistaken	errar; enganar-se
to overcome	overcame	overcome	ultrapassar
to pay	paid	paid	pagar
to put	put	put	pôr; colocar
to read	read /rɛd/ (=red)	read /rɛd/ (=red)	ler
to rewind	rewound	rewound	voltar atrás
to ride	rode	ridden	andar (a cavalo, de bicicleta)
to rise	rose	risen	erguer-se; levantar-se
to run	ran	run	correr
to saw	sawed	sawn	serrar
to say	said	said	dizer
to see	saw	seen	ver
to seek	sought	sought	procurar

Infinitive	Past simple	Past participle	Meaning
to sell	sold	sold	vender
to send	sent	sent	enviar; mandar
to set	set	set	estabelecer
to shake	shook	shaken	abanar; tremer
to shine	shone	shone	brilhar
to shoot	shot	shot	disparar
to show	showed	shown	mostrar
to shrink	shrank	shrunk	encolher
to shut	shut	shut	fechar
to sing	sang	sung	cantar
to sit	sat	sat	sentar-se; estar sentado
to sleep	slept	slept	dormir
to slide	slid	slid	escorregar
to smell	smelt	smelt	cheirar
to speak	spoke	spoken	falar
to spell	spelt	spelt	soletrar
to spend	spent	spent	gastar; passar (tempo)
to spill	spilt	spilt	entornar; derramar
to spread	spread	spread	espalhar
to spring	sprang	sprung	saltar
to stand	stood	stood	levantar; estar de pé
to steal	stole	stolen	roubar
to sting	stung	stung	ferrar
to stink	stank	stunk	cheirar mal
to swear	swore	sworn	jurar
to swell	swelled	swollen	inchar
to swim	swam	swum	nadar
to swing	swung	swung	baloiçar
to take	took	taken	levar; pegar
to teach	taught	taught	ensinar
to tear	torn	torn	rasgar
to tell	told	told	dizer
to think	thought	thought	pensar
to throw	threw	thrown	atirar
to understand	understood	understood	perceber; compreender
to wake	woke	woken	acordar; despertar
to wear	wore	worn	usar; vestir
to win	won	won	ganhar; vencer
to write	wrote	written	escrever

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#### **Hino Nacional**

#### Cântico da Liberdade

Canta, irmão Canta, meu irmão Que a liberdade é hino E o homem a certeza.

Com dignidade, enterra a semente
No pó da ilha nua;
No despenhadeiro da vida
A esperança é do tamanho do mar
Que nos abraça,
Sentinela de mares e ventos
Perseverantes
Entre estrelas e o Atlântico
Entoa o cântico da liberdade.

Canta, irmão Canta, meu irmão Que a liberdade é hino E o homem a certeza!